School of Social Sciences and Psychology
Summer Scholarship Research Program 2017
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Project 66: 100 Lives in Western Sydney: The Role of Criminal Justice Agencies in Inter-Agency Early Intervention Work

Supervisor(s): Professor Brian Stout (Principal Supervisor)
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Project Description
This is a project that sits within the wider ‘100 Lives in Western Sydney’ research project. ‘100 Lives’ is a 12-month realist evaluation of Service Delivery Reform in Western Sydney. Service Delivery Reform involves five agencies in Western Sydney working together to produce improved outcomes for children and young people. The research addresses questions about what works, for whom, in which setting, in what respects, to what extent and how. It aims to assess outcomes to determine whether the collaborative approach has led to improvement in people’s lives.

This summer project will focus on the criminal justice elements of Service Delivery Reform. The actual work of the project was dominated by three of the agencies – FACS, Education and Health – with the two criminal justice agencies, Police and Juvenile Justice New South Wales (JJ NSW) having a lesser involvement. This project will focus on the role of these agencies and consider whether this minimal involvement was inevitable or a function of these circumstances. The project will consist of two parts:

- An analysis of the data that has been gathered through the project, both the artefact analysis and the interviews and focus groups
- A literature review on the involvement of JJ and police agencies with other agencies and with groups of children and young people who are not their direct clients

The project will locate this analysis within a wider discussion of the role of criminal justice agencies in community development and early preventative work. There are differing views on how and whether such agencies, particularly the police, should be involved in this work. It is considered to be helpful and productive for the police to engage with community members in activities and contexts that are not directly related to the commission of a crime. An alternative view, however, is that police involvement risks stigmatizing communities and groups of children and widening the net of those who are drawn into the criminal justice system at an early point in their lives, bringing negative consequences.

Project Aims

- Analyse the data with particular regard to the involvement of the two criminal justice agencies in the project. What contributions did the criminal justice agencies make to the planning of the interventions? What contribution did they make to the actual delivery of individual projects? This analysis will be supported by a review of the literature.
- This project will lead to an article that will contribute to the literature on community policing and diversion approaches for young people. The ‘100 lives’ project has many strands and touches on many disciplinary areas and it will be difficult to produce literature on every possible area. This project will allow a contribution to be made to criminal justice literature, with a particular focus on the benefits and dangers of a possible expansion of the reach of criminal justice agencies.
- Provide the student with the opportunity to use the research skills that they have learned in their course to use in a practical, real-life project, gain experience that will assist their professional and academic development and contribute to the drafting of an article.
Project Methods
The data has been collected so the only requirement for the student will be to analyse qualitative data. The supervisors will develop a list of key questions and potential themes to guide the student’s analysis. They will also assist in providing an induction into the research project and a coding framework. The student will also carry out a review of literature and will also receive training and supervision in this work.

Opportunity for Skill Development
The student will have the opportunity to work in a multi-disciplinary team researching topics of great interest and relevance to Western Sydney. They will be able to develop their skills of literature review and data analysis in a real-life project with guidance from experienced supervisors.

Students are required to have the following skills/meet the following pre-requisite(s) to apply
This work would suit a higher-level student, such as an Honours or Masters student with an interest in and knowledge of social work and/or criminology or criminal justice.
Project 67: Perceptions of Couples Who Are Childfree By Choice

Supervisor: Dr Nida Denson (Principal Supervisor)

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Project Description
Over 200 years ago, Malthus (1798) famously worried about the survival of humanity. He noted that the human population was growing at a rate that would outstrip the ability of the planet to sustain the species. Although homo sapiens has thrived reproductively since his original writings and now occupy every continent, his fundamental assumption was correct: unchecked population growth will greatly reduce the quality of life for living and future generations. The world population is growing at a rate that puts humans in danger of depleting the very resources required for survival and further reproduction. Approximately 1.2 billion people live in poverty worldwide (World Health Organization, 2015) and there is an 80% probability that the world population will be between 9.6 and 12.3 billion by the turn of the next century (Gerland et al., 2014).

Human beings are unique in their ability to plan reproduction and choose whether to produce offspring or not. Before the 1960s, sexual partners made use of the rhythm method, coitus interruptus, condoms of dubious effectiveness, induced miscarriage, and even infanticide (typically through exposure to the elements) to control unwanted births. Since the invention and widespread use of oral contraceptives (approximately since the 1960s) and legalized abortion, people living in Western, educated, industrialized, rich, and democratic (WEIRD) nations (Henrich, Heine, & Norenzayan, 2010) have taken advantage of this unique opportunity not to reproduce. A growing number of monogamous couples are choosing not to have children. However, we know very little about this growing segment of the population. This study will provide a first step towards understanding couples who are childfree by choice (CBC) as well as the perceptions of those couples by the rest of society. The proposed summer project will first examine perceptions of CBC couples by the general population.

