



**School of Nursing and Midwifery**  
**Summer Scholarship Research Program 2020**  
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## **Project 83: The intersection of sexual diversity and healthcare: A scoping review of the literature**

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### **Project description**

Research on gender and sexual diversity has identified the need for healthcare professionals to understand the unique health and social needs of people who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual or aromantic (LGBTQIA). However, LGBTQIA individuals can experience significant barriers in accessing healthcare with these impacting on their care seeking behaviours and resulting wellbeing. The World Health Organisation has identified that the factors of marginalisation, discrimination and social stigma encountered by LGBTQIA people are compounded by a lack of understanding of their diversity and may negatively influence their mental health and wellbeing.

Frontline healthcare professionals require adequate knowledge of LGBTQIA people beyond an illness-based focus to provide person-centred care that holistically addresses their physical, emotional, psychological and spiritual health. Although an understanding of these minority groups has increased with some changes to laws that have improved recognition of the rights of gender and sexually diverse people, disparities in their care may still exist in healthcare delivery and its systems. There is a need to examine evidence based practice in healthcare in relation to the care provided to people with gender and sexual diversity. This project seeks to understand the experiences of LGBTQIA people in accessing healthcare, and discover models of best practice adopted in nursing and medicine which support their health and wellbeing. As a preliminary search of the literature on this topic did not yield many publications, the project aims to use a scoping review to examine the literature on the healthcare experiences and perspectives of LGBTQIA people and evidence-based practices in healthcare which support the inclusion of people with gender and sexual diversity. This scoping review approach will aim to identify what has been done in providing holistic person-centred healthcare for LGBTQIA individuals and their communities and identify gaps in knowledge for further research.

### **Project Aims**

This scoping review will examine research literature on the healthcare experiences and perspectives of people who identify as LGBTQIA, and studies on inclusive practices used in healthcare for treating and caring for people who identify as gender and sexually diverse. The review will identify the research approaches used to examine the topic, summarise findings from the literature and identify gaps in knowledge on the topic. The scoping review will inform the development and refinement of the following preliminary research questions for investigation:

1. What are the range of experiences and perspectives of LGBTQIA people who receive medical treatment and nursing care in healthcare systems?
2. What models of inclusive healthcare address the physical, emotional, psychological and spiritual needs of LGBTQIA people?

## **Project Methods**

This project will involve a scoping review of the literature based on the five-stage framework by Arksey and O'Malley (2005) including the processes proposed by Levac, Colquhoun and O'Brien (2010) for each stage as recommended by the Joanna Briggs Institute (Peters et al., 2017). This framework will include:

1. Identifying the research questions - Clarifying and linking the purpose and research question;
2. Identifying relevant studies - Balancing feasibility with breadth and comprehensiveness of the scoping process;
3. Study selection - Using an iterative team approach to selecting studies and extracting data;
4. Charting the data - Incorporating a summary and qualitative thematic analysis; and
5. Collating, summarising and reporting the results: Identifying the implications of the study findings for policy, practice or research

The scoping review will be limited to published studies on the experiences and perspectives of LGBTQIA people and the inclusive practices of healthcare professionals in treating and caring for them, which are written in English and published between 2000 and 2020. The scoping search will be conducted using MEDLINE, CINAHL, Scopus, and Google Scholar and databases identified as relevant by the student in engaging with WSU librarians to develop the literature search strategies. The supervisors will provide support and guidance for the student with the content, methodological knowledge and report writing. Data extraction, charting and thematic analysis will be done by the student and cross-checked by the supervisors, and any disagreement will be resolved through discussion until consensus is reached.

## **Opportunity for Skill Development**

The student will learn how to:

- Conduct a scoping review of the literature
- Formulate research questions
- Conduct systematic, advanced searches for the literature using information literacy
- Use Endnote reference management software
- Extract data from the literature
- Understand academic vocabulary used in describing research methodologies
- Summarise and analyse research reports
- Write a scoping review report.

These research skills would be transferable to other future research projects including those undertaken for an Honours or Higher Research Degree Program.

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

A student interested in the project should be enrolled in an undergraduate degree with an interest in healthcare and gender and sexual diversity. The student would be required to demonstrate:

- A high level attention to details;
- Be able to work independently following a brief;
- Maintain regular communication with the supervisors; and
- Be able to meet deadlines.

