Australasian Institute of Anatomical Sciences

Annual Conference
November 30 – December 4
2026





AAAS

Australasian Institute of Anatomical Sciences

Program and abstracts

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Welcome

On behalf of the Australasian Institute of Anatomical Sciences and the conference organizing committee, I would like to extend a warm welcome to you as you join us to share your knowledge, forge new connections and reinforce existing friendships in our small community.

We are very pleased to have you here on what will be our last chance to host the conference in our heart of the Faculty of Medicine and Health, the Anderson Stuart Building. The old girl has seen a lot over the years and has many times over outgrown its splendid sandstone walls as our faculty expands and puts down new roots. Next time you meet us here, we will be in our new building, the first time anatomy has left the building in 130 years.

This is of course also the land of the Gadigal people of the Eora nation, we recognize that they have been it's custodians long before today and we pay our respects to them and thank them for sharing this great wide land with us.

The jacarandas have bloomed early this year due to the warm winter we have had so sadly you will miss their colour which for us heralds exam time and the AIAS conference fast approaching.

With the program and workshops we have planned, we are optimistic that this years conference will serve to inspire and educate you, to show you what is possible and where things are heading for anatomical sciences. We have a progress update on the growing issue of unprovenanced skeletal remains, reflections on the IFAA conference in August and a variety of presentations covering body donation, specimen allocation and preparation, facility design and of course education.

The AIAS continues to grow with many new members joining us this year, especially from the Sydney region, so we look forward to meeting you all and hope that you embrace all that the AIAS can be, an organization that welcomes all and facilitates the enrichment of our working lives to the benefit of all we interact with. While you are in Sydney, I hope you get a chance to see what the city has to offer. We are lucky to have the Body Worlds exhibition here at just the right time so if it isn't coming to you, make sure you don't miss it.

The Organising Committee

Marcus Robinson, Nabil El Massri, Cynthia Tang, James Maxwell, Alfee Liau, Claudio Corvalan Diaz, Bianca Piper, Simone Kingston, William Havellas, Djuna Elkan, Shellen Redman and Tara Mackay