Project Aims
This project aims to:

- Collate the existing literature on couples who are childfree by choice (CBC)
- Conduct a study to examine public perceptions of couples who are childfree by choice (CBC)

Project Methods
The study will utilise a survey design. The survey will be conducted using MTurk and the student will be engaged with every step of the process, such as survey design, administering the survey, and analysing the survey results. The survey will ask participants their perceptions and views towards couples who are childfree by choice. They will complete a Feelings Thermometer scale for CBC couples, along with other groups. Participants will be asked to rate each group on two dimensions (from the Stereotype Content Model): warmth and competence. Thus, the survey will provide us with a snapshot of public perceptions of CBC couples. The student will also learn various statistical techniques, including both descriptive and inferential statistics.
Opportunity for Skill Development
The student will learn how to conduct literature searches and develop their skills with EndNote. They will also learn how to administer a survey and analyse the survey using various quantitative techniques. At the end of the project, the student will have developed their research skills which will assist them if they wish to do an Honours year project and/or research degree (e.g., Master's, PhD).

Students are required to have the following skills/meet the following pre-requisite(s) to apply
A third year student would be most suitable.
Project 68: Racism on Twitter: Mapping Spread and Contagion of Racist Attitudes Using Sentiment Analysis

Supervisor(s): Professor Kevin Dunn (Principal Supervisor)
Dr Ana-Maria Bliuc (Second Supervisor)

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Project Description
The Challenging Racism Project has embarked on a project to examine racism and antiracism online (https://www.westernsydney.edu.au/challengingracism/challenging_racism_project/our_research). This has been supported by a successful ARCLP (LP120200115) as well as WSU and SSAP ‘near miss funding’. The emphasis on cyber racism reflects the cross-school research priority of ‘Digital research for the online world’. The increased use of online social media platforms such as Twitter makes it possible for social scientists to access and analyse massive amounts of digital data (Lazer et al., 2009). This ease of access occurs at a time when online social interactions have increasingly become very influential in shaping socio-political processes and outcomes in the offline world. Some of these processes concern the communication of racist and white supremacist views via online social platforms such as Twitter. Here we propose to take samples of Twitter data to examine how racist attitudes crystallise and spread in the online realm. Previous research has used Twitter data in the US (Barbera et al., 2016) to identify the political orientations (conservative versus liberal) of Twitter users by mapping the sources that they follow and the content that they re-tweet.

A similar approach can be adopted to identify networks of racism in Twitter, which we can use to select participants for our study (from amongst racist Twitter users). Next, by using computerised linguistic analysis tools we can detect socio-psychological processes that underpin the communication of racism online. We will use the 2015 Linguistic Inquiry and Word Count software (LIWC, Pennebaker et al., 2015) to create customised dictionaries of content that predict racism (for examples of the approach see Frank et al., 2013, and Golder & Macy, 2011). This will also allow us to examine the ideological bases of racist communication in Twitter, as well as identifying particular patterns of emotions, cognitive processing and moral values that may underpin this racist communication.

Project Aims
1. To apply the Linguistic Inquiry and Word Count software (LIWC) to identify the socio-psychological profile of racist tweeters (by creating customised dictionaries of content that predict racism within social media, such as Twitter).
2. To assess whether this predictive capacity can provide ‘real-time’ assessments of racist activity, across time, space and social groups.
3. To identify socio-psychological processes and variables that underpins racist communication online.
Project Methods
First, we will identify racist tweets by using blatantly racist hashtags, and we will use these tweets to select a sample of key Twitter users who are communicators of racism (N=approx. 200). We will use this sample to extract racist online content that will be then analysed. To identify socio-psychological processes that underpin racist communication online we will conduct a computerised linguistic analysis using the LIWC software (Pennebaker et al., 2007, 2015). The software (designed by psychologists) can be used to detect socio-psychological processes that underpin language used such as affect (positive and negative emotions, anger, anxiety, sadness, etc.), cognitive processes (analytical thinking, insight, certainty, etc.) social processes (family, friends, etc.), moral values (care/harm, fairness/cheating, liberty/oppression, loyalty/betrayal, authority/subversion, sanctity/degradation (see Graham et al., 2009, 2012). In addition, we will create custom dictionaries to capture particular forms of racism. To identify patterns in the communication of racism (i.e., produce profiles of racist tweeters), we will analyse the language used by key Twitter users in racist the social networks. This approach will help us establish whether there are particular socio-psychological variables underpinning racist language that can be used as predictors of racist expression.

