

DAY ONE: Tuesday 6th July

NZ Perth Sydney  
12:15 08:15 10:15

**Lecturio Presentation**  
How to implement a Platform-Based Approach in Health Professional Education  
Presenters: Rhonda Lawes, PhD (c) and Dr. Manuel Mendive, Lecturio GmbH / Inc

Sponsored by:



13:00 09:00 11:00 **Official Opening, Prof Ben Canny - President, ANZAHP**

13:07 09:07 11:07 **Plenary Session - Keynote**  
Chair: Ben Canny  
Moving backwards into the future: Indigenising the health professional curriculum  
Dr Rhys Jones, University of Auckland  
Live Q & A  
14:00 10:00 12:00 Break 30 minutes

**Stream 1: IPL 1**

Chair: Megan Anakin  
Sponsored by



**IPL 1 A**

14:30 10:30 12:30 98 Student Midwives Experiences of COVID-19: A Cross Sectional Study , Lesley Kulukas, Curtin University

14:38 10:38 12:38 154 Step to the Left: Creating a physiotherapy workforce that is adaptable to COVID-19 service demands through a safe and sustainable training program , Chanelle Louwen, Metro South Health

14:46 10:46 12:48 9 minute Live Q & A

**IPL 1 B**

15:06 11:06 13:06 247 The role of the pharmacist during the 2019-2020 Australian black summer bushfires , Alexandra Moss, University Of Canberra

15:14 11:14 13:14 285 Training to our environment in the era of Covid-19: exploring high performance resus in intensive care and identifying the tacit knowledge and informal pathways used by expert level ICU nurses , Kylie Moon, Royal Melbourne Hospital

15:22 11:22 13:22 114 An interprofessional Peer Teacher Training program - 'blended learning' or 'online-only': how do they compare? , Annette Burgess, The University Of Sydney, Faculty Of Medicine And Health

15:31 11:31 13:31 9 minute Live Q & A

**IPL 1 C**

15:42 11:42 13:42 144 Preparing healthcare students for the climate crisis starts with health professions educators, Rosie Wotherspoon, Monash University

15:50 11:50 13:50 183 PEP Talks: Inception of "Physiotherapy Education Program" – the innovative delivery of education for physiotherapists, Kirby Adams, Metro South Health - Logan and Beaudesert Health Service

15:58 11:58 13:58 252 What impact has the COVID pandemic had upon student performance and satisfaction across the health professions? , Dragan Ilic, Monash University

16:07 12:07 14:07 9 minute Live Q & A

16:20 12:20 14:20 Break 20 minutes

**Stream 2: EdTec 1**

Chair: Shane Bullock

**EdTec 1 A**

12:30 11 Deconstructing nervous system module (NSM) in the medical program to improve learner perceptions and outcomes, Awais Saleem Babri, Beyond Horizons Education Consultancy

12:38 184 Teaching Broader Determinants of Health to Medical Students – Ambiguity, Agony and Implications for Practice, Linda Selvey, School Of Public Health, Faculty Of Medicine, The University Of Queensland

12:46 209 "I want to know how to be a doctor" - What do pre-clinical year 2 medical students want to learn in a longitudinal primary care placement during the COVID-19 pandemic?, Hollis Steeves, University Of Queensland

12:55 9 minute Live Q & A

**EdTec 1 B**

13:06 12 Application of clinical ward round pedagogy in a traditional learning environment- A pilot study, Awais Saleem Babri, Beyond Horizons Education Consultancy

13:14 14 Basic science education at medical school: views of students at an Australian Medical School, Zachary Bunjo, Royal Adelaide Hospital

13:22 140 Meaningful integration of medical disciplines into a capstone pre-clinical course, Iulia Oancea, School Of Clinical Medicine

13:31 9 minute Live Q & A

**EdTec 1 C**

13:42 52 Peer teaching second-year medical students pharmacology utilising Pecha Kucha-based student presentations - a pilot study, Helen Qin, The Alfred Hospital

13:50 97 Adapting to a Constantly Changing Environment: the Evolution of Case Based Learning in an Undergraduate Medical Program, Matthew Arnold, University Of Adelaide

13:58 271 Team Based Learning success in a remote teaching environment, Rosa Howard, University Of Sydney

14:07 9 minute Live Q & A

14:20 Break 20 minutes

**Stream 3: PeArLS 1**

**PeArLS 1 A**

12:30 92 Working with shifting goalposts: the challenge of developing a program evaluation for a program that isn't sitting still!, Imogene Rothnie, Libby Newton, The Royal Australasian College of Physicians

13:15 Break 15 minutes

**PeArLS 1 B**

13:30 279 What might the health workforce look like in a world where machines learn?, Julie Gustavs, Dr Caroline Clarke, Dr Shaun Hosien, AMC

14:15 Break 25 minutes

**Stream 4: PCW 1**

Chair: Michelle McLean  
Sponsored by



**PCW 1 A**

12:30 39 Voice Behaviour in Healthcare : A Scoping Review of the Study of Voice Behaviour in Healthcare Workers , Philippa Friary, The University Of Auckland

12:38 237 Grit, resilience, mindset-type and academic success in health professional students, Marlena Calo, La Trobe University

12:46 58 Ethics in health professional education: The development of a novel teaching resource for ethics and anatomy education , Jon Cornwall, University Of Otago

12:55 9 minute Live Q & A

**PCW 1 B**

13:06 64 Teaching sensitive physical examination skills online: Improving student readiness for in-person examinations, Siobhan Bourke, The University of Melbourne, Dept of Medical Education

13:14 55 Working with students as partners for educational excellence, Adrienne Torda, Unsw Sydney

13:22 121 Adherence to national consensus statement on informed consent: Medical students' experience of obtaining informed consent from patients for sensitive examinations, Harsh Bhoopatkari, University Of Auckland

13:31 9 minute Live Q & A

**PCW 1 C**

13:42 185 The Health Humanities in health professional education: A scoping review of curricular and evaluation approaches, Karen Scott, Paediatrics & Child Health, Sydney Medical School, University Of Sydney

13:50 197 Grappling with linguistic subtleties when teaching interprofessional practice: Can theory help move us from 'bewilderment' towards 'clarity'? , Alexandra Little, University Of Newcastle Department Of Rural Health

13:58 299 How does settler colonialism contribute to perpetuating health care inequity? Reflections on ambiguity, complexity and praxis, Alison Francis-cracknell, Monash University