The Welcome Event

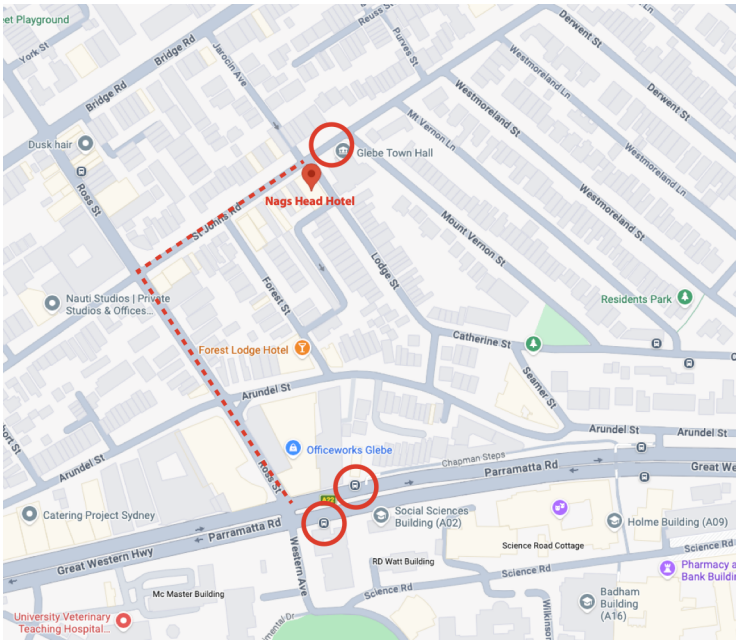
Monday 30 November 17:30-19:30

The Nags Head Hotel
162 St Johns Road, Glebe NSW 2037

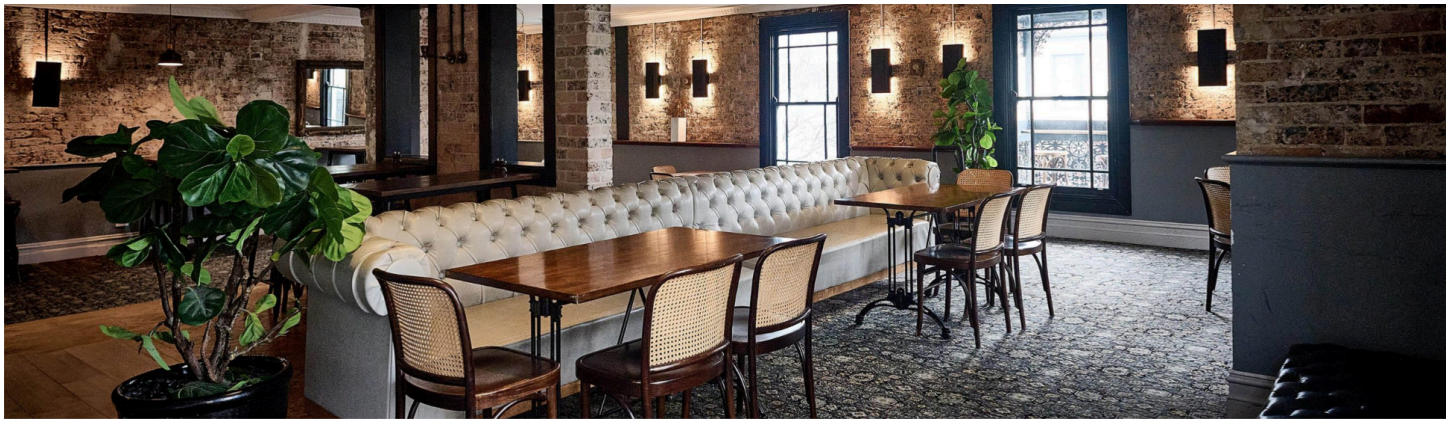
Lizzie's, level 1

Lizzie's offers a one-of-a-kind experience for those seeking the perfect venue to host large-scale events. Boasting an exclusive bar serving a wide range of beverages, guests can enjoy their favourite drinks in a relaxed and comfortable atmosphere. Lizzie's event space is fitted with multiple TVs and audio, allowing you to create your own playlist or dance the night away with a DJ or live musician. Lizzie's has an outdoor terrace for those who love a fresh breeze. Located on level 1, stair access only.

Smart casual attire

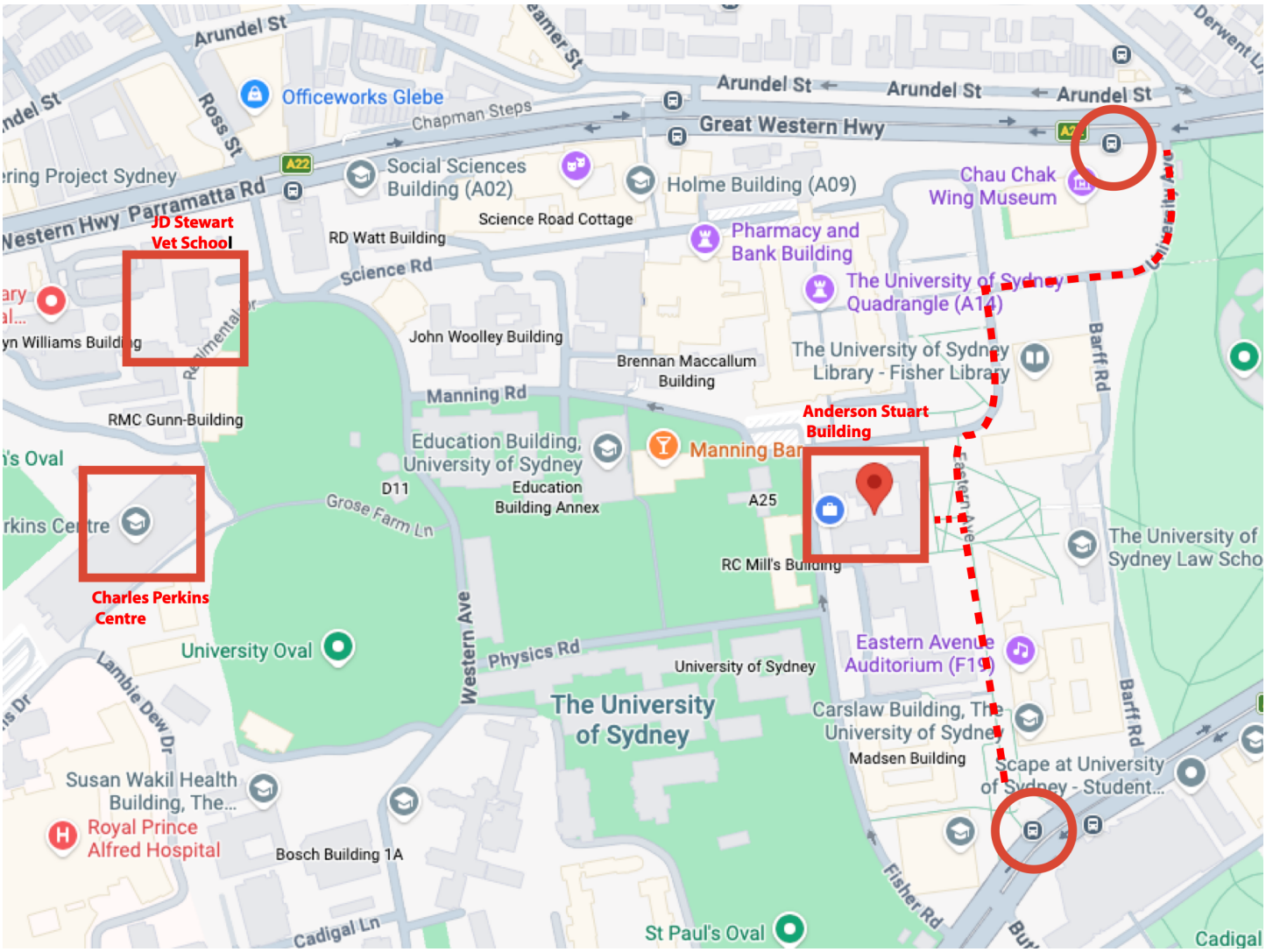






How to find us

We will be spending most of the conference in the Anderson Stuart Building, corner of Manning Road and Eastern Avenue. Nearby bus stops are on Parramatta Road and City Road (see map below).