Opportunity for Skill Development
- The student will receive training in (big) data extraction, cleaning and analysis.
- The student will have the opportunity to learn and use cutting-edge research techniques for analysing 'big data', using LIWC that can be applied to a range of subject matter.
- The student will learn how to interpret complex findings and integrate these findings with existing theory to provide a cohesive report that will be converted into a journal article.
- The student will be expected to informally report on their progress at weekly Challenging Racism Project (CRP) meetings and will be ensconced within a world-leading research milieu.
- This will provide a unique research training experience in racism and anti-racism research for a WSU undergraduate student.

Students are required to have the following skills/meet the following pre-requisite(s) to apply
- The student must have a Humanities or Social Science background.
- The student must have COMPLETED the 2nd year of the bachelor degree.
- Willingness to learn new predominantly quantitative methodologies (computerised linguistic analysis).
- Basic statistical skills.
Project 69: The Impact of Smartphone Separation on Anxiety and Its Relationship with Smartphone Use, Facebook Intensity and Fear of Missing Out

Supervisor(s): Dr Tamara Watson (Principal Supervisor)  
Mr Patrick Pham (Second Supervisor)

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Project Description
A limited number of studies have explored the psychological and behavioural impacts of smartphone separation and restriction.

Recently, the first experimental study exploring the psychological impact of smartphone restriction on users was conducted by Cheever, Rosen, Carrier and Chavez (2014). Cheever et al. investigated the impact of smartphone restriction on anxiety levels among participants with differing levels of smartphone use. Cheever et al., found across low, moderate, and high smartphone users, users who were separated from their smartphones experienced significantly higher state anxiety levels over time than those who were not separated from their smartphones. Additionally, high smartphone users and moderate smartphone users demonstrated significantly higher state anxiety levels than low smartphone users.

The psychological impact of smartphone separation was also established in a study by Clayton, Leshner and Almond (2015). Extending on from Cheever et al. (2014), Clayton et al. investigated the impact of iPhone separation on user's cognition, emotions and physiology. During iPhone separation, participants experienced increased state anxiety, heart rate, blood pressure and reports of feeling unpleasant as well as a decline in cognitive performance, compared to the control condition (Clayton et al., 2015).

This study attempts to replicate previous findings on the psychological and behavioural impacts of smartphone separation and restriction as well as expand on these findings by conducting an investigation into the negative psychological effects of phone separation on frequent users in the form of state anxiety. It also explores how Facebook intensity and network size might moderate these levels of state anxiety during phone separation.

Project Aims
The present study aims to examine the effects of smartphone separation on users’ psychological and physiological anxiety levels. The present study aims to also ascertain whether the individual differences in FoMO could predict individual differences of the negative psychological impacts resulting from smartphone separation. Finally the present study aims to also ascertain whether individual differences in Facebook intensity could predict smartphone separation anxiety.

Project Methods
Upon arrival, participants read the information sheet with deceptive information that the present study is about the effects of smartphone use on cognitive abilities. They then sign the consent form. They are seated in the experimental room in front of a computer, keyboard and mouse. They will be instructed to bring all their belongings with them into the room and place it next to their seat.
The Scosche Rhythm +HRM will then be attached to the inside of the upper forearm of their non-dominant hand to minimise any unnecessary movements and consequent noise in the HR data. HR recording was then initiated using iCardio (iTMP Inc, 2014) on the Android tablet. A 1 minute baseline measurement is taken before participant’s starts the experiment. During this period, participants are instructed to read the on-screen instructions and to use only their dominant hand to respond during the experiment.

After the baseline measurement, each participant engage in the Stroop task for 5 minutes, followed by the first administration of the STAI-6. The participant’s progress is monitored from outside the experimental room using a computer monitor mirroring the participant’s computer monitor. Upon completion of the first STAI-6, the experimenter entered the room. The experimenter informs the participant that their smartphone is causing interference with the HRM then asked the participant if the experimenter could remove it from the room before exiting with the participant’s smartphone if they agree.

1 minute after exiting the room, while the participant is progressing through the next Stroop task, the experimenter play the Facebook Messenger sound clip using a keyboard attached to the computer from outside of the experimental room. The participant then continued to progress through the Stroop task lasting a total of 5 minutes, followed by another administration of the STAI-6. This routine of Stroop task and STAI-6 will repeat a total of three times. After the final administration of the STAI-6, participants are then asked to complete the ‘Daily Smartphone Usage Questionnaire’, ‘Facebook Intensity Scale’, and ‘Fear of Missing Out scale’.