Failure to utilise these skills would be reflected in the progress report. It is essential that the student understands this opportunity would involve cross-disciplinary collaboration in the disciplines of nursing and medicine and would require the capacities to review the literature across disciplines. It is expected that the student will have completed a unit on research skills within their degree. The principal supervisor will guide the student to ensure development and application of the skills required for the scoping review, and the analysis which is critical to the development of the review.

## **Project 84: Gender Equity in the Workplace: Women in Africa**

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### **Project description**

Gender Equity and the empowerment of women in the workplace is a core component of the United Nations Sustainable Development Goals Agenda 2030 (United Nations Development Plan, 2015), particularly in relation to developing countries and emerging economies. It is also a goal of the African Union Agenda 2063 (African Union Commission, 2015). Western Sydney University specifically and Australia as a whole are signatories to these goals. Sustainable Development goal 5 of Agenda 2030 seeks to achieve gender equality and empower all women and girls; while Africa's agenda 2063 relies on gender equality and women empowerment as one of the strategies for boosting the continent's quality of life measures. In achieving this and other goals, the United Nations has emphasised on several occasions "that no one will be left behind" (United Nations General Assembly, 2015, p. 3) and pledged that "we will endeavour to reach the furthest behind first" (United Nations General Assembly, 2015, p. 3). For all these laudable goals and aspirations to be achieved at the designated periods, there is need for every sector of women's lives to be explored and monitored to identify how women are journeying towards empowerment. The workplace is an important sector to gain a better understanding of women's empowerment and underlying issues related to women's relatively low participation, especially at the higher levels.

African women in the workplace in Nigeria, South Africa, and Uganda were engaged in a mixed method research study in which 335 women took part in a survey and 34 respondents participated in face to face semi-structured digitally recorded interviews. All the 34 interviews were transcribed and are ready for analysis and drafting of publications.

### **Project Aims**

The aim of this project is to explore issues of 'Gender Equity in the Workplace'. The successful student for this project will be required to:

- Conduct and refine a literature search on gender equity and women's empowerment in developing countries, especially Africa.
- Assist with qualitative data analysis and identification of potential themes evident in the data.
- Prepare tables to highlights trends in the data
- Assist in drafting a potential manuscript for publication in a high impact journal.

### **Project Methods**

The research methodology used in this project was a mixed method approach. However, the successful student will focus on the qualitative component. Face-to face interview data has been completed, the student will analyse the data and identify common themes. The student will be required to have skills in the use of Endnote reference management and a good writing skill.

### **Opportunity for Skill Development**

The successful student will gain experience in research, acquire skills in the area of literature searches and reviews, engage in qualitative data analysis, and practise writing of a draft manuscript for publication. The name of the student will be included on subsequent manuscript developed from the project.

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

The student will be required to have skills in the use of Endnote reference management and a good writing skill.

## **Project 85: Healthy Ageing in CALD Communities: An Integrative Review**

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### **Project description**

Healthy ageing initiatives were implemented as a response and recognition of the increasing life expectancy of the global population. The World Health Organization (WHO) defines healthy ageing as a “process of developing and maintaining the functional ability that enables wellbeing in older age.”. While the uptake of healthy ageing programmes has been successful in many countries, it was noted that there is a disproportionate engagement at a population level, particularly among culturally and linguistically diverse (CALD) older adults. Moreover, there is limited evidence on how the concept ‘healthy ageing’ could be appropriately implemented within the CALD context.

WHO recommends healthy ageing programmes such as improving physical activity levels for older adults irrespective of gender, race, ethnicity or income level. However, the WHO acknowledged that the communication and implementation strategies in physical activity programs must be tailored for diverse and often disparate groups within populations. For example, a recent systematic review identified that CALD older adults engage successfully in exercise programmes when these are delivered close to home, with the use of native language instruction and adaptations of culturally familiar activities. Exercise programmes is one of the structured component of healthy ageing initiatives, however, CALD populations adherence to these programmes were lower than the mainstream populations. Because of this, there is a need to explore the preferred ‘healthy ageing’ activities among older CALD populations and to determine if structured healthy ageing programmes work for this cohort of older people. This project will undertake an integrative review of the literature to synthesise evidence of healthy ageing programmes catered to older CALD populations and the common outcomes measured post-implementation of these programmes.

### **Project Aims**

This project aims to examine and explore healthy ageing programmes implemented among CALD older populations. Specifically, it seeks to answer the following questions:

1. How was healthy ageing defined within the context of older CALD populations based on the implemented healthy ageing programmes?
2. What were the existing/common healthy ageing programmes for CALD older adults?
3. What were the reported outcomes from the implemented healthy ageing programmes to CALD older adults?