14:07 9 minute Live Q & A

14:20 Break 20 minutes

**Stream 5: Assessment 1**

Chair: Deborah O'Mara  
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**Assessment 1A**

12:30 255 How evaluative judgement development varies between medical specialties , Elizabeth Molloy, The University of Melbourne

12:38 239 Failure to fail in workplace learning in the health professions, Jayne Lysk, University Of Melbourne

12:46 248 MULTIPLE ATTEMPTS AT A HIGH-STAKES POSTGRADUATE EXAM – EXPLORING THE IMPACT OF FAILURE AND HOW TRAINEES ACHIEVE SUCCESS, Mary Pinder, Division Of Health Professions Education, Uwa, College Of Intensive Care Medicine, Dept Icu Sir Charles Gairdner Hospital

12:55 9 minute Live Q & A

**Assessment 1 B**

13:06 234 Shadow systems in assessment: how supervisors make progress decisions in practice, Damian Castanelli, Deakin University

13:14 18 It's just not fair: Learners and supervisors' perspectives of the attributes of fair judgement in assessment, Nyolli Valentine, Flinders University

13:24 9 minute Live Q & A

**Assessment 1 C**

13:42 116 Decreasing Ambiguity in feedback- Developing a standard Allied Health Assistant (AHA) student performance evaluation tool, Tony Sheng, Monash Health

13:50 261 Time to trust entrustable professional activities: Findings from WSU School of Medicine, Caroline Joyce, Western Sydney University

14:00 9 minute Live Q & A

14:10 Break 30 minutes

**Stream 1: IPL 2**  
Chair: Samantha Sevenhuysen

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**IPL 2 A**

16:40 12:40 14:40 63 Pre-registration nursing students' perceptions of their baseline digital literacy, Zerina Lokmic-Tomkins, University Of Melbourne, Department Of Nursing

16:48 12:48 14:48 178 Nursing in a digital world: Pre-registration nursing students' perceptions of digital health technology and its impact on the future role of nursing, Pauline Wong, Monash University

16:56 12:56 14:56 6 Using electronic health records to augment interprofessional health informatics literacy, Kwang Cham, The University Of Melbourne

9 minute Live Q & A

**IPL 2 B**

17:16 13:16 15:16 103 Online Interprofessional Education: the journey from defeat to triumph, Jane Ferns, University Of Newcastle Department Of Rural Health

17:24 13:24 15:24 236 WIL ROAR: the Repository Of Additional Resources for allied health students, Belinda Judd, University Of Sydney

9 minute Live Q & A

**IPL 2 C**

17:52 13:52 15:52 259 Clinical Evidence Synthesis in Remote settings, Nilakshi Waidyatillake, The University Of Melbourne

18:00 14:00 16:00 142 New-graduate physiotherapists' training needs and readiness for telehealth and a low-cost experiential learning activity for physiotherapy students., Romany Martin, The University Of Queensland

18:08 14:08 16:08 143 Learning Advantages and Challenges for a Paediatric Physiotherapy Telehealth Student Led Service under Telesupervision, Emily Ward, UniSA

9 minute Live Q & A

Close

**Stream 2: EdTec 2**  
Chair: Nyoli Valentine

**EdTec 2 A**

14:40 206 On a Knife-Edge – Training for clinical competence in Gamma Knife. A highly specialised radiation therapy machine for brain tumour treatment, commissioned and implemented in a global pandemic., Glenn Trainor, Peter MacCallum Cancer Centre

14:48 225 Crafting Radiation: Implementation of a risk-free environment for self-directed upskilling., Bruce Ha, Peter MacCallum Cancer Centre

14:56 240 Exploring the role of CT Simulation in Preparation for Clinical Placement, Kristal Lee, Monash University

9 minute Live Q & A

**EdTec 2 B**

15:16 130 Medical students' expectations about digital health, Sisira Edirippulle, University Of Queensland

15:24 16 Effective strategies for studying pharmacology in Medicine: a mixed method approach, Jessie Zhou, Monash University

15:32 26 CREATING INNOVATIVE AND REAL-LIFE LEARNING ENVIRONMENTS FOR INTERNATIONALLY-QUALIFIED NURSING STUDENTS: SIMULATION AND ROLE PLAY, Joy Penman, Monash

9 minute Live Q & A

**EdTec 2 C**

15:52 221 The future of Post-graduate Anatomy Education, Upuli Pahalawatta, John Hunter Hospital

16:00 231 Is there a home for hybrid? Responding to a state-wide COVID-19 lockdown with a blended learning clinical placement., Jotham Bonett, Peter MacCallum Cancer Centre

16:10 9 minute Live Q & A

16:20 Close

**Stream 3: PeArLS 2**

**PeArLS 2 A**

14:40 276 How COVID19 aided culture change during the implementation of a new curriculum – success stories for students and staff at University of Sydney, Kellie Charles, Jane Bleasel, Rosa Howard, The University Of Sydney

15:25 Break 15 minutes

**PeArLS 2 B**

15:40 229 How might we remediate problems with student professionalism? Progressing from the MDANZ 'Professionalism and professional identity of our future doctors' report, Zsuzsoka Kecskes, Australian National University, Lynnette Clearihan, Monash University

16:25 Close

**Stream 4: Wokshop 1**  
Chair: Ben Canny

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**Workshop 1**

14:40 **AMC Review of Accreditation Standards**  
Reviewing accreditation standards for medical programs in challenging times

Presenters: Theanne Walters, Sarah Vaughan, Kirsty White, Brendan Crotty, Hash Abdeen, Georga Cooke, Dayna Duncan, Andrew Singer

16:30 Close

**Stream 5: Assessment 2**  
Chair: Dragan Ilic

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**Assessment 2 A**

14:40 216 Laying anchor in a sea of validities: applying Kane's framework and the many facets Rasch model in a validation study of medical student OSCE ratings., Imogene Rothnie, University Of Sydney

14:48 78 Large cohort remote OSCEs, Anna Ryan, University Of Melbourne

9 minute Live Q & A

**Assessment 2 B**

15:16 107 The acceptability of student-produced videoed physical examinations as a substitute for a standard OSCE during pandemic restrictions., Priya Acharya, Western Sydney University

15:24 262 One problem, three solutions – lessons learned from OSCE alternatives during COVID, Debbie Baldi, Deakin University

9 minute Live Q & A

**Assessment 2 C**

15:52 244 Lessons learned from Outcome of Programmatic assessment of International Medical Graduates, Mulavana Parvathy, John Hunter Hospital, Newcastle, Nsw Australia

