



# Research News

## Dean of Research

Dear all,

In this edition of the College Research Newsletter, I thought it might be useful to share some information about the infrastructure levy. Most of you will be aware that the University charges a standard infrastructure levy of 25% for grant income. So, for example, if a research grant worth \$100,000 is awarded to the University, \$25,000 will be taken by the University as a levy – leaving \$75,000 for direct costs related to the project. Some research income does not incur the levy and typical examples are category 1 grants (ARC, NH&MRC etc), grants under \$10,000 and grants that explicitly state that infrastructure costs are not supported. For a full list of grants that do not incur a levy, see the [Cost Recovery and Pricing Guidelines](#) document.

While many of you see infrastructure costs as a negative, which takes funding away from your project, I would like to try to convince you that they are good. One thing you should know is that 100% of the infrastructure levy that is charged comes back to our College. This money is then used to support all research activities across the College, such as research grants, HDR support and so on. Academics often ask for the levy to be waived or reduced to make the grant application more attractive to the funding body. I would argue, however, that the grant should already seem highly attractive to funding bodies. Most academics commit some time to carrying out the research. For example, a Senior Lecturer may commit .2 FTE to a grant for a period of one year, which is worth around \$24,000. In this example, we are already giving a substantial in-kind contribution to the funder. In fact, you could argue that the time given by academics to the project should incur an infrastructure levy in its own right (I'm not actually suggesting this – but just making the point).

I would therefore like to encourage you to charge the full levy- if you can- in your grant applications. I also think we should make more of what we bring to these grants, such as the time and considerable expertise we give in kind and all the operational and technical support that makes the research possible.

Very best,  
-Mike





The **Freemasons Centre for Male Health and Wellbeing** funding recipients are:

**Dr Ryan Balzan**, together with Dr Oren Griffiths, Dr Michael Nance (Southern Adelaide Local Health Network (SALHN)), and Professor Cherrie Galletly (University of Adelaide), has received **\$24,300** for the project *Maximising the effectiveness of psychological treatment for young men with psychosis*.

**Professor Murray Drummond** (SHAPE), together with Dr Sam Elliott, Associate Professor Claire Drummond, Dr Ivanka Prichard, Associate Professor Ben Wadham, and Professor James Smith from the Menzies School of Health Research has received a **\$120,000** grant for the project *Masculinity and mental health: Shaping the attitudes, behaviours and education of young men through sport*.

**Associate Professor Ben Wadham** (Open Door), together with Professor Sharon Lawn and Dr Margaret Hutchison (Australian Catholic University), has received **\$38,000** for the project *Veteran suicide: Men, health, service*.

**Dr Carmela Bastian, Professor Sarah Wendt** and Associate Professor Kris Natalier (CHASS) have secured **\$70,000** with **The Early Intervention Research Directorate and DHS**, to explore children's workers in women's shelters. It will be focused on building systems that are child-focused when domestic violence is present in the lives of families.

**Associate Professor Lisa Beatty**, as Chief Investigator (Project Lead), together with colleagues from the College of Medicine and Public Health, Flinders Centre for Epidemiology and Biostatistics, University of Sydney, University of New South Wales, Swinburne University of Technology, and the University of Queensland, was awarded a **\$545,259** grant from the **Cancer Australia's Priority-driven Collaborative Cancer Research Scheme 2020 Round**. The project is titled *Finding My Way-Advanced: Can a web-based psychosocial intervention improve mental quality of life for women with metastatic breast cancer?*

**Dr Andrew Bills** and Flinders colleague Nigel Howard have been successful in securing a small grant of **\$75,000** commencing 1st October, 2021 to undertake three years of ethnographic research at **Ngutu College** in Woodville North, Adelaide. The research will examine the changing nature of "public schooling" in Australia and the impact on participating students, their families and their immediate community of these changes, through the efforts of enterprising school leaders who pursue socially just schooling forms within a neoliberal-inspired schooling landscape, positioning critical ethnography methodology as the key driver of a holistic school evaluation process.