## **Project Methods**

### *Stage 1*

- Student will receive training in the use of EndNote and accessing journal databases
- Student will liaise with librarian to receive training in literature searches and develop a search strategy
- Literature search: Databases to be searched include: CINAHL, ScienceDirect, Scopus, PubMed, PsycInfo and Google scholar
- Student will follow Whitemore and Knalf (2005) framework for integrative reviews

### *Stage 2*

- Once search is completed, meeting with investigators to come to consensus on which articles should be included in analysis.
- Extraction of data
- Appraisal of the quality of studies found
- Present search findings in a summary table

### *Stage 3 (if the student accepts the opportunity to become a co-author)*

- Writing of the Methods section of the report
- Dissemination of findings in peer-reviewed journals

Training and support will be provided in each stage of the project

## **Opportunity for Skill Development**

The student will be guided in the development of a range of research skills which include but are not limited to:

- Literature searches (including grey literature) – accessing databases, developing search strategies and appraisal of articles
- Use of COVIDENCE, as software for literature reviews
- Use of EndNote software, including management of an EndNote library
- The methodology of literature reviews
- If the student accepts the opportunity to be a co-author, then skills development related to writing for publication is an anticipated outcome.

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

- The student will need computer skills (including proficiency in Microsoft Word, Excel and Outlook)
- Enrolled in undergraduate degree in Nursing or related disciplines
- The student will be offered the opportunity to be a co-author on publications that arise as a result of this project. To this end, the student will need a moderate level of writing skills
- The student will also need to be prepared to spend time working at Campbelltown Campus.

## **Project 86: Developing and piloting oral health promotional resources for people with eating disorders**

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### **Project description**

More than five percent of Australians have an eating disorder (ED)<sup>1</sup>. Of these, one in every ten with anorexia nervosa (AN) will die and others will continue to struggle for decades<sup>1</sup>. The burden of disease is estimated as \$52.6 billion<sup>2</sup> in Australia. Up to 85% of people seeking treatment, experience delays or difficulty accessing appropriate treatment, particularly in rural areas<sup>1</sup>. Delays in accessing services prolong and exacerbate the illness severity, morbidity, financial and emotional burden for individuals and their families.

Compromised nutritional intake as a result of restrictive or obsessive dieting and purging behaviours among people with ED can lead to multi-system medical complications such as bradycardia, electrolyte imbalance and renal failure<sup>3-5</sup>. Somewhat less well known, these behaviours can also have an irreversible impact on oral health<sup>6,7</sup>. The results from two systematic reviews and meta-analyses confirmed an association between tooth erosion, poor oral health and ED. Individuals with an ED were five times more likely to have tooth erosion and overall higher decay, regardless of ED subtype<sup>8,9</sup>. Furthermore, ED related dental complications can perpetuate body dissatisfaction leading to a decline in self-esteem, quality of life and psychosocial functioning<sup>10-12</sup>. When combined with the psychological and emotional stress of managing an ED, the impact of having an oral health complication can exacerbate ED signs and symptoms such as limited oral intake or food avoidance and inhibit treatment goals<sup>11</sup>.

Given the risk of dental problems among individuals with ED and their risk of poorer oral health outcomes it is important to consider the promotion of oral health in this population. There is limited evidence of adequate oral health resources to assist in the promotion of oral health in ED and therefore a need to develop specific evidenced based oral health resources for ED to facilitate oral health promotion in the health care settings. This project seeks to collaborate with a range of stakeholders including policy makers, professional organisations and consumers to develop and pilot test resources to support oral healthcare among individuals with ED. All supervisors are members of COHORT, which has a strong track record in developing evidence based oral health resources that have been endorsed state-wide and has strong links with NSW health and other professional organisations which will greatly inform this project.