16:00 48 Using safety criteria to develop insight in undergraduate medical students to perfect procedural skills performance, Patricia Green, Bond University

16:08 41 Factors associated with undergraduate students' academic and clinical performance success in an innovative nursing curriculum: a mixed-methods study, Ensieh Fooladi, Monash University

9 minute Live Q & A

16:30 Close

**Stream 1: IPL 3**  
Chair: Louisa Remedios  
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**IPL 3 A**

13:00 09:00 11:00 215 An exploration of factors influencing Australian physiotherapists' involvement in entry-level student clinical education. , Clint Newstead, The University of Sydney / The University of Newcastle

13:08 09:08 11:08 91 Reconceptualising progression through physician training: a novel application of competing risks survival analysis , Rebecca Aichinger, The Royal Australasian College of Physicians

13:16 09:16 11:16 100 Health professions educators' system-oriented roles as educational advocate, quality improver and broker in an uncertain environment, Koshila Kumar, Flinders University

13:24 09:24 11:24 9 minute Live Q & A

**IPL 3 B**

13:35 09:35 11:35 296 "Community Based Medical Education – CBME - Moving forwards or backwards"  
KEYWORDS: COME, Curriculum, Training, Healthcare services, Communities , Inayat Ullah Memon, Indus Medical College, T.M. Khan, Pakistan

13:43 09:43 11:43 198 Purposes of morbidity and mortality meetings. A scoping review., Emma Jeffs, Royal Children's Hospital

13:51 09:51 11:51 200 Reversing the flow – Benefits of upskilling from below , Kaj Bayley, Peter MacCallum Cancer Centre

13:59 09:59 11:59 9 minute Live Q & A

**IPL 3 C**

14:10 10:10 12:10 96 Making paediatric education accessible for allied health and nursing professionals in regional and rural settings., Sarah Temby, The Royal Children's Hospital, Melbourne

14:18 10:18 12:18 134 New graduate paediatric occupational therapists' experiences of learning to make intervention decisions: A case study approach, Elizabeth Moir, The University Of Queensland

14:26 10:26 12:26 21 Nutrition Care by Primary Care Providers: Advancing our Understanding using the COM-B framework, Jennifer Crowley, University Of Auckland

14:34 10:34 12:34 9 minute Live Q & A  
14:45 10:45 12:45 Break 20 minutes

**Stream 2: EdTec 3**  
Chair: Jane Bleasel

**EdTec 3 A**

11:00 53 Online approaches harnessing the challenges of COVID- impacted 'face to face' clinical learning. , Melanie Fentoullis, Unsw

11:08 189 Maintaining social connection during online clinical placements: A virtual reality, Alexandra Little, University Of Newcastle Department Of Rural Health

11:18 9 minute Live Q & A

**EdTec 3 B**

11:35 84 Qualitative evaluation of an online learning module designed to enhance dignity within work-integrated learning, Kadheeya Wahid, Monash University

11:43 167 How Do Intensive Care Medicine Trainees Learn the Collaborator Role?, Bruce Lister, College Of Intensive Care Medicine Of Australia And New Zealand

11:51 67 Educator perceptions of student-initiated conversations about perceived deviations from evidence-based clinical practice., Samantha Sevenhuysen, Peninsula Health

11:59 36 Teaching Problem-Based Clinical Evaluation During COVID-19: Clinician as Simulated Patient, Rahul Barmanray, Royal Melbourne Hospital / University Of Melbourne

12:07 12 minute Live Q & A

12:20 Break 45 minutes

**Stream 3: PeArLS 3**

**PeArLS 3 A**  
Chair: Robyn Woodward-Kron

11:00 70 Describing our "learning to make a difference" through social learning spaces and deliberate value-creation to respond effectively to deteriorating patients, Manisa Ghani, St Vincent's Hospital, Melbourne

11:45 Break 15 minutes

**PeArLS 3 B**

12:00 203 Art in a modern era of health professions education: where have we been and where should we go with moulage?, Jessica Stokes-parish, Bond University

12:45 Break 20 minutes

**Stream 4: Wokshop 2**  
Moderator: Aviad Haramati

**Workshop 2: Panel Discussion**

11:00 ANZAHPE – IAMSE Workshop  
Combined ANZAHPE/IAMSE Panel Discussion: Opportunity from ambiguity

Moderator: Aviad Haramati

Panel members: Neil Osheroff, Chinthaka Balasooriya, Diann Eley, Jo Bishop

12:45 Break 20 minutes

**Stream 5: Assessment 3**  
Chair: Sinead Kado  
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**Assessment 3 A**

11:00 253 Multisource Feedback: A comparison of performance in differing GP training programs. , Rebecca Stewart, Medical Education Experts

11:08 24 Multi-Source Feedback - An Opportunity for Improving Learning and Performance Culture, Carol Pizzuti, The University of Sydney

11:18 9 minute Live Q & A

**Assessment 3 B**

11:35 260 Implementation of smartphone based app system for formative miniCEXs (year3) and EPAs (year 5) and summative clinical term assessments at Western Sydney School of Medicine. , Stephen Tobin, Western Sydney University Medicine

11:43 146 Psychologically safe for what? The influence of psychological safety on feedback conversations, Christy Noble, University of Queensland

11:51 194 The impact of psychological safety on dialogue during feedback in clinical practice, Christina Johnson, Monash Health

11:59 9 minute Live Q & A

**Assessment 3 C**

12:10 219 Exploring feedback practices in allied health clinical placements, Joanna Tai, Deakin University

12:18 76 A Retrospective ePortfolio Capstone project, Jillian Clarke, The University Of Sydney

12:28 9 minute Live Q & A

12:38 Break 25 minutes

**Stream 1: Workshop 3**

**Stream 2: PeArLS 4**

**Stream 3: PeArLS 5**

**Stream 4: PCW 2**  
Chair: Joy Rudland

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**Stream 5: Assessment 4**  
Chair: Anthea Cochrane

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Workshop 3		
15:05	11:05	13:05
<b>ANZAHPE Fellowship Workshop</b>		
Why should I apply for Associate Fellowship or Fellowship of ANZAHPE and how do I do it?		
15:14	11:14	13:14
Presenters: Julie Ash, Chair ANZAHPE Fellowship Scheme and Fellowship Committee members Roma Forbes, Gary Rogers, Monica Moran, Adrian Schoo, Elizabeth Molloy, Tim Wilkinson		
15:22	11:22	13:22
15:31	11:31	13:31
15:42	11:42	13:42
15:50	11:50	13:50
15:58	11:58	13:58
15:58	11:58	14:07
16:20	12:20	14:20
Break 20 minutes		