**Dr Monica Cations** is an investigator on a **\$482,459** grant funded by the Dementia Centre for Research Collaboration (World Class Research Grant). The project is led by the College of Medicine and Public Health and titled *'Taking charge' to stay independent at home after a diagnosis of dementia*.

**Dr Sam Elliott**, together with Professor Murray Drummond, has received a **\$50,000** out-of-round **Flinders Innovative Partnership Scheme with the Office for Recreation, Sport and Racing**, for the project *A multi-sport investigation of parent engagement practices in youth sport*.

**Dr Sam Elliott**, together with Dr Kym Williams and Professor Murray Drummond, has received a **\$122,700** grant from the **Office for Recreation, Sport and Racing's Partnership Scheme** for a project aimed at *producing a sport-research podcast that translates and disseminates knowledge for the benefit of the sport and recreation community*.

**Professor Sarah Wendt, Dr Carmela Bastian** and **Dr Kate Seymour** secured **\$70,000** to work with **Emerging Minds** to build educational resources to work with families experiencing complexities (such as domestic violence, mental health, drug and alcohol concerns, and intergenerational trauma). These resources will be used by industry partners, social work students, and SWIRLS will evaluate them, building the evidence base of social work education.

**Associate Professor Lydia Woodyatt** received a **\$50,000** grant from **Customer Assist, Westpac Banking Group** for *Staff wellbeing in debt management contexts*.



**Associate Professor Kerry Bissaker** was recently presented with the **Australian Council of Educational Leaders'** (ACEL-SA Branch) award for **Distinguished Contribution to Research in Education Leadership**. The ceremony was held at Government House with the Governor of SA, Hieu Van Le, presenting Associate Professor Bissaker with her award.

Kerry was nominated by peers for her sustained contributions to a range of areas in education, including the development of inclusive education in developing countries and the importance of teachers' professional learning in the creation of innovative and inclusive learning environments.

Her research has provided a substantial contribution to understanding the relevance and importance of leadership in generating inclusive schools and informing current practices and education policy through promoting educational rights, social justice and inclusivity for all children and young people.

Associate Professor Bissaker's research impact continues. She recently won an Australian Government tender with colleagues Dr Amy Hamilton and Dr Michael Bell to support 25 Indonesian educational leaders in developing innovative Indonesian school curricula with a specific focus on embedding 21<sup>st</sup> century learning skills.

COVID-19 restrictions have changed the program to online engagement only, but the partnership that has built up between the Flinders University team and Indonesian participants has already generated some very exciting projects. The short course will continue for the rest of this year and provide participants with opportunities to connect with a range of local schools as well as the Zoo Education program.



*from Flinders in Touch*

**Dr Marja Elizabeth**, who was supervised by Professor Reg Nixon (principal) and Professor Michael Gradisar (associate), is the 2020 winner of the **College of Clinical Psychologists Student Prize** from the Australian Psychological Society.

**Dr Irena White** received the **Vice-Chancellor's Award for Thesis Excellence** for her thesis titled *Building institutional capacity for mainstreaming e-learning innovations: A new methodology for a wicked problem*. The award was presented at a ceremony on 26<sup>th</sup> May. Irena was supervised by Professor Lindsey Conner (principal) and Associate Professor Shane Pill (associate).





**Natasha Wood**  
(PhD Candidate, Psychology)

## Fulbright Future Scholarship Recipient

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In a letter to the Vice-Chancellor dated 24<sup>th</sup> May 2021, Fulbright Australia announced that Natasha Wood is the awardee of the 2021 Fulbright Future Scholarship (funded by The Kinghorn Foundation). This is a great achievement.

Natasha is a Clinical Psychology PhD candidate in the 4<sup>th</sup> year of her studies with Associate Professor Sarah Cohen-Woods as Principal Supervisor. Her PhD research uses epigenetics (biological mechanisms that modify gene expression without modifying the genetic code) to explore how kinds of childhood stress affect mental health. She investigates whether socioeconomic position and young adult mental health outcomes are linked by changes known as DNA methylation, which work like tags on our DNA to tell a gene whether it should be expressed or not.