## **Project Aims**

This project aims to develop and pilot test resources to promote oral health among people with eating disorders in consultation with a range of internal and external stakeholders. It is anticipated that the student will participate in this project as follows:

## **Project Methods**

### *Stage 1*

- Receive training in the use of EndNote, accessing journal databases, and in basic design
- Search through literature and existing resources nationally and internationally
- From these searches, collate and synthesise the results to identify key oral health messages for people with eating disorders
- Ensure that messages are adapted to be an appropriate level of reading for the general public
- Liaise with the study team to design and draft these resources in consultation with a graphic designer

### *Stage 2*

- Liaise with stakeholders (including local health district representatives, academics, other organisation such as the Butterfly Foundation, National Eating Disorders Collaboration and ANZAED) to obtain feedback in terms of the content and layout of the resources
- Liaise with study team to pilot test the resources with consumers

### *Stage 3*

- Student will collate feedback and undertake revisions that need to be made on the resource
- Liaise with study team to seek endorsement from stakeholders (NSW Health and peak professional eating disorder organisations)

Training and support will be provided in each stage of the project

## **Opportunity for Skill Development**

The student will be guided in the development of a range of research skills which include but are not limited to:

- Engaging and coordinating with a range of academic, government and non-government organisations as well as consumers
- Develop public health resources to be distributed by NSW Health
- Literature searches (including grey literature) – accessing databases, developing search strategies
- Use of EndNote software, including management of an EndNote library
- Develop skills in relation to public speaking and oral research presentations, with the opportunity to present findings at the SWSLHD Research Showcase in 2021 and at other conference presentations

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

*Essential:*

- Enrolled in their second or third year in an undergraduate degree
- Proficient computer and communication skills (including proficiency in Microsoft Word, Excel and Outlook)
- Prepared to be involved in a significant amount of stakeholder engagement and consultation (through Zoom, face-to-face, phone and e-mail), which may involve accompanying another research team member to various other sites
- Taking initiative and being able to work independently
- Be prepared to spend time working at COHORT, the Ingham Institute for Applied Medical Research in Liverpool

*Desirable:*

- Enrolled in a Nursing/Health-related undergraduate degree OR in a Design-related degree (e.g. a Bachelor in: Design, Design and Technology, Creative Industries, Graphic Design, Design-Visual Communication, etc)
- Experience in graphic design

## Project 87: Birth in the Time of COVID-19

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Second Supervisor

### Project description

The world is experiencing the unprecedented impact of the COVID-19 pandemic. The local or global impact on women who are pregnant and giving birth and their care providers in the time of COVID-19 has not been studied due to the recency of these events. This research takes the opportunity to understand the impact upon childbearing women in any setting and midwives, and midwifery students within maternity care services. It also seeks to understand their experience and identify points at which care could be improved or where reorientations of care worked well from the perspective of both the woman and their most common health provider.

The Summer Scholar would be involved in reviewing the literature on COVID-19 and pregnancy and also assisting under the supervision of Hazel Keedle to analyse the data from the Voqual app.

### Project Aims

This research aims to explore the impact that the COVID-19 pandemic is having on the pregnancy, birth and early postnatal experiences of women and their midwifery care providers (midwives, midwifery students).

### Project Methods

The data is currently being collected through:

1. In-depth interviews (n=30) have been conducted via 'zoom' or a similar electronic communication platform with women who are currently pregnant or have recently given birth since March 2020
2. In-depth interviews (n= 10) have been conducted via 'zoom' or a similar electronic communication platform with registered midwives working in Australian public or private health services providing maternity care, at the time of the COVID-19 pandemic
3. In-depth interviews (n=8) have been conducted via 'zoom' or a similar electronic communication platform with midwifery students, studying and working in Australian public or private maternity services, at the time of the COVID-19 pandemic
4. In addition, 8 women have been asked to report on their interactions with health providers using the Voqual App (an app to enable audio / video recordings in real time during women's pregnancy and after interactions with health care providers as an audio / video journal) and interviews will be conducted with them 4-6 weeks following birth reflecting on the gathered data from the uploaded data. **THIS IS THE ASPECT OF THE STUDY THE STUDENT WILL BE INVOLVED IN.**
5. Three electronic online surveys have been developed from the in-depth interview responses given by women, midwives, and midwifery students, and distributed nationwide.

It is expected that this research will generate qualitative data and quantitative data that can be used to report on the impact that the COVID-19 pandemic is having on the pregnancy, birth and early postnatal experiences of women and their midwifery care providers (midwives, midwifery students). This information will be invaluable in preparing future emergency responses.

International studies in Canada and the UK are also underway and comparisons will be able to be made as we are collaborating with these researchers and using similar questions to gather data.

Qualitative data (In-depth interviews and Voqual App data) will be analysed using thematic analysis and descriptive statistics (frequencies and means) will be used for the quantitative data that is obtained from the surveys. Open text responses in the survey will be analysed using content analysis.