All the talks will be in either the Vesalian Lecture Theatre (S431) on level 4 or Bishop/Cotton lab (N221,N237) on level 2. The trade displays, tea breaks and lunch will be in the Staff Common Room (S237) on level 2.

Our facilities tours will take us to the JD Stewart Building (Vet Science) and Charles Perkins Centre (Pathology museum) and Susan Wakil Health Building. All the workshops are in the Anderson Stuart Building as indicated below.

Workshops



Media Lab Workshop

Demonstration of the capabilities of the FMH Media Lab, including 3D scanning and printing, Sectra, Blender and other related software

30/11/26 11:00

30/11/26 13:00

4/12/26 9:00

Media Lab
Anderson Stuart Building
level 2, room W201



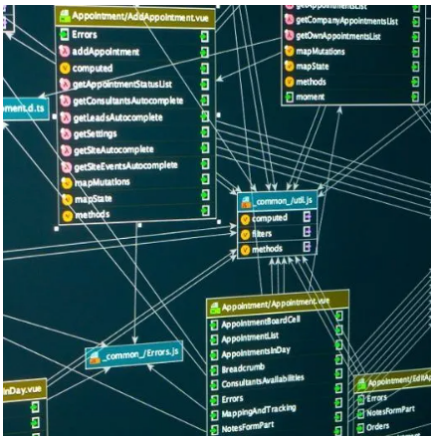
Museum Workshop

The workshop will include seeing each part of the anatomy/pathology museum specimen journey from finished dissection to sealed museum pot ready for display. You will see how the pots are made, repaired and gets some tips about how you might do things differently with your collection.

30/11/26 11:00

30/11/26 13:00

Museum workshop
Anderson Stuart Building
level 1, room N133



Database Workshop

See what a database can do for you and troubleshoot ideas with your current database.

30/11/26 15:00

4/12/26 11:00

Bishop/Cotton Lab
Anderson Stuart Building
level 2, room N221

Program – day 1 – Dec 1

8:30-9:00	**Registration** Anderson Stuart Building Tea and coffee	Staff Common Room S237
9:00	**Shellen Redman** Conference opening	Bishop Cotton Lab N237
9:10	**Kat Sanders** Welcome	
9:15	**Marcus Robinson** Housekeeping	
9:30	**Get to know you exercise** Break up into group of similar roles; managers, technical, senior technical, donor program coordinators Where are you from? How many years have you been in the job? What do you hope to get out of the conference?	
10:30	**Morning tea**	Staff Common Room S237
11:00	**Kat Sanders** What does respect ask of us now? Images, language, and person-centred practice in anatomy	Vesalian Lecture Theatre S431
11:15	**IFAA panel discussion** Take home messages, Q and A Panel members: Shellen Redman, Paula Stiles, Ryan Harris, James Heywood, Sarah Croker, Tara Mackay	
12:00	**Sponsor presentation** Health RFID Ryley Burgess	
12:15	**Lunch**	Staff Common Room S237, Courtyard
13:15	**Manisha Dayal** Symposium Beyond the Collection: Rethinking the Ethical Stewardship of Human Skeletal Remains	Bishop Cotton Lab N237

14:00	**Namrata Phan** The 22nd International Conference on Plastination Melissa Short Professional Development Grant 2026	
14:30	**Get to know you exercise** Break up into random groups What do you most enjoy about your job? What do you least like about your job?	
15:15	**Afternoon tea**	Susan Wakil Health Building, level 4
15:45	**Facilities tours** Sydney Vet School – JD Stewart Building Ainsworth Pathology museum – Charles Perkins Centre SBA construction site – Susan Wakil Health Building	
17:00	**End of day 1**	

Program – day 2 – Dec 2

8:30	**Tea and coffee**	Staff Common Room S237
9:00	**Paula Stiles** Human Tissue Governance in a Changing Landscape: Establishing and Evolving Deakin University's Human Tissue Advisory Committee	Vesalian Lecture Theatre S431
9:30	**James Heywood** Body Donor Allocations at The University of Melbourne	
10:00	**Emily Flint** What comes after Excel? Building an Accessible database solution	
10:15	**Marcus Robinson** The Professional Officer - Peter Mills in memorial	
10:30	**Morning tea**	Staff Common Room S237, Courtyard
11:00	**Sarah Croker** Academic and professional co-creation of a skin dissection experience for first year undergraduate students.	Bishop Cotton Lab N237
11:15	**Forum** Questions from the floor and online. QR code	