As a Fulbright Future Scholar, Natasha will be headed to Boston to work with researchers under the supervision of Associate Professor Erin Dunn in the Psychiatric and Neurodevelopmental Genetics Unit at the Massachusetts General Hospital. Here, she will investigate sensitive periods in epigenetic development as part of a larger study and in an innovative study investigating the use of baby teeth as epigenetic biomarkers for early life.

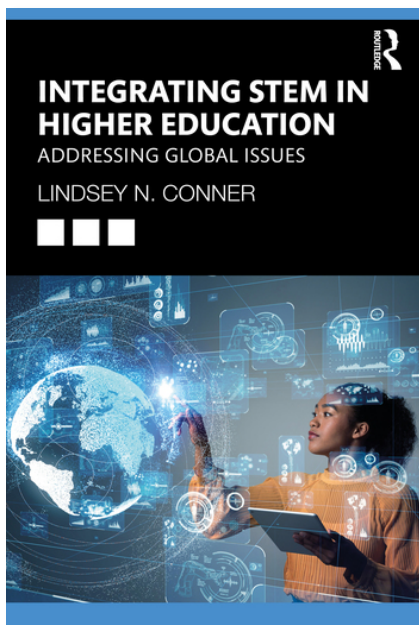
Natasha was drawn to the Fulbright both because of the opportunities offered by research groups in the USA and by her sense of adventure. Whilst there are epigenetic research groups and labs in Australia, they often focus on animal studies or specific physical conditions (e.g. cancer). This means that at a local level it can be challenging to find opportunities to collaborate, present, or train in her specific research. There are number of labs and groups in the USA that focus on Natasha's niche area of epigenetic research, specifically investigating the association between childhood stressors, epigenetic changes, and mental health outcomes. She saw this as a chance to experience another adventure as part of her PhD; living in another country, meeting new people, and learning from world class researchers.

In terms of what the Fulbright means to her, it has been incredibly validating; both personally and in terms of research. As all postgrads know, a lot of time is spent in a bubble and sometimes the impost syndrome hits hard. Receiving this award showed that other people believe that Natasha's research is meaningful and applicable to wider than just her thesis. However, the Fulbright is about more than just the research as she sees this as an opportunity to grow personally, to put herself outside of her comfort zone and to experience a something new.