PeArLS 4 A		
13:05	10	
Moving Forward through teaching Uncertainty Tolerance: Lessons from Humanities and Social Science Tertiary Educators, a qualitative study, Michelle Lazarus, Jaai Parasnis, Monash University		
14:05		
Break 35 minutes		

PeArLS 5 A		
13:05	136	
Longer-term workforce impacts of rural immersion programmes, Charlotte Connell, Philippa Poole, The University Of Auckland		
Break 35 minutes		

PCW 2 A		
13:05	27	
How do we grow medical educators in the Pacific? – A qualitative case study, Sinead Kado, University Of Western Australia		
13:14	30	
ANZCEN Incubator: Developing Australia and New Zealand Critical Care Clinician Educators by cultivating a virtual Community of Practice , Manisa Ghani, St Vincent's Hospital, Melbourne		
13:22	113	
A longitudinal faculty development program: supporting a culture of teaching , Annette Burgess, The University Of Sydney, Faculty Of Medicine And Health		
13:31		
9 minute Live Q & A		
PCW 2 B		
13:42	171	
Does micromanagement affect clinical supervision and professional entrustment for trainees?, Becky Li, Nova Southeastern University, Dr Kiran C.Patel College of allopathic Medicine		
13:50	232	
A balancing act: The Supervisor of Training role in anaesthesia education, Damian Castanelli, Deakin University		
14:00		
9 minute Live Q & A		
14:10		
Break 30 minutes		

Assessment 4 A		
13:05	157	
Reliability of an existing tool of professionalism assessment for pre-clinical medical students. , Adelle Mcardle, Monash University		
13:14	158	
Does professionalism assessment conducted during clinical placements agree with that conducted within problem-based learning groups?, Adelle Mcardle, Monash University		
13:22	233	
Academic Integrity for Remote Exams, Anna Ryan, University Of Melbourne		
13:31		
9 minute Live Q & A		
Assessment 4 B		
13:42	196	
How can cultural safety, as determined by Aboriginal and Torres Strait Islander peoples, be assessed in GP trainees?, Kay Brumpton, Rmea		
13:50	62	
Self-assessment narratives of first year medical students. How am I doing? Do I belong?, Jenny Mcdonald, Western Sydney University		
13:58	23	
Analysing feedback and evaluating its value: The writing of CALD social work students, Catherine Flynn, Monash University		
14:07		
9 minute Live Q & A		
14:20		
Break 20 minutes		

**Stream 1: IPL 4**  
Chair: Keryn Bolte



16:40	12:40	14:40	89	Accessing student & academic perspectives to develop a framework to optimise work integrated learning across the health professions, Charlotte Denniston, The University Of Melbourne	9 minute Live Q & A
16:48	12:48	14:48	101	Pivoting our core business: creating future certainty in allied health student placements., Rebecca Oates, University of Melbourne	9 minute Live Q & A
16:56	12:56	14:56	105	Ambiguity as a driver for improvement in Interprofessional student placements. , Kay Skinner, Charles Sturt University	9 minute Live Q & A
17:05	13:05	15:05			
17:16	13:16	15:16	90	Interprofessional communication workshops during undergraduate workplace learning in a regional health service, Nikki Lyons, Barwon Health	9 minute Live Q & A
17:24	13:24	15:24	17	The Diagnostic Thinking Inventory for Optometry (DTI-O) as a reflective tool to promote development of clinical reasoning and active learning, Amanda Edgar, Deakin University	9 minute Live Q & A
17:32	13:32	15:32	25	Development of an authentic clinical reasoning assessment for optometrists , Amanda Edgar, Deakin University	9 minute Live Q & A
17:41	13:41	15:41			
17:52	13:52	15:52	193	Oral Health Education for Non-Oral Health Professions – a literature review on toothsome solutions for an ongoing problem, Hannah Lochore, University Of Otago	12 minute Live Q & A
18:00	14:00	16:00	290	An Inter-Disciplinary Tale: The Clinical Educator Professional Development Credential, Calvin Smith, The University Of Queensland	9 minute Live Q & A
18:08	14:08	16:08	85	Will they ever happen again, and is it worth it? The influence of international clinical nursing placements on career planning and cultural competence., Shelley Gower, Curtin University	9 minute Live Q & A
18:08	14:08	16:16			
18:30	14:30	16:30			

**Stream 2: EdTec 4**  
Chair: Tehmina Gladman

14:40		14:40	7	Part 2 - Surveying the digital literacy landscape through the lenses of academics and employers, Kwang Cham, The University Of Melbourne	9 minute Live Q & A
14:48		14:48	217	Are Australian nurse educators technology ready? Exploring Australian nursing academics attitudes to technology in teaching, Mark Browning, Federation University	9 minute Live Q & A
14:56		14:56			
15:16		15:16	99	Adapting the delivery of clinical skills teaching to suit the pandemic climate – is attaining basic clinical competence still achievable for our pre-clinical medical students?, Cassandra Richmond, Notre Dame University	12 minute Live Q & A
15:24		15:24	111	Adaptive Tutorials versus Web-Based Resources in Radiology: A Mixed Methods Analysis in Junior Doctors of Efficacy and Engagement., Stuart Wade, University Of New South Wales	9 minute Live Q & A
15:32		15:32	33	Using electronic health data to design personalised Continuing Medical Education (CME) programs for Australasian medical practitioners, Carol Pizzuti, The University of Sydney	9 minute Live Q & A
15:41		15:41	147	Transitioning from Face-to-face to Online: A National Allied Health Assistants Conference, Tony Sheng, Monash Health	9 minute Live Q & A
15:50		15:50			
16:03		16:03		Close	

**Stream 3: PeArLS 6**

14:40		14:40	161	eOSCE delivery and remote quality assurance (eQA) during a pandemic, and its future implications, Shannon Saad, University Of Notre Dame; Bunmi Malau-Aduli, James Cook University; Cassy Richmond, University Of Notre Dame; Michelle Shilpalius, Monash University & Monash Health; Karina Jones, James Cook University	9 minute Live Q & A
15:25		15:25		Break 15 minutes	
15:40		15:40	191	A Place-based Approach to Rural Medical Education, Jennene Greenhill, UWA	9 minute Live Q & A
16:25		16:25		Close	