After completion, the experimenter then enters the room and performs an induction check using two questions: (1) if the participant heard the Facebook Messenger notification tone and (2) if the participant believed it originated from their smartphone. Participants were then verbally debriefed about the true nature of the experiment and released. The experiment runs for a total of 30 minutes.

Opportunity for Skill Development
Students will develop research skills conducting an experiment involving deception, an understanding of the ethics involved in conducting an experiment involving deception and insight into using Microsoft Excel and SPSS in research data analysis.

Students are required to have the following skills/meet the following pre-requisite(s) to apply
Students must have completed their 1st year of their Bachelor of Psychology, Bachelor of Arts (Major in Psychology), or Bachelor of Social Science (Psychology).
Project 70: Gay Men’s Experiences and Attitudes to Domestic Violence

Supervisor(s): Professor Kerry Robinson (Principal Supervisor)
Dr Michael Salter (Second Supervisor)

Supervisor(s) contact information: k.robinson@westernsydney.edu.au
michael.salter@westernsydney.edu.au

Project Description
SaGR is currently partnering with ACON to design and distribute a survey to same-sex attracted men about their experiences and views about violence in relationships. The survey will include a number of open-ended questions that require analysis. The successful candidate will:

- Write a literature review summarizing research on the prevalence of intimate partner violence amongst same-sex attracted men, similarities and differences between same-sex and heterosexual domestic violence, and barriers and challenges to providing services to victims and perpetrators of same-sex domestic violence,
- Use Nvivo in order to undertake a thematic analysis of open-ended survey responses, and
- Write a report on the major themes that emerged from the qualitative analysis of survey responses.

Project Aims
- Summarise the available research on domestic violence amongst same-sex attracted men,
- Thematically analyse the results of open-ended survey questions about domestic violence amongst same sex attracted men.

Project Methods
The student will undertake a literature review of contemporary research on same-sex domestic violence amongst men, which will involve searching relevant databases and Google Scholar. The student will be trained to use the software program nVivo and will be supported to undertake a thematic analysis of open-ended survey results, which they will then write up.

Opportunity for Skill Development
The student will:
- Develop their understanding of domestic violence, particularly in same-sex relationships,
- Build their research and critical analysis skills through the writing of a literature review, and
- Learn how to undertake qualitative analysis.

Students are required to have the following skills/meet the following pre-requisite(s) to apply
The project would suit a student in criminology, sociology, social work, psychology or related field with an interest in gender, sexuality and violence. The successful candidate should have excellent organisational and time management skills, as well as excellent written and verbal communication skills.
Project 71: Taking Pub Trivia Seriously: Gender and Racial Bias is Everyday Life

Supervisor(s): Dr Jeff Foster (Principal Supervisor)  
Dr Jenna Condie (Second Supervisor)

Supervisor(s) contact information:  jeff.foster@westernsydney.edu.au  
j.condie@westernsydney.edu.au

Project Description
What is the name of the latest Dr Who? Which actor stars in both Orange is the New Black and The Handmaid’s Tale? Who wrote To Kill a Mockingbird? What do all these questions have in common? Women.

Gender remains a contentious issue in everyday social life and the pub has long been a masculine space. A preliminary scope of online pub trivia/quiz databases suggests that the questions and answers are biased towards the achievements and activities of men, particularly white men. Gender biases exist across a variety of real-world domains such as in textbooks (Bloomberg, 2009), the workplace (Hsieh & Winslow, 2006), and the media (Collins, 2011). Furthermore, these gender biases found in content analysis are suspected of playing at least some role in leading to poorer achievements by women than men (Bloomberg, 2009), and a reduction in self-esteem (Collins, 2011). How gender and race are represented in pub trivia questions is therefore far from trivial.

This study will examine the phenomenon of ‘pub trivia’ and consider how it reflects wider societal inequalities. Given the extent of gender bias found across a range of social contexts, it should be no surprise that we anticipate a strong gender bias in a domain like trivia questions. But what we do not know is whether the characteristics of a geographical location (such as the regions level of education, socio economic status, level of diversity, etc.) predict the prevalence of this bias. More specifically, we do not know whether a region’s demographics correlate with the level of gender bias present in everyday social settings.

In this project, we will begin with a literature review of the field, and then collect archival data from a variety of sources related to the questions asked in “pub quiz” trivia questions. We will then code the questions across a variety of categories based on their content, tone, and reference (or lack of) to gender and race. Archival sets that can be attributed to a specific location (primarily within a Local Government Area) will be analysed in regards to covariates such as socio economic status, population diversity, education, and religiosity for that LGA. We will then use quantitative analyses such as regression and sentiment analysis to interpret the data, and follow these analyses with a qualitative analysis of the content. Finally, the literature review and findings from the analyses will be compiled into a short report that will form the basis of a journal publication.