12:00	**Sponsor presentation** Enware Jordi Skelton	
12:15	**Lunch**	Staff Common Room S237, Courtyard
13:15	**Marcus Robinson and Nabil El Massri** Building for the Future – SBA	Vesalian Lecture Theatre S431
13:45	**Shellen Redman** Guiding Fidelity: The Technician as an Educational Partner in Healthcare Training	
14:15	**Jess Delaporte** The Wet Specimen Replacement Project	
14:45	**Bianca Piper** Brain Extraction	
15:00	**Bel Makanda** Resilience of Health Infrastructure to Natural Disasters	
15:15	**Afternoon tea**	Staff Common Room S237, Courtyard
15:45	**Facilities tours** Mortuary Museum maintenance Media Lab, glycerination Wet labs, prosectory Wilson Museum Shellshear Museum, casting, 3D printing	Anderson Stuart Building
18:00	**Conference Dinner** Touch Wood Sydney Fish Markets	
22:00	**End of day 2**	

Program – day 3 - Dec 3

8:30	**Tea and coffee**	Staff Common Room S237
9:00	**Mohamed Elzein** Designing Purposeful Immersive and Interactive Technologies for Anatomy and Health Education	Vesalian Lecture Theatre S431
9:30	**Rebekah Jenkin** The human foundations of anatomy at The University of Sydney: one hundred and one years of body procurement	
10:00	**Simone Kingston** Body Donation Consent Form - A comparative Study	
10:15	**Jo Odendaal** The Unwritten Science: Turning Technical Expertise Into Published Knowledge	
10:30	**Morning tea**	Staff Common Room S237, Courtyard
11:00	**Panel discussion** Panel members:	Vesalian Lecture Theatre S431
11:30	**AGM**	
12:00	**Sponsor presentation** Shotton/ParMed Rob Malacarne	
12:15	**Lunch**	Staff Common Room S237, Courtyard
13:15	**Rohan Long** Scientific Racism: a new exhibition at the Harry Brookes Allen Museum of Anatomy and Pathology	Bishop Cotton Lab N237
13:45	**Anatomy trivia**	
14:30	**Prizes and thank you**	
14:45	**End of day 3**	

Conference Dinner

Wednesday 2 December 18:00-22:00pm

Touch Wood
Shop A2/ 1 Bridge Road, Glebe NSW 2037

Upper ground floor
CAR: Car parking available in underground car park at Sydney Fish Market. Flat rate of $15 after 5pm 7 days. Details of day time parking rates found on the SFM website.
UBER/TAXI drop off shown on map. Rideshare/Taxi Drop-off Address. 1 Bridge Rd, Glebe
LIGHT RAIL: L1 Dulwich Hill Line stopping at WENTWORTH PARK. You can catch it from Central Station, Chinatown, Darling Harbour, or Pyrmont, with frequent services running every 5-15 minutes depending on the day and time.

Smart casual attire



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- **INTEGRATED FORMALDEHYDE EXTRACTION**









Contact Jordi Skelton - Business Development - Enware / LEEC

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Video Link – Mortuary

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Abstracts
Oral presentations

Bel Makanda
Catholic University of Bukavu
Dominican Republic of Congo

Resilience of Health Infrastructure to Natural Disasters

Natural disasters can severely disrupt health services, particularly in low-resource settings where hospitals often operate with limited infrastructure, insufficient emergency supplies, and weak disaster-preparedness systems. This presentation examines the resilience of health infrastructure to natural disasters, with particular attention to hospitals and health facilities in vulnerable communities. It aims to identify the main structural, organizational, and operational factors that influence the continuity of essential health services during and after disasters. The study will use a mixed-methods approach, combining a review of relevant scientific literature with an assessment of disaster preparedness, infrastructure conditions, emergency response capacity, and service continuity. Key areas of analysis will include the safety of buildings, availability of water and electricity, communication systems, supply-chain reliability, emergency planning, and coordination among health authorities and community organizations. The expected findings are that health facilities with stronger infrastructure, regular emergency training, reliable backup systems, effective referral mechanisms, and well-coordinated preparedness plans are more capable of maintaining essential services during crises. The study will also highlight weaknesses that increase the risk of service interruption, including inadequate investment, poor maintenance, limited local resources, and insufficient integration of disaster-risk reduction into health planning. Strengthening health infrastructure resilience is essential for protecting lives, reducing health inequalities, and ensuring continuity of care during natural disasters. The findings may support policymakers, health managers, and humanitarian organizations in developing practical strategies for safer, more adaptable, and disaster-resilient health systems.

Bianca Piper
University of Sydney

Brain Extraction

Instructional presentation demonstrating the brain extraction of an embalmed donor, with the arachnoid mater, cranial nerves and the circle of Willis retained with the brain.

Emily Flint
James Cook University

What comes after Excel? Building an Accessible database solution

Human anatomy laboratories have a legal and ethical obligation to maintain an accurate specimen register. While excel is a solid starting point and likely sufficient for small inventories, an expanding specimen collection can outgrow its suitability, making it increasingly difficult to maintain data integrity, track changes and manage related information. While specialised, purpose-built databases offer the most comprehensive solution, institutional IT support for development is not always available and external development can pose a significant financial burden. This project began as an exploration of a practical, low-cost in-house solution. A mortuary register was developed in Microsoft Access, built around the requirements of the existing Excel register while extending its functionality beyond basic inventory

management. It has integrated related workflows including scannable label generation, intercampus transfers, practical use records and audit management. Importantly, this has allowed for the collection of data on specimen use over time which supports prosection planning and collection management. It was developed using already available software and free online training, with no costs beyond staff time. This project demonstrates that meaningful improvements to register management do not necessarily require significant expense or external development and that database functionality can provide benefits regardless of institutional scale.