### Refereed Journal Articles

- Bailey, L. M., Bodner, G. E., Matheson, H. E., Stewart, B. M., Roddick, K., O'Neil, K., Simmons, M., Lambert, A. M., Krigolson, O. E., Newman, A. J., & Fawcett, J. M. (2021). Neural correlates of the production effect: An fMRI study. *Brain & Cognition*, 152, 105757.
- Bastian, C., Dunk-West, P., & Wendt, S. (2021). Being child-centred: Factors that facilitate professional judgement and decision-making in child protection. *Child and Family Social Work*. Doi: 10.1111/cfs.12855
- Browne-Yung, K., O'Neil, D., Walker, R., O'Neil, D., Smyth, A., Putsey, P., Corlis, M., Laver, K.E., Fernandez, E., & Cations, M. Perspectives of professionals on the safety and accessibility of aged care for Forgotten Australians. *Australasian Journal on Ageing*. Doi: 10.1111/ajag.12948
- Buckland, N., & Kempes, E. (2021). Low craving control predicts increased high energy density food intake during the COVID-19 lockdown: Result replicated in an Australian sample. *Appetite*, 166, 105317.
- Cations, M., Day, S., Laver, K., Withall, A., & Draper, B. (2021). Post-diagnosis young onset dementia care in the National Disability Insurance Scheme. *Australian and New Zealand Journal of Psychiatry*. Doi: 10.1177/00048674211011699
- Cations, M., Lang, C., Ward, S., Crotty, M., Whitehead, C., Ahern, S., Maddison, J., & Inacio, M. (2021). Using data linkage for national surveillance of clinical quality indicators for dementia care among aged care users in Australia. *Scientific Reports*, 11(1):(10674). Doi: 10.1038/s41598-021-89646-x
- de la Perrelle, L., Cations, M., Barbery, G., Radisic, G., Kaambwa, B., Crotty, M., Fitzgerald, J.A., Kurlle, S., Cameron, I.D., Whitehead, C., Thompson, J., & Laver, K.E. (2021). How, why and under what circumstances does a Quality Improvement Collaborative build knowledge and skills in clinicians working with people with dementia? A realist informed process evaluation. *BMJ Quality*, 10(2). Doi: 10.1136/bmj-2020-001147
- Dorsch, T., Wright, E., Eckhart, V., Elliott, S., Thrower, S., & Knight, C. (2021). A history of parent involvement in organised youth sport: A scoping review. *Sport, Exercise and Performance Psychology*. Doi: 10.1037/spy0000266
- Jin, Y., Krieg, S., Hamilton, A., & Su, J. (2021). To teach creativity (or not) in early childhood arts curriculum: a case study in Chinese Beijing kindergartens. *International Journal of Early Years Education*, 1-16. Doi: 10.1080/09669760.2021.1917341
- Jones, M., & Verity, F. (2021). Rethinking sustainability in childhood obesity prevention interventions: Learning from South Australia's Obesity Prevention and Lifestyle (OPAL) Programme. *Health Promotion International*. Doi: 10.1093/heapro/daab080
- Jorissen, R.N., Inacio, M.C., Cations, M., Lang, C., & Crotty, M. (2021). Effect of dementia on outcomes of surgically treated hip fractures in older people. *Journal of Arthroplasty*. Doi: 10.1016/j.arth.2021.04.030
- Kempes, E., Tiggemann, M., & Tuscharski, A. (2021). The effect of television advertising on soft drink consumption: Individual vulnerabilities in approach bias and inhibitory control. *Appetite*, 165, 105300.
- Vann, D.M., Riggs, D.W., & Green, H.J. (2021). Implementing a brief E-training opportunity for mental health practitioners working with non-binary clients. *Australian Psychologist*. Doi: 10.1080/00050067.2021.1921556



## Book Release

### Integrating STEM in Higher Education: Addressing global issues

by Lindsey N. Conner

This book synthesises research on why integrating STEM is important for social, economic and environmental imperatives, what research indicates are successful practices, how research is used to design a framework for integrating STEM, research on pedagogies and approaches using digital tools and problem-solving, inquiry and challenge-based activities with examples from 45 higher education institutions where integration is already occurring. It also links the strategies proposed to trends in higher education. A good read if people want to consider where higher education is heading and what needs to be done in terms of thinking and professional learning.



# PRESENTATIONS

- Balzan, R. (2021, June). Presentation to the SALHN Clinical Psychology team on *psychological treatments for psychosis*.
- Balzan, R. (2021, June). Workshop on *psychological treatments of psychotic disorders* to the APS College of Clinical Psychologists.
- Elliott, S. (2021, June). Invited presentation at Tatachilla Lutheran School on *rebuilding confidence as a high-performance athlete*, and, *Cultivating resilience in team sport* (60 students at each).
- Kemp, E. (2021, May). Gave a talk to the Cognition, Learning and Performance Research Group at Griffiths University titled *A dual-process approach to reducing unhealthy eating and excess body weight*.
- Pill, S. (2021, June). Presentation at the International e-Conference on Innovation and Practices of Modern Sports Science and Yoga, Physical Education Foundation, India, titled *The spectrum of teaching styles*.
- Pill, S. (2021, June). Presented *Skill Acquisition*, SACA Level 2 Coaching course.
- Woodyatt, L. (2021, June). Convenor of the online STARS Conference Network on Psychological Wellbeing in Higher Education.