This project is collaboration with Dr Simon Knight, Connected Intelligence Centre, University of Technology Sydney.
Project Aims
The project will fall into 3 broad categories of outcome measures:
1. A literature review on the prevalence and influence of gender bias in literature, social settings, and society, and the variables (SES, diversity, etc.) that predict its presence
2. The collection of online archival datasets relevant to the topic at hand, coding of items within the dataset, and analysis of data accounting for geographic distribution and gender bias.
3. A short (4-6K word) report on the literature review and findings.

Project Methods
This project will use a mix of quantitative and qualitative analyses. The longest aspect of this research will be the literature review, and collating, organizing and coding of archival datasets relevant to trivia questions used in public settings. Supervisors will aid in developing the skills necessary for a thorough literature review, collecting and coding of data, statistical analyses and developing the report.

Opportunity for Skill Development
The student will have an opportunity to gain experience working within a Psychology research lab at Western Sydney University. Most of the methods will be new to any student, and supervision will help develop the type of research skills that can be applied both in academia and industry. The student will gain knowledge in a variety of areas such as:

1. Developing skills in conducting thorough literature reviews
2. Skills in data management
3. Experience in coding data
4. Experience of collaborative research between academics at different institutions
5. Training in quantitative and qualitative analysis
6. Development of a research article for publication.

Students are required to have the following skills/meet the following pre-requisite(s) to apply
Students who have completed their first year of study and have successfully completed at least one unit with a focus on research methods. Some familiarity with working with data would be ideal, with a minimum of some experience with Microsoft excel.
Project 72: **Stress and Cognition in Alzheimer’s Dementia**

**Supervisor:** Dr Ahmed Moustafa (Principal Supervisor)

**Supervisor contact information:** a.moustafa@westernsydney.edu.au

**Project Description**

In 2016, my summer intern and I have studied stress problems in Alzheimer's disease patients. This year, I will follow up on research conducted last year on the same area. Alzheimer’s disease is the most common neurological disorder affecting elderly individuals. There are many causal factors that contribute to the development of Alzheimer’s dementia. One of the usual affected cognitive processes in Alzheimer's disease is memory and depression. Importantly, individual factors are investigated without clarification of how they relate, both to each other, and the changing course of Alzheimer's cognitive and affective symptoms.

In this project, my intern and I aim to connect some of the many factors contributing to Alzheimer’s disease. Investigating factors of Alzheimer’s disease that contribute to cognitive and affective dysfunction synthetically, this project may assist further understanding of the nature of Alzheimer's disease and identification of how to improve aspects of cognitive functions affected. Therefore, the main rationale of this project is to identify how and which factors contribute to cognitive and affective dysfunction prior to Alzheimer's type dementia and how to minimize this. Specifically, while last year we investigated stress factors underlying Alzheimer's disease, this year we will investigate whether trauma plays a role in Alzheimer's disease progression.

**Project Aims**

- Understand the relationship between trauma (in childhood and adulthood) and memory dysfunction in Alzheimer’s disease patients.
- Correlate trauma severity with disease severity (using Global Deterioration Scale).
- Write a review on how stress and trauma management may help manage Alzheimer's dementia.

**Project Methods**

We will use the following scales:

- Hamilton Depression Scale (HAM),
- Perceived Stress Scale (PSS)
- the Mini Mental State Examination (MMSE).
- The Trauma Severity Scale (to assess trauma in childhood and adulthood)

Using a variety of scales measuring aspects of cognitive and mental health will assist understanding relations between factors contributing to Alzheimer’s across different stages of disease progression.

**Opportunity for Skill Development**

Prior to commencement, the intern will be provided with information necessary to understand Alzheimer's disease patients and how to interact with them. In addition, the intern will be provided with appropriate social and practical training skills to assist in the presentation and conduction of using scales effectively. The student will need to compile and conduct analyses on collected data to understand and be able to present findings. Experience, knowledge, and skills gained from this research will provide the intern with insight into the field of research, and the study of Alzheimer’s. In preparation for honours or alike postgraduate course(s), the intern will be familiar with involved research methods, both theoretical and practical, which includes necessary social skills required when using questionnaire scales to measure cognitive and affective states.
Students are required to have the following skills/meet the following pre-requisite(s) to apply

No specific skills are required for this project. The intern however, should be enrolled in an undergraduate degree from the school of Social Sciences and Psychology, irrespective of stage in their degree. It is necessary for the intern to have interest to learn of the subject, be motivated, well-mannered and respectful in order to complete the project effectively. Such requirements are necessary when working and communicating with others, especially the elderly.
Project 73: Primary Prevention Programs in Gendered Violence and Bullying

Supervisor(s): Dr Michael Salter (Principal Supervisor)  
Dr Kate Huppatz (Second Supervisor)

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Project Description
Sexualities and Genders Research has partnered with Western Sydney Wanderers and Parramatta City Council to develop a six session primary prevention program for high schools in Western Sydney to reduce gendered violence and bullying. We are aiming to pilot this program in three high schools in second semester 2018.