The Summer Scholar would assist with reviewing the literature and analysing the Voqual App data under the supervision of Professor Dahlen and Ms Hazel Keedle who developed the app. This will include the following

1. Become familiar with the literature published on the impact of COVID-19 on childbearing women and their babies.
2. Work with the librarian to run a search and then with the other supervisors to continue the search using the other identified databases
3. Work with the supervisors to identify the studies for inclusion. Undertake data extraction and enter data in a table.
4. Work with the supervisors to undertake an assessment of quality of the included studies.
5. Commence summarising the findings from the data extracted, and
6. Be a part of the team writing the review for publication.
7. Assist with the coding of the Voqual app data under the supervision of Professor Dahlen and Ms Hazle Keedle
8. Be involved in at least one publication from the study

### **Opportunity for Skill Development**

The Summer Scholar will learn skills in reviewing the literature, analysing the data from the Voqual app recordings. This will help with attention to detail, becoming highly organised, gaining good writing skills and confidence with using databases. They will also be able to be an author on one of the publications at least. The student will learn about being part of a national and international team and hopefully be inspired to undertake a MRes or Honours in the future.

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

Attention to detail, highly organised, good writing skills. Confidence with using databases. An interest in maternal health.

## **Project 88: Promoting oral health among people with intellectual and developmental disabilities**

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Forth Supervisor

### **Project description**

People with intellectual and developmental disabilities can experience many challenges that could affect oral health status, including the need for assistance with core activities, additional barriers to accessing quality health care, and a higher likelihood of having lower incomes and education levels when compared to the general population. As such, research has shown that people with disabilities are at higher risk of experiencing poor oral health outcomes when compared to the general population. The implications of poor oral health are substantial, with emerging research highlighting the impact poor oral health can have on general health, including significant associations with aspiration pneumonia and major chronic diseases such as cardiovascular disease, diabetes, respiratory disease and stroke. Oral health also has an important influence on an individual's psychological and social health. For example, poor oral health can lead to toothache, associated anxiety, difficulty performing daily activities, impaired social interactions and reduced nutritional intake. Given the risk of dental problems among people with disabilities and their risk of poorer oral health outcomes it is important to consider the promotion of oral health in this population.

The Centre for Oral Health Outcomes & Research Translation (COHORT) is currently undertaking a project focused on developing models of care designed to improve the oral health of people with intellectual and developmental disabilities involving nurses and carers. Comprehensive literature reviews undertaken by the team<sup>1-2</sup> have shown that a system-based approach is needed to address the diverse needs of the population of people with IDD, their caregivers and service context. One supportive strategy that has emerged is the need to develop specific evidenced based oral health resources for people with disabilities to facilitate oral health promotion in the health care settings. Current resources in Australia are not user friendly and don't address the health literacy level of the population.

This project seeks to collaborate with a range of stakeholders including policy makers, professional organisations and consumers to develop and pilot test an oral health promotional resource to support oral healthcare among people with disabilities. COHORT has a strong track record in developing evidence based oral health resources that have been endorsed state-wide and has strong links with NSW health and other professional organisations which will greatly inform this project.

## **Project Aims**

This project aims to develop and pilot test resources to promote oral health among people with intellectual and developmental disabilities in consultation with a range of internal and external stakeholders. It is anticipated that the student will participate in this project as follows:

## **Project Methods**

### *Stage 1*

- Receive training in the use of EndNote, accessing journal databases, and in basic design
- Search through literature and existing resources nationally and internationally
- From these searches, collate and synthesise the results to identify key oral health messages for people with eating disorders
- Ensure that messages are adapted to be an appropriate level of reading for the general public
- Liaise with the study team to design and draft these resources in consultation with a graphic designer

### *Stage 2*

- Liaise with stakeholders (including local health district representatives, academics, other organisation such as Disabilities Services Australia, Achieve Australia, the Professional Association of Nurses in Developmental Disabilities, NSW Health, Australian Dental Association (NSW) to obtain feedback in terms of the content and layout of the resources
- Liaise with study team to pilot test the resources with consumers

### *Stage 3*

- Student will collate feedback and undertake revisions that need to be made on the resource
- Liaise with study team to seek endorsement from stakeholders (NSW Health and peak professional organisations)

Training and support will be provided in each stage of the project

## **Opportunity for Skill Development**

The student will be guided in the development of a range of research skills which include but are not limited to:

- Engaging and coordinating with a range of academic, government and non-government organisations as well as consumers
- Develop public health resources to be distributed by NSW Health
- Literature searches (including grey literature) – accessing databases, developing search strategies
- Use of EndNote software, including management of an EndNote library
- Develop skills in relation to public speaking and oral research presentations, with the opportunity to present findings at the SWSLHD Research Showcase in 2021 and at other conference presentations