## & Professional Services

- Reg Nixon is now an Expert Advisory Group Member for Child Trauma Prevention and Treatment (CTPT) Data Archive. Led by Dr Nancy Kassam-Adams (Director, Center for Pediatric Traumatic Stress, Children's Hospital of Philadelphia), the project has just been funded by the National Institute of Child Health and Human Development (NICHD) at the National Institute of Health (USA). The broad aim of the project is to pool international datasets and expertise (starting with over 25 studies, including > 2,000 young people) to advance child trauma intervention science. The project builds on a previous child traumatic stress data archive that Dr Kassam-Adams and colleagues (including Reg Nixon) initiated in 2009 to improve prediction of traumatic stress and recovery in longitudinal studies of young people.
- In June, Dr Julie Robinson (Psychology) completed a large grant review for the Israel Science Foundation, and was appointed as a Senior Faculty Advisor for a US\$100,000 research grant entitled "Human Flourishing in Majority World (low income) Countries funded by the Templeton World Charity Foundation.

## How can MECRA help you?

Researchers at Flinders University are able to access our full range of services, including our media release service. MCERA has a national network of education journalists that we work with, to whom we can promote your research for mainstream media uptake.

If you have a paper under consideration for publication at present that you believe may be of interest to the media, and would like to discuss how we might be able to help you in promoting it, please contact us at [media@mcera.org.au](mailto:media@mcera.org.au) and we will be in touch to discuss how we can help you. We will work with you to ensure that your research is properly explained in a way that will engage with the media.

Haven't worked much with the media before, and are feeling a bit nervous? Our staff will provide you with at-elbow support to ensure that you feel comfortable throughout the process.