James Heywood
University of Melbourne

Body Donor Allocations at The University of Melbourne

The University of Melbourne supports a large volume of anatomy teaching and surgical skills training, with approximately 10,000-12,000 registered donors and around 200-250 donors entering the programme annually. To fulfill our teaching and research obligations, along with ever increasing requests for body donor tissue for surgical skills training, a careful balancing act must be struck to meet competing demands. This presentation will outline the operational framework and guiding principles used to allocate body donors for surgical skills workshops. It will highlight the key challenges faced and describe a set of linked tools that underpins the donor allocation process, to ensure both respectful use and maximal educational value.

Jessica Delaporte
University of Melbourne

The Wet Specimen Replacement Project

Anatomy has been taught at the University of Melbourne for approximately 170 years, with its current Medical Building completed in 1969. Over time, the university's anatomical teaching collection has grown and evolved. While the collection was broadly understood, a comprehensive record of individual specimens, including their anatomical features, condition and identification, was needed to support effective collection management and future teaching requirements. This project aimed to audit the wet specimen collection, establish a detailed record of its contents and create a foundation for a future digital catalogue to support academics in identifying and selecting specimens for teaching. The audit also sought to identify specimens requiring replacement and inform the long-term management of the collection. Technical staff audited over 1,000 wet specimens across all body regions over approximately one year, alongside routine laboratory duties. Each specimen was photographed, described and documented in a spreadsheet, with descriptions focusing on key anatomical features and structures relevant to the university's teaching requirements. Specimens were also assessed for physical condition and identification accuracy. Specimens unsuitable for imaging were excluded from the photographic catalogue. Over half of the audited collection was identified as requiring replacement due to missing identification tags, physical deterioration, or legacy barcode labels that could no longer be linked to donor numbers following a documentation system change nearly a decade earlier. The findings highlighted the value of systematic auditing in establishing a clearer understanding of collection holdings, identifying gaps and prioritising resources. The resulting data informed the Wet Specimen Replacement Project, providing a framework for collection renewal and supporting the longer-term goal of developing a digital catalogue. This project demonstrates how comprehensive collection auditing can strengthen documentation, support ethical stewardship and improve access to anatomical teaching resources.

Jo Odendaal
University of Melbourne

The Unwritten Science: Turning Technical Expertise Into Published Knowledge

Across anatomical laboratories, technical staff develop a wealth of specialist knowledge through years of hands-on experience, practical problem-solving and close engagement with human and veterinary anatomy. Yet much of this knowledge remains undocumented, informally shared or lost when experienced staff move on. This presentation

explores how everyday technical practice can become a valuable contribution to published scientific and educational knowledge. From anatomical observations and specimen preparation techniques to plastination methods, embalming practices and innovations in surgical education, there are opportunities to document, investigate and share work that extends beyond the laboratory. Drawing on personal experience in anatomical research, surgical education and current technical projects, the presentation will explore what constitutes a publishable contribution, how to identify research opportunities within routine practice, and practical steps for collaborating with academics, navigating research governance and selecting appropriate publication pathways. Importantly, publication need not begin with a major research project or an academic title. It can start with a technique worth documenting, an observation worth investigating or a problem worth solving. By recognising the research potential within technical roles, this presentation aims to encourage greater confidence, collaboration and participation in scholarly communication among anatomical technical professionals. The science is already happening in our laboratories. Let's make sure it doesn't remain unwritten.

Associate Professor Kat Sanders
University of Sydney

What does respect ask of us now? Images, language, and person-centred practice in anatomy

Respect for those whose bodies we learn from in anatomy is not only expressed in how we handle and care for human remains, but also through the images we create and share, the digital reproductions we use, and the language we choose when we speak about them. This session opens with a brief presentation followed by a facilitated panel discussion. The presentation will outline: - IFAA recommendations on acquiring, storing, sharing, and retiring images of human tissue - Emerging considerations for scans and 3D-printed reproductions - Shifts in language that move away from "cadavers" towards person-centred terms. These issues continue to evolve and views across the anatomy community may differ. Through panel discussion and audience participation, attendees will share experiences, consider practical approaches, and explore together what respect for the people we learn from asks of us now.

Dr Marcus Robinson
University of Sydney

The Professional Officer

Peter Mills was one of the founding anatomy lab managers that brought into being the AIAS. He was a career technician, working his way up from a lab assistant to the top job, the Professional Officer. How has that job changed since he retired 19 years ago and what have I carried forward from my time with my mentor?

