Table of Contents

Project Title 13: Health consequences of intimate partner violence (IPV): Voices of migrant women in Greater Western Sydney................................................................. 2

Project Title 14: Student literacy Strategies project.............................................................................. 4

Project Title 15: From social exclusion to supported inclusion: the experience of adults living with moderate intellectual disability (MID)........................................ 7
Project Title 13: Health consequences of intimate partner violence (IPV): Voices of migrant women in Greater Western Sydney

Supervisory team: Dr Olayide Ogunsiji; Professor Lesley Wilkes

Contact information for Supervisor:
Dr Olayide Ogunsiji (02) 4570 1897 o.ogunsiji@uws.edu.au

Project Description

Domestic violence is widespread in Australia and intimate partner violence (IPV) is a central focus among all the violence subsumed under domestic violence, with a vast majority of victims being women abused by their male partners. Migrants are among the groups reported to be disproportionately affected by intimate partner violence (Yean-Shim & Hadeed, 2009). Yean-Shim & Hadeed (2009) through literature review connected social isolation, lack of social support, acculturation stress and the traditional patriarchal cultural ideologies with the enduring experience of intimate partner violence among the Asian migrants in the United States of America. Moreover, significant studies have shown that migrant women are less likely to report incidences of domestic violence and abusive relationship and least likely to access preventive and other treatment services for a number of reasons that range from socio-cultural, language and institutional barriers. Considering migrant women's experience of racism, gender and class, their experience of intimate partner violence subject them to unprecedented victimisation.

Yet our knowledge of migrant women victims of IPV perception of vulnerability is limited as is our understanding of health experience and health seeking behaviour among racial and ethnic groups. Many studies ignore ethnic groups in samples and the voices of many migrant women are not represented in government reports on intimate partner violence. Particularly negligible attention has been paid to migrant women in Blacktown local government area of Sydney, Australia contributing to health disparities and absence of appropriate, culturally sensitive health services. This study will fill this gap by providing insight into self-reported perception of vulnerability, health experience and health seeking behaviour among migrant women living in Blacktown.

Project Aims

1. To complete a literature review for publication on the topic "Health consequences of intimate partner violence among migrant women in Blacktown local government area of Greater western Sydney.
2. To develop literature review writing skills.
Project Methods

The project is a mixed method project utilising self-report survey and focus group discussion to explore the health consequences of intimate partner violence among migrant women in Greater Western Sydney. The quantitative survey will be distributed at various Women's Health Centre in all the 78 suburbs of Blacktown Local Government Area. A set of close-ended items on the survey will be developed to include items on vulnerability, health issues and health-seeking behaviour related to intimate partner violence among migrant women. Literature will be used to develop the survey items. The focus group discussion will be conducted after the survey with those women who volunteer. The focus group will be qualitative with an underpinning philosophy that people who go through a particular experience are in the best position to explain the nature of the experience (Heidegger, 1962). The focus group discussion will enhance the data from the survey to determine the women's perception of vulnerability, health issues that may have resulted and their health-seeking behaviour. It is anticipated that six focus groups of six migrant women each, who have experienced intimate partner violence from Blacktown will be engaged in the face to face discussion which will last for up to 90 minutes. Answers to the survey items will be tallied and descriptive statistics calculated and displayed in tables and figures. The digitally audio-taped focus group discussions will be transcribed and text imported into Nvivo 10. The successful student for which this application is being put in will only be required to complete ethics application and develop a literature review paper.

Opportunities for Skill Development

There are opportunities for the student to develop research skills in the area of completing a literature review. The student's name will be included as a co-author in the literature review that will be developed.

Students are required to have the following skills to apply

Students need to be at least in their second year second semester Bachelor of Nursing program with a minimum 5.2. Knowledge of Endnote referencing management is beneficial.
Project Title 14: Student literacy Strategies project

Supervisory team: Dr Paul Glew; Dr Kathleen Dixon

Contact information for Supervisor:
Dr Paul Glew (02) 4570 1163  p.glew@uws.edu.au