**MCERA**  
Media Centre for Education Research  
A U S T R A L I A

- 18 June 2021.** CAAMA Radio, Alice Springs. Interview with Associate Professor John Guenther re the Cooperative Research Centre for Remote Economic Participation and his role in researching education systems.
- 17 June 2021.** Mirage News; The National Tribune; Flinders in Touch. Media release on Flinders University joining the Freemason's Centre for Male Health and Wellbeing, marked during International Men's Health Week, featuring Professor Murray Drummond's funded research into improving mental health of young men in SA and NT focusing on the role of sporting clubs as 'safe places'.
- 11 June 2021.** ABC PM. Education program keeping students with ADHD in classroom, interview featuring Dr Jane Jarvis.
- 11 June 2021.** ABC Radio Brisbane. Interview with Dr Jane Jarvis commenting on the Big Picture Program – a student-focused program for children with intellectual disabilities- saying that students with special needs do better in a mainstream setting where teachers cater to all students and to change to this would require a major cultural shift.
- 11 June 2021.** Radio National; Radio Canberra. Interview with Dr Jane Jarvis on the advantages for children with special needs when in a mainstream setting.
- 7 June 2021. 5MU 1125.** *The psychology of panic buying*, interview with Dr Dan Fassnacht re diagnostic criteria for compulsive buying shopping disorder and the rise of panic buying.
- 6 June 2021.** Eminetra NZ. *What really works for your baby's sleep*, featuring Professor Michael Gradisar on general techniques for assistance baby- and parents- sleep such as 'controlled crying' and 'sleep decline'.
- 4 June 2021.** Flinders in Touch. *Soft drinks adverts tap most vulnerable*, featuring Professor Eva Kemps' comment that knowing tv adverts result in increased intake of sugary drinks will help target people who show cognitive vulnerabilities to reduce their consumption.
- 3 June 2021.** Daily Mail Australia. *The surprisingly well-educated and mature group who fuelled the bizarre toilet roll buying panic which saw shelves stripped bare – and they've got PLENTY to answer for*, featuring Dr Dan Fassnacht who said pandemic panic buying was sparked by the fear of missing out, and buying up essentials can alleviate some of the stress of a lockdown with a sense of taking control of the situation.
- 3 June 2021.** ABC 7.30 Report. *Search for truth*. Interview featuring Associate Professor Ben Wadham on war crimes in response to veteran Ben Roberts-Smith's upcoming defamation trial against Channel 9 newspaper.
- 3 June 2021.** Rodney Times, Auckland. *Social connection boosts app appeal*, featuring Professor Eva Kemps as part of a research team who examined commercial physical activity apps increasing social support when sharing posts of activities.
- 2 June 2021.** Voxy.co.nz; WN.com; Daily Tribune (Phillipines); World News; Scoop Media. *Soft drink marketing hits consumers' 'soft spot'*, featuring ARC DP research outcomes by Professor Eva Kemps on the impact of tv ads increasing the rise of sugary drink consumption.
- 2 June 2021.** Australian Ageing/Agenda. *Inflexible aged care hinders support for Forgotten Australians*, featuring Dr Monica Cations' research into inflexible aged-care support systems for Forgotten Australians- people who suffered trauma as a child after being placed into out-of-home or institutional care prior to 1989.
- 2 June 2021.** ABC North and West SA, Port Pirie; ABC Riverland, SA. Interview with Professor Michael Gradisar re CBT therapy used to help with sleep difficulties for children and adolescents including those with different learning abilities.
- 1 June 2021.** Mirage News; The National Tribune; Flinders in Touch. *Delving into parent sport engagement*, featuring Dr Sam Elliott \$50,000 grant project to explore how organised youth sports engage parents across their journey, develop protocols for enhancing engagement practices, while assessing the feasibility of current protocols with key stakeholders.'
- 30 May and 31 May 2021.** Adelaide Now; Cairns Post; Daily Telegraph Australia. *\$50,000 plan to fix feral sideline parents at kids' sport*. Adelaide Advertiser. *Parents behaving badly*. Featuring Dr Sam Elliott upcoming study to help establish new protocols to improve how community sport clubs deal with parents to ensure positive behaviour while maximising involvement in their children's sport.
- 28 May 2021.** The New Daily; Naracoorte Herald; MSN Australia; and associated media. *Panic buying an anxiety balm: psych expert*, featuring Dr Dan Fassnacht's comments on panic buying being more prone in those who have high levels of intolerance of uncertainty and that it provides a brief time of feeling in control.
- 28 May 2021.** 2MCE, Orange. Interview with Dr Dan Fassnacht on panic buying being an illusion of control amid upheaval.
- 28 May 2021.** News-Medical Life Sciences. Study exposes cognitive vulnerabilities to soft drink advertisements, featuring research by Eva Kemps, Marika Tiggemann and Amber Tuscharski, showing that individuals with certain cognitive vulnerabilities (eg. strong automatic tendencies or poor self-regulatory control) are more responsive to soft drink advertising.
- 27 May 2021.** EurekAlert! Infosurhoy; AlphaGalileo. *Soft drinks ads target 'vulnerable'*, featuring Professor Eva Kemps comments on the effect tv advertising of fizzy drinks has on university-age students (18-25) showing a rise in soft drink consumption which can lead to weight gain and tooth decay.
- 27 May 2021.** ABC Radio Adelaide. Interview with Emeritus Professor John Halsey re utilising Belair Golf Club as a natural history school that has a focus on local community with the existing building be used as a teaching facility.

**25 May 2021.** Yorke Peninsula Country Times. *Experts criticise NAPLAN testing*, featuring Associate Professor David Curtis commenting on school factors for only 20 percent of student achievement, and that NAPLAN does not assess individual children with high precision.

**25 May 2021.** MSN Australia. *Are parents acting worse at junior sports or have they always been badly behaved?*, featuring Dr Sam Elliott's comments on no evidence that parents' behaviour is getting worse, depending on the sport, but there is a need for parents to do the right thing.

**25 May 2021.** ABC Online. *Umpire abuse at children's sport an 'indictment on the community'*, podcast featuring Dr Sam Elliott commenting on recent brawl between spectators and a teenage umpire at a junior girls football match.

**25 May 2021.** ABC Radio Sydney. Interview with Professor Michael Gradisar speaking about ways of getting babies to sleep.