The successful Summers Scholarship student will work with the SaGR project team in order to:

a. Write a literature review on the overlap between risk factors for violence against women, and risk factors for bullying, with a focus on low income and culturally diverse young people.

b. Identify promising primary prevention programs in Australia and overseas that a) address gendered violence and bullying simultaneously and/ or b) focus on low income and culturally diverse young people, and gather evaluation or outcome studies where evaluable.

c. Gather the publicly available curriculum material for primary prevention programs for high schools in relation to gendered violence and bullying.

Project Aims
The aim of the student project is to:

- Summarise the existing state of knowledge on the joint prevention of gendered violence and bullying in high schools, particularly in relation to low income and culturally diverse youth populations.
- Identify, summarise and provide an overview of promising primary prevention programs for high schools in relation to gendered violence and bullying.

Project Methods
With support from SaGR supervisors, the student will utilize databases in order to identify research on the joint risk pathways in gendered violence and bullying, and will write a literature review summarizing this material. The student will use Google and Google Scholar to identify primary prevention projects and will gather evaluation data and curricula. This material will also be summarized as part of the final report to SaGR.

Opportunity for Skill Development
The student will:

- Build their understanding of primary prevention, gendered violence and bullying.
- Develop research skills and an understanding of primary prevention programs in reducing violence and bullying.
- Develop their understanding of evaluation approaches and data in primary prevention.
Students are required to have the following skills/meet the following pre-requisite(s) to apply
The project would suit a student in criminology, sociology, psychology, social work or related fields with an interest in primary prevention, bullying and violence against women. The student needs to have good interpersonal skills and organisational skills to manage a range of information sources.
Project 74: Travel in the Digital Age (TinDA)

Supervisor(s): Dr Garth Lean (Principal Supervisor)
Dr Jenna Condie (Second Supervisor)

Supervisor(s) contact information: g.lean@westernsydney.edu.au
j.condie@westernsydney.edu.au

Project Description
Since its launch in 2012, Tinder has attracted significant attention and holds a firm place in the media spotlight. On Tinder, users create a profile of themselves to be discovered by others who look through the profiles of those located around them. If two users ‘swipe right’ on each other, it’s a ‘match’: they can then directly message one another and go from there. With an estimated 10 million global users daily and 26 million ‘matches’ every day, Tinder has become a prevalent site of online sociality that is ripe for social science research. Indeed, research on Tinder is emerging such as Carpenter and McEwan’s (2016)’s study of motivations of Tinder users, and Dugay’s (2017) framing analysis of the app’s architecture, promotional materials, and related media content.

Our research is primarily concerned with how location-aware technologies are being used for travel purposes (see www.tindaproject.com for a full outline of the broader project’s themes). Tinder provides a particularly appropriate study context to explore how location-aware, real-time mobile apps are mediating contemporary travel experiences and influencing our performances of travel, given its high user base and travel-themed marketing campaigns. Unlike dating apps such as Grindr and Happn, Tinder commercially position their app within the realm of travel and tourism, enabling new, more localised travel experiences by meeting people when on the move around the globe. Their premium service Tinder Plus has a Passport feature that enables users to change their geo face to face.

The current project aims to understand how location-based apps such as Tinder mediate and impact upon travel experiences. A mixed-methods design is currently being implemented to address this aim, which involves content and thematic analysis of user profiles, an online survey, and interviews. The summer scholarship student will work across these multiple data sets to determine how travellers’ manage risk, safety and trust while using Tinder while travelling and at home.

Project Aims
1. The broader project aims to understand how location-aware mobile technologies mediate travel experiences.

2. This analysis of current data seeks to identify how travellers manage safety, risk and trust while using Tinder and other location-aware mobile technologies.