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

*Essential:*

- Enrolled in their second or third year in an undergraduate degree
- Proficient computer and communication skills (including proficiency in Microsoft Word, Excel and Outlook)
- Prepared to be involved in a significant amount of stakeholder engagement and consultation (through Zoom, face-to-face, phone and e-mail), which may involve accompanying another research team member to various other sites
- Taking initiative and being able to work independently
- Be prepared to spend time working at COHORT, the Ingham Institute for Applied Medical Research in Liverpool

*Desirable:*

- Enrolled in a Nursing/Health-related undergraduate degree OR in a Design-related degree (e.g. a Bachelor in: Design, Design and Technology, Creative Industries, Graphic Design, Design-Visual Communication, etc.)
- Experience in graphic design

## **Project 89: Towards effective clinical support for men enrolled in undergraduate nursing programs: A qualitative study**

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### **Project description**

The nursing workforce is characterised by gender imbalance with men persisting to be a minority group globally (Whitford et al., 2020). Although there is some indication of a small increase of men in the nursing profession (Nursing and Midwifery Board of Australia, 2019), the higher attrition rate among men in nursing programs is thwarting any substantial gains towards increasing the representation of men in the nursing profession (Schwartz, 2019). In Australia, men are more likely to leave the nursing program ahead of course completion (Gough, 2015). Male nursing students have been reported to feeling isolated and not fully accepted during their clinical placement (Stott, 2007).

In addition to the financial cost for the university, withdrawing from the nursing program ahead of course completion may have a negative psychological impact as well as economic loss for those dropping out. Furthermore, these ongoing high attrition rates of men in nursing studies contribute to a crisis in the making, as the demand for new nursing graduates escalates. Developing strategies to reduce attrition will require an understanding of why men are dropping out from nursing education. Hence, an in-depth understanding of the issues experienced by male nursing students during clinical placements and the exploring strategies to support these students towards positive experiences during clinical placements is essential.

### **Project Aims**

This study aims to explore the positive and negative clinical learning experiences of male nursing students and the impact of these experiences on their intention to continue in the nursing program. Specifically, this study seeks to explore gender-related issues that may impact of these on their views about continuing in the nursing profession. The study will also seek the literature and information from male nurses, for their input, towards developing an intervention program, to support male nursing students during clinical placement.

### **Project Methods**

#### *Stage 1*

- Student will receive training in the use of EndNote and accessing journal databases. Student will liaise with librarian to receive training in literature searches and developing a search strategy. Literature search: Databases to be searched include: CINAHL, ScienceDirect, Scopus, Academic Search Complete, Education research Complete, ERIC.

### Stage 2 (Interviews of male nursing students and male nurses)

- This study will use a qualitative approach to collect information from men who are currently working as nurses in the workforce. One-to-one interviews (Zoom, face-to-face or via telephone) will be used, seeking to explore their experiences of men who are currently working as nurses in various settings

### Stage 3 (if the student accepts the opportunity to become a co-author)

- Writing of the Methods section of the report. Dissemination of findings in peer-reviewed journals

Training and support will be provided in each stage of the project

### **Opportunity for Skill Development**

The student will assist in undertaking the interviews following structured training to be provided by the supervisory team. Additionally, the student will work with the supervisory team to undertake data analysis and to write up the findings for publication. Other activities will include literature searching using library databases and preparing a comprehensive EndNote library. Specifically, the student will develop skills in:

- Understanding the recruitment, consent and data collection process;
- Undertaking qualitative interviews
- Using library databases
- Using EndNote referencing software

### **Students are required to have the following skills/meet the following prerequisite(s) to apply**

- The student will need computer skills in Word and Excel, and PowerPoint
- Basic knowledge in the use of EndNote Referencing software
- Prepared to travel to work with supervisors face-to-face across different campus, conditional of the COVID-19 restriction being lifted

## **Project 90: Promoting Men's Participation in the nursing workforce (The PROMPTO Project)**

**Supervisor(s):** Yenna Salamonson - [y.salamonson@westernsydney.edu.au](mailto:y.salamonson@westernsydney.edu.au)  
Principal Supervisor

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Second Supervisor

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Third Supervisor

### **Project description**

Globally, the long-standing under-representation of man in the nursing profession persists. In Australia, the Nursing and Midwifery Board of Australia (NMBA) in 2019 reported that men made up only approximately 11% of the registered nursing workforce. With the looming worldwide mass exit of retiring nurses from workforce, and the projected increasing demand for registered nurses, there is an increasing impetus in Australian to diversify the nursing workforce, including a focus on reducing the gender imbalance, to reduce the nation's reliance on overseas and migrant nurses.