**25 May 2021.** ABC Radio Adelaide; 5AA, Adelaide. Interviews with Dr Sam Elliott on parents' behaviour in community sporting events.

**23 May 2021.** Sunday Mail Brisbane. *Deviation of church vs state*, featuring Associate Professor David Curtis who commented that parents will choose secular over religious schools depending on their offer of high-quality education.

**22 May 2021.** The Mercury; Daily Telegraph Australia; Queensland Times; and associated media. *Revealed: Suburbs where state schools come out on top*, featuring Associate Professor David Curtis' comments on the shift of parents choosing a secular local school rather than a religious private school depending whether their children receive high-quality education.



ABC News, Saturday 12<sup>th</sup> June 2021

## Students with ADHD able to stay in classrooms thanks to Big Picture education program

For 17-year-old Sage Nikolovski, a simple trip to school is a two-hour ordeal by bus and train from his home at Nowra on the NSW South Coast. It starts with a train from Bomaderry to Kiama, changing to a train to Coniston, where he catches another to Port Kembla, followed by a bus to Five Islands Secondary College. "It's pretty tiring considering I have to wake up around 5:00am to leave around six in the morning," Sage said. Sage chooses to do this every day because he has found a special school that has been able to keep him engaged in the classroom.

He lives with attention deficit hyperactivity disorder (ADHD) and The Big Picture is an education program that suits his way of learning. The program works by tapping into a student's interests and passions but is only offered at 40 schools across Australia. It allows each student to choose what they study in smaller class sizes with one-on-one attention from teachers. The students also do not do exams or wear uniforms. Before discovering The Big Picture, Sage found regular school to be a stifling experience. "I honestly hated school a lot. Sometimes I would wag. It was really overwhelming and I felt that the school didn't care about my emotions or me as a person," he said.

"At one point I was sketching in my book and one of the teachers came over and took my book off me, so I couldn't really focus on what I was doing because my brain likes to do two things at once."

The challenges in mainstream school took a significant toll on Sage's mental health. He even thought about suicide. For his mother, Bec Nikolovski, it was "heartbreaking" to watch him go to school every day. "There were a couple of times when Sage mentioned to me that they really couldn't go on and I think anxiety and depression followed quickly," Ms Nikolovski said. "If Sage had been made to continue with mainstream schooling, I have no doubt his mental health would have continued to deteriorate and that thought scares the life out of me." At the end of Year 7, Ms Nikolovski pulled her son out to be home schooled for a year.

This was until they discovered The Big Picture program at Five Islands Secondary School, where the teachers in the program are called advisors.

"Big Picture has the flexibility where students can come and work on passions and interests that are so diverse that you wouldn't even think you could teach or learn about in schools," advisor Nathian Davis said.

"Now students are coming in and developing the confidence through working on these passions and interests that you wouldn't even look at in the normal school because it's not a syllabus dot point."

Dr Jane Jarvis is a lecturer in inclusive education at Flinders University and said the support offered in programs like The Big Picture should be offered to all students. She said this would mean a major cultural shift to Australia's education system. "It certainly will take some time for teacher education to catch up with some of those practices, because obviously some teachers went through their initial education at a time when perhaps there weren't as many students with disabilities being educated in mainstream settings," Dr Jarvis said.

Bec Nikolovski thinks programs like The Big Picture should be available in all schools.

"The program is so beneficial on so many levels ... I'm sure there would be a component of students in every high school that don't fit that mould."





# Higher Degree by Research

## EPSW: Unsupervised

Thank you to everyone who came to our first two morning teas, it was good to see such a great turnout and everybody engaging with each other. We plan to keep this as a regular event, so keep an eye out for emails about upcoming events.

For those who did not attend, think of this as a social event where you can meet up with HDR students in your College to discuss anything related to HDR life. This is a good opportunity to meet like-minded people and get to know others. It also is a great place to ask questions about HDR policies, milestones, or anything else your supervisor might not know the answer to.