Dr Marcus Robinson and Dr Nabil El Massri
University of Sydney

Building for the Future

Rarely do we get the opportunity to build new. A new building, a new facility, a new vision of what the future of anatomy teaching will be. At The University of Sydney, the opportunity has arrived with the construction of the Sydney Biomedical Accelerator. After 140 years in the Anderson Stuart Building, our mortuary and anatomy wet labs are moving to a new building that aims to modernise, expand and meet the health and safety requirements of the future. What does this new facility look like and how did we get there?

Mohamed Elzein
University of Sydney

Designing Purposeful Immersive and Interactive Technologies for Anatomy and Health Education

Innovative technologies such as virtual reality (VR), artificial intelligence (AI) and virtual online simulations are creating new opportunities in anatomy and health professions education by providing more engaging, interactive, and realistic learning experiences. Working in partnership with academic staff, the FMH Media Lab supports the design, development,

and implementation of educational technologies that respond to specific teaching and learning challenges. This work describes a range of immersive and interactive technologies developed for anatomy and health professions education, each created in response to a practical need identified by academic staff rather than using technology for its own sake. These needs included improving student engagement, supporting interaction with complex three-dimensional anatomical content, streamlining formative and summative assessment, encouraging collaboration, incorporating gamification, and extending learning beyond traditional lectures and online quizzes. The technologies include a VR hand hygiene simulation for safely practising infection control, an anatomy visualisation platform for exploring and annotating digital specimens and MRI data, and a gamified anatomy pinning tool supporting active recall through timed identification tasks. Other developments include a secure social platform for collaborative quizzes and shared annotation of 3D anatomy models, an interactive anatomy assessment replacing multiple-choice questions with manipulation and identification of 3D models, and AI-powered conversational avatars for practising communication, knowledge transfer, and clinical conversations. Together, these projects demonstrate how immersive technology, gamification, collaborative learning, authentic assessment, and AI can be purposefully applied in tertiary education, while highlighting the importance of working with academic staff to ensure technologies support teaching goals and genuine educational needs.

Namarata Phan
University of Melbourne

The 22nd International Conference on Plastination - Melissa Short Professional Development Grant 2026

With support from the Melissa Short Professional Development Grant, Namrata Phan travelled to Denmark to attend the 22nd International Conference on Plastination. The conference provided an invaluable opportunity to connect with the international plastination community, exchange technical knowledge and learn from specialists from around the world. A key highlight was presenting the University of Melbourne's recent plastination freezer room redevelopment, sharing the challenges, design considerations, outcomes and lessons learned from the project with an international audience. As the sole attendee representing Oceania, Namrata had the opportunity to build professional networks and showcase the work being undertaken within Anatomical Services at the University of Melbourne. Other highlights included touring the anatomy laboratories at the University of Southern Denmark, gaining insight into another institution's anatomical facilities and practices. Namrata also had the opportunity to explore Odense, experiencing some of the city's sights and culture during her visit. The experience supported Namrata's continued professional development in plastination and provided new ideas, perspectives and international connections to bring back and share with colleagues at the University of Melbourne.

Paula Stiles
Deakin University

Human Tissue Governance in a Changing Landscape: Establishing and Evolving Deakin University's Human Tissue Advisory Committee

The Deakin University Human Tissue Advisory Committee (HTAC) was established in 2021 to provide governance, oversight, and ethical guidance for the acquisition, use, storage, digital representation, and disposal of human tissue used in teaching and research within the School of Medicine. This presentation outlines the institutional context that led to HTAC's formation, including the rapid growth of Deakin's anatomy and pathology facilities, which support hundreds of students annually across Medicine, Medical Imaging, Optometry, and Biomedical Science programs. The presentation describes HTAC's structure, membership, reporting processes, and key responsibilities, highlighting its role in ensuring compliance with legislative, ethical, and regulatory requirements while supporting respectful engagement with donor materials and legacy collections. Particular focus is given to emerging challenges associated with digital learning environments, including the ethical use of cadaveric images, online specimen resources, and evolving community expectations regarding human tissue governance. Since its establishment, HTAC has contributed to the development of codes of conduct, ethical and operational guidance documents, formal donor commemoration activities, specimen governance processes, facility safety improvements, and submissions to reviews of human tissue legislation. The presentation also explores ongoing challenges, including the management of legacy pathology collections with limited

provenance information, digital dissemination of human tissue images, and the future implications of legislative reform. HTAC provides a model for multidisciplinary, ethics-informed governance in contemporary anatomy and pathology education.