While it is widely recognised that nursing is a worthwhile profession providing job opportunities and job stability, there is an ongoing perception that nursing is not a career for men, and hence, greater understanding of the motivating factors for men to enter the nursing profession is needed. In view of the persistent negative stereotypes, including the negative images portrayed in popular culture, to increase the recruitment of men into the Australian nursing workforce, there is a need to change misconceptions and showcase professional success among men within the nursing profession. This include promoting an understanding and an awareness that nursing is an attractive career choice for men, showcasing successful role models of men in the nursing professions, and providing strategies to support men when providing intimate care and managing hostile work environments.

### **Project Aims**

This study seeks to explore the experiences of men who are currently working as nurses in the nursing workforce. Specifically, the study seeks to explore their views and experiences regarding their:

- Surviving and thriving as men in the nursing profession;
- Career trajectories and achievements in the nursing profession;
- Experiences of upholding their professional identity as a nurse despite the negative stereotypes;
- Experiences of providing nursing care, including providing intimate care to female patients; and
- Sources of support to survive, thrive and succeed as men in the nursing profession.

## **Project Methods**

This study will use a qualitative approach to collect information from men who are currently working as nurses in the workforce. One-to-one interviews (Zoom, face-to-face or via telephone) will be used, seeking to explore their experiences of men who are currently working as nurses in various settings (For example - i) clinical areas: community; acute care; and mental health ii) nursing education; and iii) nursing administration).

## **Opportunity for Skill Development**

The student will assist in undertaking the interviews following structured training to be provided by the supervisory team. Additionally, the student will work with the supervisory team to undertake data analysis and to write up the findings for publication. Other activities will include literature searching using library databases and preparing a comprehensive EndNote library. Specifically, the student will develop skills in:

- Understanding the recruitment, consent and data collection process;
- Undertaking qualitative interviews
- Using library databases
- Using EndNote referencing software

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

- The student will need computer skills in Word and Excel, and PowerPoint
- Basic knowledge in the use of EndNote Referencing software
- Prepared to travel to work with supervisors face-to-face across different campus, conditional of the COVID-19 restriction being lifted

**Project 91:       How were British conceptualisations of mental healthcare applied to Aboriginal and Torres Strait Islander people prior to Australian Federation in 1901? A historical literature review.**

**Supervisor(s):**   Toby Raeburn - [t.raeburn@westernsydney.edu.au](mailto:t.raeburn@westernsydney.edu.au)  
Principal Supervisor

Aunty Kerrie Doyle - [auntykerrie.doyle@westernsydney.edu.au](mailto:auntykerrie.doyle@westernsydney.edu.au)  
Second Supervisor

**Project description**

This project has emerged out of Dr Raeburn's previous historical research focused on early colonial mental healthcare in NSW which has produced three publications. In the process of producing his most recent historical paper Dr Raeburn formed a partnership with Aunty Kerrie Doyle who is Professor of Aboriginal Health with the Universities school of Medicine. In the process of recent research, it has become clear that there is a dearth of literature focused on how were British conceptualisations of mental healthcare were applied to Aboriginal and Torres Strait Islander people during the colonial period. There is a substantial growth in information after the mid twentieth century. The aim of this literature review therefore is to provide an overview of writings by British colonists, medical doctors and mental health workers that pertain to the Aboriginal and Torres Strait Islanders peoples of Australia.

**Project Aims**

This literature review will examine how British conceptualisations of mental healthcare applied to Aboriginal and Torres Strait Islander people prior to Australian Federation in 1901? This will include examining the following questions:

1. Do the writings of writers such as early colonial diarists and the writings of early Governors describe mental health related concerns regarding Aboriginal and Torres Strait Islanders?
2. Is there any record of early colonial British mental health services interacting with Aboriginal and Torres Strait Islanders before 1901? If so in what ways were such services delivered?
3. How did the delivery of mental health services for Aboriginal and Torres Strait Islanders compare to the delivery of such services for colonists?

The Outcomes of this project include:

1. A better understanding of how British conceptualisation of mental health and illness was applied to Aboriginal NA Torres Strait Islander people prior to Australia's federation in 1901.
2. Increased insight into the history of how healthcare has been delivered to Aboriginal and Torres strait Islander people in Australia.
3. Historical perspective related to modern struggles to deliver effective care for Aboriginal and Torres Strait Islander social and emotional wellbeing.