**Stream 4: PCW 3**  
Chair: Anna Vnuk



14:40		14:40	60	Work readiness – understanding the needs and experiences of health graduates in the workplace, Bethany Howard, Monash University	9 minute Live Q & A
14:48		14:48	75	Paid employment of medical students in the hospital: feasibility, acceptability and experiences., Nadia Levkut, The University Of Melbourne	9 minute Live Q & A
14:56		14:56			
15:16		15:16	153	Modifying communication workshops and assessment to an online platform due to COVID-19; A success story, Ryan Wood-bradley, Deakin University	9 minute Live Q & A
15:24		15:24	160	Evaluating supervision training workshops for Victorian health and human services workers: Does an online delivery affect immediate outcomes?, Van Nguyen, Monash Centre For Scholarship In Health Education, Monash University	9 minute Live Q & A
15:32		15:32	163	Learning and contribution: Medical students' participation in the COVID-19 pandemic workforce, Leonie Griffiths, University Of Melbourne	9 minute Live Q & A
15:41		15:41			
15:52		15:52	176	The effect of the COVID-19 pandemic on the career intentions of New Zealand medical graduates, Antonia Verstoppen, University of Auckland	9 minute Live Q & A
16:00		16:00	220	Evaluation in medical education during the COVID-19 pandemic: Opportunities and challenges, Kate Reid, The University Of Melbourne	9 minute Live Q & A
16:08		16:08	249	Becoming and being an Assistant in Medicine (AIM): Collaborative evaluation of medical student perceptions of the impact of key experiences on competences and confidence for moving into an internship role., Naomi Staples, University Of Sydney	9 minute Live Q & A
16:16		16:16			
16:30		16:30		Close	

**Stream 5: PeArLS 7**

14:40		14:40	208	Examining learning environments which acknowledge students' lived experience of the health curriculum, Christina Grove, Emma Osborne, Tim Wilkinson, Rebecca Grainger, University Of Otago	9 minute Live Q & A
15:25		15:25		Break 15 minutes	
15:40		15:40	151	How can we support medical students to navigate uncertainty in their learning environments?, Ciara Lee, University Of Otago	9 minute Live Q & A
16:25		16:25		Close	

NZ Perth Sydney  
12:15 08:15 10:15

**Altus Assessments Presentation**  
Assessment tools in health science admissions  
Ian Morse, Internal Sales Manager | Krysia Kostrz, Australian Market Manager, Altus Assessments

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**ALTUS**  
ASSESSMENTS

Academic programs have many tools available to assess applicants' cognitive skills, but today's admissions process needs to be more holistic. Join us on Monday, July 12 at 8:15AM (GMT+8)/10:15 AM (GMT+10) to learn how Casper (situational judgment test) and Snapshot (one-way video interview) can help.

**Stream 1: IPL 5**

Chair: Koshila Kumar

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**Stream 2: EdTec 5**

Chair: Kellie Charles

**Stream 3: PeArLS 8**

**Stream 4: PCW 4**

Chair: Joy Rudland

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**Stream 5: Assessment 5**

Chair: Joanna Tai

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Time	Stream 1: IPL 5	Stream 2: EdTec 5	Stream 3: PeArLS 8	Stream 4: PCW 4	Stream 5: Assessment 5
13:00 - 09:00	11:00 186 Nursing and Allied Health Graduate Outcomes Tracking (NAHGOT) study: Destinations of graduates from two Australian universities, Tony Smith, The University Of Newcastle Department Of Rural Health	11:00 102 Escaping the lecture theatre: A team effort, Jane Ferns, University Of Newcastle Department Of Rural Health	11:00 281 Entrustment Tasks to Build a Digitally Capable Health Workforce, Julie Gustavs, Dr Shaun Hosien, AMC	11:00 34 Medicine and the Ambiguous Measurement of Uncertainty: A meta-analysis of healthcare uncertainty tolerance measures, Georgina Stephens, Monash University	11:00 137 Unveiling the problem represented by accreditation of health professions education, Sarah Meiklejohn, Monash University
13:08 - 09:08	11:08 175 The characteristics and career aspirations of undergraduate population health students in Aotearoa New Zealand, Antonia Verstappen, University of Auckland	11:08 223 Moulage in trauma education: a comparison study in undergraduate medical students, Jessica Stokes-parish, Bond University		11:08 37 Incorporating self-reflection and clinical decision making into complex clinical vignettes to uncover student cognitive bias(es), Lucinda Ainge, Deakin University	11:08 201 Medical Education's Adverse Impact on Minority Patients, Leila Morsy, Prideaux Discipline: Health Professions Education, Flinders University
13:16 - 09:16	11:16 204 Readiness for practice of new graduate physiotherapists: a systematic review, Tanya Thompson, Western Sydney University / SWSLHD	11:16 265 Breaking Boundaries: Evaluating the effectiveness of Gamification and Student Co-Creation for Anatomy during remote learning, Nicolene Lottering, Bond University		11:16 40 "A whole lot of uncertainty": A longitudinal qualitative study exploring clinical medical students' experiences of uncertainty, Georgina Stephens, Monash University	11:16 46 USE OF A PROBLEM BASED LEARNING SESSIONS IN DIVERSIFYING THE MEDICAL SCHOOL INTERVIEW PROCESS, Uma Ramoutar, Nova Southeastern University Dr. Kiran C. Patel College Of Allopathic Medicine
13:24 - 09:24	11:24 9 minute Live Q & A	11:24 9 minute Live Q & A		11:24 9 minute Live Q & A	11:24 9 minute Live Q & A
13:35 - 09:35	11:35 246 Successful professional entry across health students: a systematic review of predictors, Robyn Johnson, The University Of Sydney	11:35 224 The impact of a week of simulation on graduate entry masters physiotherapy students' confidence, preparedness and performance on their first clinical placement., Julia Blackford, University Of Sydney		11:35 74 Moving beyond the conscious competency learning matrix. Contextualised reflective competence: a new learning model promoting reflective practice for clinical training., Stuart Lane, Sydney Medical School	11:35 166 Medical student engagement with online creation and moderation of multiple choice questions (MCQ), Pavla Simerska, The University of Queensland
13:43 - 09:43	11:43 188 Behavioural Outcomes of Clinical Interprofessional Education Interventions in Health Professional Student Training: A Qualitative Systematic Review, Sonya Mattiazi, University Of Queensland	11:43 106 A Novel COVID-19 'Pause and Discuss' Simulation Program Conducted in a Tertiary Paediatric General Medicine Service: Methodology, Theoretical Foundations and Evaluation., Stephen Brancatisano, Blacktown And Mt Druitt Hospitals	11:45 Break 15 minutes	11:43 170 Complementary Role of Short Message Service (Text message) for immediate feedback from students in pre-clerkship course evaluation, Jeremiah Ojha, Nova Southeastern University, Dr Kiran C. Patel College of allopathic Medicine	11:43 135 Modified Team Based Learning in Public Health: finding room for alternative assessment in a crowded medical curriculum, Vanessa Vaughan, Deakin University
13:51 - 09:51	11:51 205 An integrative review of the influence of interprofessional patient safety activities on health student attitudes towards patient safety., Elizabeth Cleary, The University of Sydney	11:51 124 Effectiveness of simulation training and learning in first-year Doctor of Dental Surgery students at the Melbourne Dental School, Anuradha Polster, The University Of Melbourne	12:00 272 Mapping the boundaries and affordances of online OSCE-type assessments, Julie Ash, Lucie Walters, Adelaide Boylan, Helena Ward, Katrina Morgan, University Of Adelaide	11:53 9 minute Live Q & A	11:53 9 minute Live Q & A
13:59 - 09:59	11:59 20 Nutrition in medical education: a systematic review, Jennifer Crowley, University Of Auckland	11:59 9 minute Live Q & A			
14:10 - 10:10	12:10 12 minute Live Q & A Break 50 minutes	12:10 50 Activate the brain or smart Information-Communication-Technology device during formal active-learning? Implications for learning, Gillian Kette, Flinders Health And Medical Research Institute: Prideaux		12:10 245 Designing hospitals: when language is ambiguous, Megan Phelps, The University Of Sydney	
14:18 - 10:18		12:18 79 Comparing the Eyesi Binocular Indirect Ophthalmoscope simulator to peer-practice for learning and updating binocular indirect ophthalmoscopy skill, Amanda Douglass, Deakin University		12:18 264 Embracing clinical ambiguity through reasoning: Implementation of a novel clinical reasoning workshop for pre-clinical medical students, Nicola Wood, Flinders University	
14:28 - 10:28		12:28 9 minute Live Q & A		12:28 9 minute Live Q & A	
14:38 - 10:38		12:38 Break 35 minutes		12:38 Break 35 minutes	
14:45 - 10:45			12:45 Break 30 minutes		