## HDR Student Survey

The survey is still open and we would like to hear from continuing and new HDR students about their experiences and suggestions for completing their HDR. The survey only takes about 10 minutes to complete. All responses are anonymous and only select members of the student committee have access to your responses.

You can find the survey at the following link: [https://qualtrics.flinders.edu.au/jfe/form/SV\\_a2By8zbUpyNJh89](https://qualtrics.flinders.edu.au/jfe/form/SV_a2By8zbUpyNJh89)

## HDR Student Committee Recruitment

We are hoping to recruit new members to the committee with a focus on International students. Having equal representation across the college is important because it allows us to improve and support all HDR student's experiences. This a low time commitment role that would require around 2 hours a month. Please get in contact if you are interested in joining.

## CEPSW HDR Contacts

A reminder that if you have any concerns or questions that you might not feel comfortable asking your supervisor, please get in touch with any of the committee members and we will help you as best we can or point you in the right direction.

**Student Committee:** [epsw-hdr-sc@FLINDERS.onmicrosoft.com](mailto:epsw-hdr-sc@FLINDERS.onmicrosoft.com)

**Education:** [catherine.litchfield@flinders.edu.au](mailto:catherine.litchfield@flinders.edu.au)

**Psychology:** [ryan.calabro@flinders.edu.au](mailto:ryan.calabro@flinders.edu.au)

**Social Work:** [tess.cunningham@flinders.edu.au](mailto:tess.cunningham@flinders.edu.au)

**International:** [jin.chen@flinders.edu.au](mailto:jin.chen@flinders.edu.au)

**Link to CEPSW HDR FLO page:** <https://flo.flinders.edu.au/course/view.php?id=56481>

**Twitter:** <https://twitter.com/EPSWHDR>

## HDR Completions

**Jessica Cipolla** completed a Doctor of Philosophy (Clinical Psychology) for the thesis entitled *Lasting impact of LORETA Z-score neurofeedback therapy on phonological dyslexia*. Principal Supervisor: Emeritus Professor Richard Clark. Associate Supervisor: Professor Mike Nicholls.



## Grants, Funding and Award Opportunities

**ResearchLink** for further searches

- [ARC National Competitive Grants Program](#): For a list of 2021 indicative key dates.
- [ARC Discovery Projects 2022 \(DP22\)](#): Rejoinders: 8-22 June 2021.
- [ARC Linkage 2021](#): Applications for [Linkage Projects](#) for funding applied for in 2021 (LP21) are now open in the [Research Management System](#) (RMS) and will close at 5.00pm (AEDT) on Thursday, 16 December 2021.

## Notices, Professional Development and Events

- [Australian Research Council ERA and EI](#). The outcomes of the Excellence in Research for Australia and the Engagement and Impact review are now available.
- [Center for Advancement of Research Methods and Analysis \(CARMA\) online training](#). Free research methodology online training is now available to Flinders University researchers through CARMA.
- [Flinders Library](#). Free and discounted open access publishing. The Library deals with publishers who offer discounted or have waived Article Processing Charges for Flinders staff.
- [iEnrol Research](#). Upcoming web-conferences for researchers.
- [Intellectual Property for Researchers](#). This presentation will cover the basics of intellectual property, including the different types of intellectual property as well as the most appropriate method of protection. Date: 16 September 2021.
- [Research Integrity](#). Presented by Hendryk Flaegel, Manager, Research Ethics and Compliance, RDS, this session covers requirements of the Australian Code for the Responsible Conduct of Research (2018) and other relevant guidelines and legislation. Dates: 5 August 2021; 2 December 2021.
- [Social Media for Researchers](#). Wednesday 18 July. This gives an overview of different social media platforms and discuss how to harness social media to promote your research.
- **STARS** annual conference: 5-9 July. Further information and registration details on <https://unistars.org/registration/>
- [The Conversation at Flinders](#). A one-hour online session on how and why to write for The Conversation, on Tuesday 29<sup>th</sup> June 2021, 10-11am.