## **Project Methods**

This project will conduct a historical literature review that will consider evidence found in primary documents written between 1788 and 1901 related to the application of British conceptualisations of mental healthcare to Aboriginal and Torres Strait Islander people. Using the historical method promoted by Tosh (2015). A literature search using databases such as CINAHL, PubMed and Google Scholar will be conducted. Primary sources held by the State Records Authority of New South Wales and the State Library of NSW will be searched online and manually. International records available through the website Ancestry.com will also be accessed. A range of original documents publicly available, including reports, patient lists, letters, government documents and newspaper articles, were found and reviewed. From these sources, we extracted information on Hill which is summarised in the following sections.

## **Opportunity for Skill Development**

This project will provide the student with supervision in the development of knowledge and skills related to conducting historical literature reviews. The student will work with researchers to appraise writing that will be included in the published review, extract and synthesise the evidence from writing, and will have the opportunity to assist in drafting the systematic review document. Other skills will include:

- Advanced scholarly information literacy;
- Ability to refine research criteria to obtain useful results and summaries effectively those results;
- Historical research techniques required for this literature review will involve the process of locating and collecting sources of past information, scrutinizing sources for reliability, sorting information into patterns and deriving meanings from data sources related to past events that has some pragmatic use for the present and the future. Many primary sources used in early colonial writing were handwritten using contemporary prose, meaning that in several instances, spelling and grammar can be challenging to decipher. Having the chance to read and learn to interpret primary documents in the archives of institutions such as the State Records Authority of NSW and the State Library of NSW will provide some wonderful learning opportunities for our Summer scholar.
- Advanced critical and analytical skills.
- The research activities will provide the student with valuable skills that will be relevant to a research project they may undertake in a Honours or Higher Research Degree Program.

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

This summer scholar opportunity will prioritise recruitment of an Aboriginal or Torres Strait Islander nursing student.

Students interested in this project should be enrolled in an undergraduate degree and have an interest in the history of healthcare. The student will understand that this is an exciting opportunity to engage in cross disciplinary research and should be able to read and review literature across a number of disciplines. Preferably students should have already completed a research unit as part of their current studies. The supervisors will work alongside the student to ensure that they develop skills such as literature searching and critical analysis inherent in the writing of a historical literature review.

## **Project 92: Migrants and Refugees' Health Response to COVID-19: A scoping review**

**Supervisor(s):** Olayide Ogunsiji - [o.ogunsiji@westernsydney.edu.au](mailto:o.ogunsiji@westernsydney.edu.au)  
Principal Supervisor

Addy Kaur - [addy.kaur@westernsydney.edu.au](mailto:addy.kaur@westernsydney.edu.au)  
Second Supervisor

### **Project description**

In Australia and internationally, there is growing recognition of the need to understand the experiences and service needs of women and men who are either humanitarian or economic migrants. Studies have reported disparities in pregnancy and birth outcomes between refugee and migrant mothers and non-migrant women. Studies also report higher levels of postnatal depression (Shafiei, Small, & McLachlan, 2015) in refugee and migrant women compared with women of Anglo ethnicity, and have emphasised these women's need for caregivers who are sensitive and kind. To date, there is limited Australian research on migrants and refugees' health response to COVID-19 and a synthesis of this health response is grossly lacking. As a result of COVID-19 prevention measures, migrant and refugees may be experiencing significant health services and supports issues. The aim of this project is to conduct a scoping review of migrants and refugees' health response to COVID-19. Conducting this scoping review will provide insight into gaps in health response issues for this cohort of Australian population.

### **Project Aims**

The aim of this project is to conduct a scoping review of migrants and refugees' health response to COVID-19. Conducting this scoping review will provide insight into gaps in health response issues for this cohort of Australian population.

### **Project Methods**

This is a scoping review of available literature on Health response of migrants and refugees to COVID-19. Five databases CINAHL, PubMed, Scopus, PsychInfo and ScienceDirect will be attended. The student's name will be included on the publication that is generated from this scoping review.

### **Opportunity for Skill Development**

Successful student will acquire skills in the area of literature search and writing of scoping review. The student will also have the opportunity of writing a draft manuscript for publication. The name of the student will be included on subsequent manuscript developed from the project.

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

The student will be required to have skills in literature search and the use of Endnote.