Dr Rebekah Jenkin
University of Sydney

The human foundations of anatomy at The University of Sydney: one hundred and one years of body procurement

Body procurement at The University of Sydney has a long history. The establishment of undergraduate medical education in 1883 necessitated reliable supplies of anatomical material. This was enabled through Anatomy legislation (1881 Anatomy Act) modelled on the British Anatomy Act 1832 legalising procurement of unclaimed bodies from public institutions for anatomical dissection at licensed Schools of Anatomy. As was clear from political debate at the time, the Anatomy Act reflected entrenched prejudices against those who resided in public asylums – the so-called "undeserving poor" – quarantining the general public from the possibility of dissection of their bodies while exploiting the vulnerability of those who died in asylums. Between 1883 – 1983, the University of Sydney procured 7609 bodies, of which 4084 were unclaimed. Until the 1930s, these were predominantly obtained from public asylums, with a small number from "mental/lunatic" asylums, hospitals and morgues. Donors were rare, and most bodies were male, reflecting immigration patterns, societal attitudes and aversion to dissection of female bodies. The individuals whose bodies sustained medical education were diverse in origin and circumstances: ex-convicts, immigrants, miners, Chinese indentured laborers, Indigenous Australians and locally born individuals. Contrary to prevailing narrative, the majority were employed prior to entering public care and contributed materially and financially to the NSW colony. Their classification as "unclaimed" reflected legal procedure and poverty, institutionalization, separation from family, discriminatory and inaccurate record-keeping and Colonial -era assumptions of social worth. Recognition of their contribution to the NSW public health system and medical education is long overdue.

Rohan Long
University of Melbourne

Scientific Racism: a new exhibition at the Harry Brookes Allen Museum of Anatomy and Pathology

In July 2026, the HBAM launched a new exhibition, Scientific Racism. The exhibition builds upon the landmark exhibition 65,000 Years: A Short History of Australian Art (2025), developed through a collaboration between MDHS Museums, University Archives and curators Professor Marcia Langton AO, Judith Ryan and Shanysa McConville with MDHS Museums Director, Dr Jacqueline Healy; HBAM curator, Rohan Long; Registrar, Tessie Scott and Museum Officer, Sharon Wong. Continuing the truth telling process initiated by the Dhoombak Goobgoowana project, the exhibition examines the University of Melbourne's historical involvement in the collection and measurement of Indigenous Ancestral Remains, the influence of eugenics within the Melbourne Medical School, and the broader national and international networks that enabled these practices. Scientific Racism brings together more than 100 objects from the MDHS Museum collections and University archives. Many are recently rediscovered objects, such as Frederic Wood Jones' anthropometric notebook recording the examinations of 33 Aboriginal individuals at Lake Tyers Aboriginal Reserve in 1934; Berry Collection index cards documenting specimens added by Professor Richard Berry to the Anatomy Museum collections c. 1909, and a departmental memo from c.1984 recording the response of the Anatomy Department to Gunditjmara Elder Uncle Jim Berg's 1984 legal challenge against the University, ordering them to hand over all Aboriginal skeletal ancestral remains in their possession. Alongside these historical materials, the exhibition includes recent art acquisitions: Brook Andrew's photo-lithograph series from JUMPING INTO NATION'S PARTY (2016), Madi Mercer's 'UNKNOWN' (2025) and Julie Gough's The Missing (2025).

Dr Sarah Croker
University of Sydney

Academic and professional co-creation of a skin dissection experience for first year undergraduate students

The University of Sydney's anatomical instruction is based almost entirely on prosected human donors. Introductory anatomy for first year undergraduate Medical Science students includes skin and fascia, which are typically removed from teaching prosections. An opportunity arose to combine skin and fascia instruction with a hands-on dissection experience, complementing an understanding of our donor bodies as humans and the skill required to create prosections. Limitations were the students' lack of anatomical experience and, and the large number of students (approximately 550). Each one hour practical session contained 48-60 students. These divided into groups of four, and each was allocated one of four windows of skin on a donor's upper limb. The initial cuts of these windows were made by professional staff during the class, with some brief instruction in blunt dissection techniques using forceps, scissors and fingers (no scalpels). The objective of the session was to gain an appreciation for the layers of skin and superficial fascia, and relations to deep fascia. Small nerves and vessels were explored as they appeared. If time permitted students were allowed to investigate more deeply within their section. The lack of experience led to genuine curiosity and amazement for many students, and an appreciation of the unusual opportunity. The technical expertise of the professional staff (and invaluable physical assistance in the large classes) complemented academic tutor input, additionally contributing to an increased understanding of body donation, and ultimately creating an experiential learning activity greater than the sum of its parts.

Simone Kingston
University of Sydney

Body Donation Consent Form - A comparative Study

Body donation programs play a critical role in anatomical education, surgical training, and medical research. However, rapid advances in educational technologies and changing community expectations have raised important questions about the adequacy of existing consent frameworks. This study presents a comparative analysis of body donation consent forms used by anatomical body donation programs across Australia and New Zealand, with particular focus on the concepts of general consent and informed consent. The paper also explores whether current consent practices sufficiently address emerging and increasingly common teaching methods, including three-dimensional (3D) imaging and printing, digital reconstruction, photography, videography, and the creation of enduring educational resources derived from donor material. As anatomical education continues to expand beyond the traditional learning modalities questions arise regarding donor understanding and expectations surrounding these technologies. By identifying variations, gaps and areas of best practice within existing consent forms, this study contributes to ongoing discussions about ethical governance, donor autonomy, and the development of consent processes that remain fit for purpose in an evolving educational landscape.