**Stream 1: IPL 6**

Chair: Zsuzsoka Kecskes

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**IPL 6 A**

15:15 11:15 13:15 139 Interprofessional communication practices in rehabilitation: an interview study , Julia Paxino, The University Of Melbourne

15:23 11:23 13:23 38 Creative Futures: Living your life with Parkinson's - An overview of a 2020 interprofessional programme - Let's do this!, Philippa Friary, The University Of Auckland

9 minute Live Q &amp; A

**IPL 6 B**

15:50 11:50 13:50 65 Allied health clinicians' perceptions of informal interprofessional interactions in the workplace, Nicole Shaw, Barwon Health

15:58 11:58 13:58 212 Interprofessional Learnings Radiation Oncology Registrars, Jacinta Krstic, Peter Maccallum Cancer Centre

9 minute Live Q &amp; A

**IPL 6 C**

16:25 12:25 14:25 190 Escaping the clinical to build the interprofessional, Alexandra Little, University Of Newcastle Department Of Rural Health

16:33 12:33 14:33 267 Development of an asynchronous inter-professional educational program on medication management , Kellie Charles, The University Of Sydney

9 minute Live Q &amp; A

Break 25 minutes

16:49 12:49  
17:00 13:00

17:20 13:20 15:20 **Plenary Session - Keynote**  
Chair: Jo Bishop  
Probability, Complexity and Ambiguity  
**Prof Karen Mattick, University of Exeter, UK**

**Live Q & A**

Close

17:56 13:56  
18:11 14:11 16:11**Stream 2: EdTec 6**

Chair: Awaiz Babri

**EdTec 6 A**

13:15 44 An internship program that empowers international students to grow professionally and find their voice in the nutrition field , Tammie Choi, Monash University

13:23 45 Training the future workforce through a pandemic: The Monash University Experience , Tammie Choi, Monash University

13:31 298 "Some days you wanted to sit and sort of rock in your chair": The occupational and personal impact of COVID-19 on Australian nursing and midwifery educators , Karen Wynter, Deakin University

9 minute Live Q &amp; A

**EdTec 6 B**

13:50 31 Zooming into Medicine: how James Cook University redesigned selection interview processes in 2020, Deanne Cassidy, James Cook University

13:58 164 Enhancing medical students' participatory learning during final year: Learnings from pre-internship during COVID, Kate Mccloskey, Deakin University

14:06 286 Using disruption to facilitate uptake of high quality online learning , Femke Buisman-Pijlman, University Of Melbourne

9 minute Live Q &amp; A

**EdTec 6 C**

14:25 289 Post Covid-19 lockdown participant disconnection with the return to concurrent delivery – Is equal engagement still possible when simultaneously interacting with Health Professionals in person and online?, Sandy Baxter, Curtin University

14:33 54 Integrating high quality online learning resources with clinical education – preparing students for practice!, Adrienne Torda, Unsw Sydney

9 minute Live Q &amp; A

Break 25 minutes

14:43 14:53

**Stream 3: PeArLS 9****PeArLS 9 A**

13:15 202 Becoming a GP – The lived experience of GP registrars and implications for Training Organisations, Duncan Howard, Christine Bottrell, Murray City Country Coast GP Training

Break 15 minutes

**PeArLS 9 B**

14:15 214 Decolonising a health professional curriculum, Joy Rudland, University Of Otago

15:00 Break 20 minutes

**Stream 4: PCW 5**

Chair: Tim Wilkinson

Sponsored by

**PCW 5 A**

13:15 22 Creating effective patient educators in the health professions, Roma Forbes, The University Of Queensland

13:23 43 Multi-level approach to supporting International Medical Graduates' (IMG) transition to the workplace, Kajal Patel, Launceston General Hospital

13:31 117 Service learning placements: Innovation for creating work ready graduates , Charmaine Swanson, University Of Melbourne