Project Methods
The student will:

- Gather together multiple qualitative data sets and upload them into NVivo
- Develop a coding scheme for the qualitative analysis of the data sets
- Conduct a basic thematic analysis in NVivo
- Write up preliminary findings
Opportunity for Skill Development
By working for the TinDA project, the student will:
- Learn how to use Nvivo for qualitative data management and analysis
- Develop skills in qualitative data analysis
- Gain knowledge of the ethical and legal complexities of working with qualitative data.
- Have the opportunity to co-write with the lead researchers for a journal publication.
- Join a wider interdisciplinary team of staff and students and be included on the project’s digital presence, in turn, building their own professional web presence.

Students are required to have the following skills/meet the following pre-requisite(s)
to apply
While all students are welcome to apply, this project would be most suited to a 3rd year student with experience or training in cultural and/or social analysis. This is most likely to be a student who has studied in the School of Social Sciences and Psychology or School of Humanities and Communications. We welcome applications from students who are looking to continue into higher research degree programs, and to have an ongoing connection to the TinDA Project.
Project 75: Small Town Policing

Supervisor: Associate Professor Nicole Asquith (Principal Supervisor)

Supervisor contact information: n.asquith@westernsydney.edu.au

Project Description
Most knowledge of policing, and of the relationship between police and the communities they serve, is urban-centric. The focus since Peel’s ‘Bobbies’ in the early nineteenth century has been on inner-city, culturally heterogeneous communities. Even when regional policing is considered—in the work of rural criminologists—the focus is on rural crime, offending and victimisation rather than how police do their work in remote and isolated communities.

With the (re)invention of community policing in the 1980s—and the mainstreaming of these approaches across policing organisations in Australia—it is pertinent to ask how the goals of community policing are achieved in culturally homogenous communities where the estranged relationships of the inner-city are rare (Palm Island, and some other remote indigenous communities are notable exceptions). However, in Tasmania’s remote communities, Peel’s seventh principle that ‘the police are the public and that the public are the police’ is writ large, with remote stations often requiring the practical assistance of community members to undertake their duties in times of crisis. In reverse, police officers in these communities are forced by propinquity—nearness is terms of place (proximity), time (shared events), relation (kinship), and affinity of nature (similarity)—into a relationship with community that exceeds the formulaic and mediated community policing of the inner-city.

In the everyday working lives of rural and remote police officers, and in their engagement and relationship with the communities they serve, we may be offered evidence of the critical importance of propinquity in the co-production of law and order. If policing by consent is reliant on propinquitous relationships, then current operational and staffing practices that rely on the constant revolving of staff between stations and commands may be counterproductive to co-production of, and community engagement in, public safety. Can the ‘community policing’ undertaken by rural and remote police officers present us with a different vision of policing that does not see community engagement as a value-add to reactive crime control? Finally, this research may provide importance evidence of how and when the community is successfully deputised into the strategic priorities of policing services.

Project Aims
In late 2018-early 2019 (depending on funding), I plan to undertake fieldwork in Tasmania with the aim of investigating the everyday policing of rural and remote communities, including:

1. Document the propinquity relationships between rural and remote police and their communities
2. Examine rural and remote police officers’ career histories and their relationships to community now and over time
3. Observe how communities engage with their police to enhance their safety, and how they achieve this without police engagement.
The aims of the overall project will be achieved through the following objectives:

- Undertake ethnographic research in five Tasmanian communities to explore the nature of police work in remote deployments, with a particular focus on:
  - How police encounters with the community (and vice versa) shape the co-production of law and order
  - The characteristics of remote policing that facilitate a productive relationship between community and police
  - The individual skills and resources required of remote police officers to navigate the public/police divide where propinquity necessarily shapes these relationships
  - How and when community become ‘police’ in managing social order, and when ‘deputised’ in extreme and crisis events
- Provide a fuller account of the work of small town police officers, and how they negotiate the complex propinquity relationships of small town communities
- Consider what can be learnt about community policing in remote communities that can be adopted for urban policing, and/or used to reimagine ‘community’ policing.

The appointed Summer Intern would assist the Principal Supervisor with:

1. collecting research and policy evidence of small town policing
2. draft a Literature Review on small town policing
3. contribute to a scholarly article on propinquity and small town policing
4. assist with stakeholder engagement and preparation for fieldwork

**Project Methods**

The aims of this research will be achieved through an ethno methodological approach that deploys observational, interview and focus group methods. As with any ethnographic research, the capacity to get the ‘inside story’ of any research question is dependent upon building rapport and trusting relationships. Therefore, I am proposing to undertake research with only five remote communities, with 3-4 weeks in each community. The final choice of remote communities will be decided in collaboration with Tasmania Police.

The Summer Intern will be instrumental in developing the relationships between the identified communities and the research team. In addition to their work on the literature review, they will also assist in building a database of stakeholders in each of the identified communities, and begin the initial planning of events for each research site.