Shellen Redman
CTEC, University of Western Australia

Guiding Fidelity: The Technician as an Educational Partner in Healthcare Training

Cadaveric dissection using fresh frozen human tissue remains widely regarded as the gold standard for clinical and surgical skills training, this is particularly so for healthcare professionals engaging in continuing professional development. Yet, access to cadaveric specimens can be limited by financial, regulatory, and logistical constraints, particularly within specialty areas of medicine. Determining which procedures and educational outcomes are best suited to cadaver-based training requires considerable expertise to ensure high-fidelity simulation and effective skill acquisition. At the same time, alternative simulation modalities—including synthetic, and perhaps animal tissue models, virtual reality (VR), and augmented reality (AR)—have expanded opportunities for procedural education. While these technologies offer distinct advantages, they often require substantial initial investment, ongoing maintenance, software subscriptions, and regular replacement of components, resulting in significant long-term costs. Balancing the use of cadaveric and simulation-based modalities presents an ongoing challenge for educators, industry partners, and learners.

Selecting the most appropriate training platform requires careful consideration of educational objectives, fidelity requirements, resource availability, and cost-effectiveness. Technical specialists play a critical role in this decision-making process, providing expert guidance on the capabilities and limitations of each modality to ensure the delivery of high-quality, authentic learning experiences. This perspective highlights the importance of informed educational program design and the technician's role in optimising simulation strategies that are fit-for-purpose across diverse clinical training disciplines and environments.

Abstracts
Poster presentations

Elaine Everett-Klimas and Cynthia Tang
University of Sydney

Enhancing Anatomy Education by Embedding the Circle of Willis in Resin
This poster aims to demonstrate a method for embedding the Circle of Willis in clear resin, which creates durable and easy-to-handle teaching specimens.

Monique Sedgwick
Macquarie University

An Ex-situ Female Urogenital Tract Prosection
During routine dissection at Macquarie University (MQU), an opportunity presented to remove the entire female urogenital tract. This was completed with minimal damage to surrounding structures, leaving the rest of the body viable for teaching and dissection of other regions. Through the process we found minimal reference material and guides to aid in the prosection process. This poster presents our prosection through labelled reference images and introduces our technical guide. Alongside meeting current requirements for the anatomy curriculum and improving the anatomical collection at MQU, the aims of this dissection and subsequent report are to add to the current pool of reference material, address practical issues of dissecting this region, and to share this resource with other institutions that may experience similar resource or operational constraints. Due to the novelty of this dissection, a quality evaluation was completed. Feedback from postgraduate medical students was collected and analysed. It was found that the dissection was well received; students expressed particular and positive feedback towards the realness of the anatomy as well as the cohesive and connected nature of the female urogenital system highlighted in this dissection.

Ryan Harris
University of New England

Communicating what we do with dignity and authenticity: talking privately and publicly about body donation
Anatomy labs are primarily used to learn anatomy and practise surgical techniques; however, they are also an opportune place to learn and practice respect, both for the dead and the living. Respect is often a practised and learned skill (rather than an innate trait), therefore anatomy lab users should have appropriate examples to understand what is culturally acceptable, rather than have tokenistic or hollow reminders to be respectful. This poster aims to challenge anatomy laboratory users to reflect on their attitudes and behaviours whist inside and outside of the laboratory. It provides an array of practical, simple and hopefully memorable messages, and examples on how to react to more controversial comments and situations. Finally, this poster invites participants to consider the beautiful and bittersweet emotions of behaving with dignity and empathy around our silent teachers.

Sophie Gifford
Auckland University

Implementing C-arm Fluoroscopy in a Cadaver Laboratory: Training, Radiation Safety and Emerging Applications

Background: The introduction of a C-arm fluoroscope X-ray machine into a cadaver laboratory provides opportunities to enhance surgical training and anatomical education, but requires appropriate training, safety procedures and regulatory compliance before routine use. Objective: To describe the implementation of C-arm fluoroscopy within a cadaver laboratory, focusing on user training, radiation safety, regulatory compliance and the development of practical applications. Implementation: Initial training comprised an introduction to the equipment with an application specialist, interactive online modules, a practical "sign-off" session, and a university radiation principles course and assessment managed by the Radiation Safety Officer. The latter covered machine-specific safety, radiation protection and relevant legislation. Laboratory and machine procedures were established through risk assessments, standard operating procedures, appropriate signage and designated radiation areas. Equipment-use records and personal dosimetry monitoring were heavily implemented, alongside an occupational dose report addressing radiation exposure to technical staff and potential to the public. Outcomes: A successful audit by the Office of Radiation Safety within New Zealand's Ministry of Health identified no corrective actions, with the systems in place meeting full regulatory compliance. Use reference guides are being developed to standardise machine setup for common anatomical regions. Potential applications include donor screening to identify joint replacements before allocation to undergraduate teaching or surgical training workshops, fluoroscopic imaging during workshops or research, and expanding teaching-image resources for medical imaging students. Conclusion: Implementing C-arm fluoroscopy requires coordinated development of training, radiation-safety systems, and practical workflows. Establishing these foundations supports compliant equipment use and provides a platform for expanding imaging applications in anatomy education and surgical training.

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Contribute to the panel discussion

Please scan the QR code below to submit topics or questions you would like covered by the panel discussion