9 minute Live Q &amp; A

**PCW 5 B**

13:50 118 Raising the ceiling on Allied Health Assistant career pathways with education opportunities, Lucy Whelan, Monash Health

13:58 133 Why choose general practice?: An overview of outcomes from the medical speciality decision-making project , Taryn Elliott, Gpex

9 minute Live Q &amp; A

**PCW 5 C**

14:25 287 DoNTQUIT: Developing Novel Tools for Quality Improvement Training - an international co-development initiative to improve QI training for health professional students , Megan Wallace, Monash University

14:33 288 An innovative, online, trainee-led vertically integrated model of teaching and learning to prepare surgically-inclined junior medical staff for the Royal Australasian College of Surgeons (RACS) Generic Surgical Sciences Examination (GSSE) , Michael Zhang, Nsw Health - Central Coast Local Health District

14:41 291 More pixels, clearer picture: Acceptability and preliminary psychometrics for measures of non-cognitive attributes and program/applicant alignment in post-graduate selection . , Kelly Dore, Altus Assessments/mcmaster University

9 minute Live Q &amp; A

Break 20 minutes

14:49 15:00

**Stream 5: Wokshop 4****Workshop 4**

13:15 ACCLAIM Symposium  
Moving Forward with Clinical Assessment from 2020: What we did; What we learned; What we will keep for 2021

Presenters: Dr Karen D'Souza, Professor Clare Heal, Associate Professor Bunmi Malau-Aduli, On behalf of the ACCLAIM Collaboration (Australasian Collaboration for Clinical Assessment in Medicine)

15:00 Break 20 minutes

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**AMBOSS Presentation**  
Simple, savvy techniques to enrich your classes with the AMBOSS learning platform  
Presenter: Manuel Höller-Fam, AMBOSS

Sponsored by:



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**Day 4 Welcome**  
**Plenary Session - Keynote**  
Chair: Julie Ash  
Why we need to create the social leaders of tomorrow  
**Dr Dinesh Palipana OAM, Queensland Health**  
**Live Q & A**  
**Break 30 minutes**

**Stream 1: IPL 7**  
Chair: Annette Burgess  
Sponsored by



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**IPL 7 A**  
77 Emotionally challenging situations experienced by Diagnostic Radiography students, Yobelli Jimenez, The University Of Sydney  
250 When worlds collide: exploring vulnerability in patients, medical students and doctors, Michaela Kelly, University Of Queensland  
180 Pride in Safe Learning: Exploring factors influencing educational safety in sexual and gender minority health learning, Christina Grove, University Of Otago  
9 minute Live Q & A  
**IPL 7 B**  
120 Using capability mapping to improve workplace relevance of mental health higher education, Susan Grimes, Heti Higher Education  
51 Depth of Field: A research approach for co-designing education with mental health care consumers., Gabrielle Brand, Monash University  
80 Implementing routine mental health screening: exploring community-based occupational therapists' education needs, Olivia King, Barwon Health  
9 minute Live Q & A  
**IPL 7 C**  
131 Designing an Innovative Approach to Managing Violence in an Emergency Department, Jennifer Davids, Nsw Health  
182 Is interprofessional identity the missing link in interprofessional education and collaborative practice? A scoping review., Angela Wood, The University of Queensland  
9 minute Live Q & A  
**Break 25 minutes**

**Stream 2: EdTec 7**  
Chair: Rebecca Grainger

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**EdTec 7 A**  
59 Technology enhanced learning through the use of a video assessment – lessons learned, Bethany Howard, Monash University  
152 Using active learning tools and technology-enhanced strategies to maximise learning of a postgraduate epidemiology course during the Covid-19 pandemic, Patricia Lee, School of Medicine, Griffith University  
211 "Let's videoconference them in": Is learning via technology really as simple as it seems?, Alexandra Little, University Of Newcastle Department Of Rural Health  
9 minute Live Q & A  
**EdTec 7 B**  
273 Self-awareness of Spatial Awareness – a strategy for enhancing anatomical and clinical skills?, Kylie Pickles, Deakin University  
283 Development of multi-perspective, interactive short-videos for undergraduate teaching of fetal development: A pilot study, Filippa Falcao-Tebas, Monash University  
218 Using mobile enhanced devices to support integrity of WBA during Covid, Carmel Tepper, Bond University  
9 minute Live Q & A  
**EdTec 7 C**  
49 Practising cardiac auscultation skills using a chatbot, Kenneth Cho, Campbelltown Hospital  
238 Employing the HoloLens Mixed Reality device for medical education: a focus on brain physiology., Christian Moro, Bond University  
9 minute Live Q & A  
**Break 25 minutes**

**Stream 3: PeArLS 10**

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**PeArLS 10 A**  
256 Programmatic Assessment – the vision and the reality for a large Australian cohort, Deborah O'Mara, Kellie Charles, Nidhi Garg, Jane Bleasel, The University Of Sydney  
**Break 15 minutes**  
**PeArLS 10 B**  
257 The impact of the pandemic on student learning and assessment performance, Peta Eggs, Deborah O'Mara, University Of Sydney Medical School  
**Break 25 minutes**

**Stream 4: PCW 6**  
Chair: Philippa Poole  
Sponsored by



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**PCW 6 A**  
104 The development of medical students' motivation and self-regulated learning capabilities: the Learning Coaches' perspective, Anna Vnuik, James Cook University  
165 Understanding the perceived challenges, support needs and training requirements to meet documentation standards during clinical placements, Laura Howse, Caboolture Hospital - Queensland Health  
9 minute Live Q & A  
**PCW 6 B**  
173 Building ethical professionalism with acting skills: the theoretical framework for Grace Under Pressure workshops, Claire Hooker, Sydney Health Ethics, University Of Sydney  
181 How do you teach reflective practice? Exploring inter-professional differences., Lisa Urquhart, University Of Newcastle Department Of Rural Health  
195 Attributes of cultural safety in Australian health professional learners in the workplace: a scoping literature review., Kay Brumpton, Rmea  
9 minute Live Q & A  
**PCW 6 C**  
228 Professionalism and professional identity of our future doctors: a summary of current practice in Australian and New Zealand medical schools, Charlotte Denniston, The University Of Melbourne  
254 Undergraduate paramedic student experience with violence and aggression whilst on clinical placement - what are their educational needs?, Brad Mitchell, Flinders University  
280 An experiential workshop to developing effective communication and collaboration skills for social and cultural change, Rosa Howard, University Of Sydney  
9 minute Live Q & A  
**Break 20 minutes**