**Opportunity for Skill Development**

The Summer Intern will be provided with the opportunity to develop:

- their academic literacy skills (such as researching for academic and ‘grey’ literature)
- their knowledge of the theory and practice of community policing
- their applied knowledge of research processes

Further, the Summer Intern will play an important role in the development of the project, including identifying community stakeholders, and scheduling events at research site to assist in building rapport. Interpersonal communication skills are likely to be developed as a consequence.

**Students are required to have the following skills/meet the following pre-requisite(s) to apply**

Ideally, the Summer Intern has an interest in policing and is enrolled in either the Bachelor of Policing, Bachelor of Policing Studies, Bachelor of Policing (Leadership) or Bachelor of Criminology. Given the skills required to undertake some of the tasks, unless a mature-aged student, we will want someone in their third year (or about to start year three).

Supervisor(s): Dr Sebastian Pfautsch (Principal Supervisor)
               Dr Abby Mellick Lopes (Second Supervisor)

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Project Description
Summer heat stress was identified as Sydney’s #1 natural hazard that negatively impacts public health, social and economic stability and environmental values (Resilient Sydney 2016). According to climate forecasting for Sydney, the frequency, duration and severity of summer heat stress is expected to increase in the decades to come. Hot summer days already represent a particularly high risk of harm to vulnerable members of society, including infants. Developing new approaches to effectively protect children from increasing exposure to heat in the future is timely and necessary.

Children spend a large proportion of their time in childcare centres, including extended intervals during summer. A valuable asset of most centres is outdoor areas that are utilized for learning and social competence-building activities. Specific microclimatic conditions, unique for each centre, define potential usage during summer. A recent pilot study found that in some areas of western Sydney, children are unable to access outdoor areas of childcare centres after 10am due to heat conditions (Mellick Lopes et. al 2016). These children potentially miss out on a wide range of positive effects of outdoor education and learning, including physical exercise, increased compassion for nature and improved courteous behaviours (e.g. Dowdell et al. 2011; Dyment & Bell 2008). Besides short-term and direct effects of heat on children's health (e.g. heat exhaustion, sun burn), long-term effects on social and learning capacity, as well as compassion for nature by children can be expected if outdoor activities must be limited as consequence of inefficient mitigation of summer heat.

The successful applicant for this Summer Scholarship Project will work with a team of researchers to evaluate the effectiveness of natural and engineered shade on summer temperatures at childcare facilities. The work will include collection and evaluation of primary data (e.g. air temperature measurements, spatial assessment of shade infrastructure). In addition, the applicant will learn how to apply imaging technology to document the thermal environments of outdoor areas (i.e. hot-spot identification, thermal screening). Results of the project will be presented in a final written report.

Project Aims
- Learn how to incorporate new technology into research applications
- Understand the value of ‘hard’ (empirical measurements) and ‘soft’ data (interviews)
- Develop skills to communicate research to a non-academic audience
**Project Methods**

The project aims to characterise the thermal environment of outdoor space in childcare facilities. To achieve this goal, the following techniques will be used:

1. Automated recording and evaluation of daily maximum air temperatures: at each of the participating childcare facility, one temperature logger will be positioned in sunny and one logger will be positioned in a shaded location. Temperature data will be logged automatically and analyzed to identify daily maximum temperatures.

2. Characterization of outdoor thermal environment using infrared photography: a heat sensing camera will be used to identify of hot-spots and the effect of shade on the outdoor areas of the participating childcare facilities.

3. Interviews/questionnaires to assess experiences of and actions taken to address summer heat: Standardized questionnaires will be used to evaluate attitudes of kindergarten teachers towards use of outdoor spaces during summer months.

**Opportunity for Skill Development**

The student will gain insight how to develop transdisciplinary research, how to execute it, and how to communicate its results to end-users. Technical skills for analysing spatio-temporal variation of environmental conditions and thermal environments will be learned.

The motivation for this project is highly accessible as most members of society experience the effects of summer heat themselves. This aspect of immediate appeal will provide the student with a ‘social license’ for the anticipated research. This important aspect of academic work is often neglected or ignored, and can reduce support of potential collaborators.

Working in an enthusiastic and dynamic team of researchers also provides valuable insight into current academic life. The positive work environment will encourage the student’s efforts to achieve academic excellence in their own studies.

**Students are required to have the following skills/meet the following pre-requisite(s) to apply**

This project is suitable to 2”nd and 3”rd year students.

**Required skills:**
- driver’s license
- good communication skills
- some experience in data analyses
- good English writing skills
- capability to work in hot conditions (outside during hot summer days)