**Stream 5: Assessment 6**  
Chair: Pavla Simerska  
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**Assessment 6 A**  
141 What COVID-19 has taught us about online learning: the impact on student perspectives and academic performance, Jessie Zhou, Monash University  
57 Adapting to remote health professional education during the COVID-19 pandemic: Student and academic perspectives, Mahbub Sarkar, Monash University  
210 Impact of COVID on student performance and perception in a carousel based online postgraduate public health degree program, Nazmul Karim, Monash University  
9 minute Live Q & A  
**Assessment 6 B**  
297 Student Assessment in Telehealth Practice: Providing Guidance for Physiotherapy Clinical Educators, Alison Francis-cracknell, Monash University  
207 Does post-graduate student retention and performance differ in on-campus offerings from the online offerings, as adjustment due to COVID-19?, Nazmul Karim, Monash University  
9 minute Live Q & A  
**Assessment 6 C**  
83 i-CAT - Moving from a paper-based clinical assessment tool to an online tool using PebblePad. The process of change, and the experience of teachers, students and clinical preceptors, Catina Adams, La Trobe University  
61 Interactive Lego films for Learning, Tanisha Jowsey, Centre For Medical And Health Sciences Education  
278 Changes to exit OSCE assessment at Australian Medical Schools in response to covid-19, Clare Heal, Professor  
9 minute Live Q & A  
**Break 20 minutes**



**Stream 1: IPL 8**  
Chair: Gillian Webb

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**IPL 8 A**

16:40 12:40 14:40 155 A Student Educative Clinic Model based on Bandura's Social Cognitive Theory, Jenni Suen, Flinders University

16:48 12:48 14:48 162 Learning experiences within an interprofessional student led clinic: telehealth and face-to-face consultations. , Sian Hopkins, University Of Canberra

16:56 12:56 14:58 9 minute Live Q & A

**IPL 8 B**

17:16 13:16 15:16 266 Evaluating the Effectiveness of teaching in a University Clinic through the students and educator lens, Anthea Cochrane, The University Of Melbourne

17:24 13:24 15:24 123 Leadership behaviours in interprofessional student teamwork, Christie van Diggele, The University Of Sydney

17:32 13:32 15:32 126 The Value of the Circle: Health Professionals Learning to Lead Together , Louise Nicholls, Queensland Health

17:41 13:41 15:41 9 minute Live Q & A

**IPL 8 C**

17:52 13:52 15:52 82 Do students, clinical educators and simulated patients share perceptions of an online simulation-based learning experience in stuttering management?, Monique Waite, The University Of Queensland

18:00 14:00 16:00 199 Pre-clinical optometry students' perceived acceptability and value of a virtual simulated experience, Amanda Edgar, Deakin University

18:10 14:10 16:10 9 minute Live Q & A

**Closing Session**  
Prof Ben Canny, President, ANZAHPE

**Stream 2: EdTec 8**  
Chair: Christian Moro

**EdTec 8 A**

14:40 19 Changes in New Zealand medical students self-perceived nutrition competence during training, Jennifer Crowley, University Of Auckland

14:48 174 Improving paediatric trainees' knowledge of rare metabolic disorders: A needs analysis, Dimitra Jaimie Aslanidis, Sydney Children's Hospitals Network

14:56 Moderators of Healthcare Professionals' Uncertainty Tolerance: A systematic review of qualitative literature, Ana Yap, Monash University

15:05 9 minute Live Q & A

**EdTec 8 B**

15:16 86 AMEE Consensus Statement: Planetary Health and Education for Sustainable Healthcare , Michelle Mclean, Bond University

15:24 68 Australian medical students' perceptions of the importance of education in Sports medicine and confidence managing common sports-related orthopaedic injuries, Zachary Bunjo, Royal Adelaide Hospital

15:32 187 Faculty evaluation of barriers and enablers of student research projects in a post-graduate medical degree., Joanne Hart, University Of Sydney

15:41 9 minute Live Q & A

15:52 **Close**

**Stream 3: PeArLS 11**

**PeArLS 11 A**

14:40 222 Mentor, coach, personal tutor, advisor? You Decide! Jo Bishop, Belinda Craig, Tracy Nielson, Bond University

15:25 **Break 15 minutes**

**PeArLS 11 B**

15:40 227 Building flexibility in allied health education: Exploring students' and educators' experiences and outcomes during a telehealth clinic, Catherine Easton, Linda Wilson, Narelle Patton, Charles Sturt University

**Close**

**Stream 4: PCW 7**  
Chair: Louisa Remedios

Sponsored by



**PCW 7 A**

14:40 29 Exploring Interprofessional Identity development in healthcare graduates and its impact on practice. , Ruyi Tong, Curtin University

14:48 42 The Clinical Observership Program (COBP) – Where are we now?, Kajal Patel, Launceston General Hospital

14:56 71 Clinical Training (CTT) program: how successful is 'online only' delivery?, Annette Burgess, The University Of Sydney, Faculty Of Medicine And Health

15:05 9 minute Live Q & A

**PCW 7 B**

15:16 119 The influence of students' perceived learning autonomy on approaches to learning, Tehmina Gladman, University Of Otago Wellington

15:24 156 Violating values and beliefs explains why clinical teaching experiences can be demanding, Megan Anakin, University Of Otago

15:32 1003 The impact of work while studying on medical students' education, Elizabeth Stevenson, University of Otago

15:41 9 minute Live Q & A

**PCW 7 C**

15:52 169 Acting like a doctor: a qualitative evaluation of theatre skills workshops for medical students and junior doctors, Claire Hooker, Sydney Health Ethics, University Of Sydney

16:00 242 Mixed Method Evaluation and Cost Consequence Analysis of a Teaching and Learning Internship Program for Higher Degree Research Students, Erica James, University Of Newcastle

16:08 258 The impact of interventions to enhance medical student wellbeing: A systematic review and a meta-analysis, Narelle Bethune, The University Of Melbourne

16:19 9 minute Live Q & A

**Stream 5: Wokshop 5**  
Chair: Ben Canny

**Workshop 5**

14:40 **ANZAHPE/AMEE Workshop: Educational scholarship: Advocating for recognition for healthcare professions educators,**

**Presenters: Jennifer Cleland, Tim Wilkinson, Trevor Gibbs, Chinthaka Balasooriya**

Pre-reading material for this Workshop can be found on the ANZAHPE website, under Attendee Information