Project Description

The project is located as a strategic area of research with a focus on academic literacy support for nursing students within the School of Nursing and Midwifery (SoNM). The Student Literacy Strategies pilot project for undergraduate programs commenced in 2010. The research involving the strategies was developed throughout 2011 to 2013 and has been extended for undergraduate and postgraduate programs until February 2015. The proposed project will examine literature on literacy support strategies and the effectiveness of screening and literacy support in facilitating the literacy development of nursing students. The preparedness of students for university study has been identified as a matter of significance given student diversity in UWS programs. Preparedness encompasses not only developing discipline knowledge but broader literacy skills, including English Language proficiency, and written and oral communication skills relevant to program. The UWS Our Future Plan and the Learning and Teaching Plan highlight the critical importance of developing students' academic literacy. The proposed project, therefore, aligns with SoNM and UWS academic literacy and language support strategies to meet the literacy development needs of nursing students.

The researchers are conducting the project as pilot work in the nursing program with the intention to submit an Office of Learning and Teaching grant proposal to assess the effectiveness and impact of academic literacy strategies using the intervention strategies and academic literacy assessment tools for students in other program contexts. This will measure levels of improvement in literacy skills, assess student uptake of interventions and evaluate student experience of the intervention strategies.

Project Aims

The aims of this project are to:

1. review literature on academic literacy support strategies;
2. identify the effectiveness of literacy support strategies in meeting the literacy development needs of nursing students; and
3. evaluate methods and tools used in higher education to assess the academic literacy and language of students, particularly among nursing students and those from the health science disciplines.
Project Methods

The methods to be used in the project will involve:

1. Literature searches using library databases on academic literacy screening and support strategies, and examination of the extent to which these meets the literacy needs of students; and

2. exploration of findings on the impacts and effectiveness of literacy support strategies based on uptake and outcomes of the support.

The results of this project will guide development of future planning and implementation of the academic literacy strategies.

Opportunities for Skill Development

The project will provide the research student with support and opportunities to:

1. Search literature and import literature sources into designated Endnote files, and to:
   a) Collaborate with the researchers and a UWS Librarian to identify published studies for inclusion in a review of the literature on student literacy support; 
   b) Enter the identified references and build an EndNote Library for a review paper; 
   c) Read, make notes and code identified published papers for inclusion in the review paper in discussion with the researchers; and 
   d) Build a summary table of the literature using heading determined by the researchers

2. Enter data on literacy support strategy in order to:
   a) Compile documents and reports for analysis on the literacy support program; 
   b) Classify data in NVivo10 for thematic analysis; and 
   c) Compile reports in Word and Excel spreadsheets

3. Benefits for the research student in this project include:
   a) Development of proficiency in literature searches using various databases, with assistance and support from the researchers and the UWS School Librarian; 
   b) Consolidation of skills in the use of an EndNote Referencing package, which will be beneficial for his/her Honours or future research degrees; 
   c) Potential opportunities for co-authorship in a paper that the research student will be working on for the literature search and review. Participation in completion of the paper would occur outside of the 8 week period and would be unpaid involving the student's willingness to contribute to completion of the paper for journal submission and peer review for publication; and 
   d) Development of knowledge of NVivo software and document entry for analysis.
The researchers will provide the assigned research student with a written reference at the end of the 8 week program.

**Students are required to have the following skills to apply**

The research student will need:

1. Skills in accessing library resources and a-resources to search for literature.
2. Computer skills in using Word and basic use of Excel spreadsheets.
3. A willingness to develop data entry skills for NVivo with support.
4. A willingness to develop skills in using Endnote for referencing in a Word document.
Project Title 15: From social exclusion to supported inclusion: the experience of adults living with moderate intellectual disability (MID)

Supervisory team: Dr Nathan Wilson; Associate Professor Amanda Johnson

Contact information for Supervisor: Dr Nathan Wilson (02) 9685 9115 amanda.johnson@uws.edu.au

Project Description

This study is framed by Mental Health, a research theme of the School of Nursing & Midwifery and a National Health Priority. Better understanding the effects of social exclusion and its impact on the health and wellbeing of adults with intellectual disability (ID) is a high priority for the community in terms of the social, health and economic costs that result as a consequence of social exclusion. Social exclusion, loneliness and a lack of friends presents many people with ID a health and wellbeing triple jeopardy (McVilly, Stancliffe, Parmenter & Burton-Smith, 2006). Participation in meaningful social activities has been demonstrated to have a significant positive effect on depression and loneliness for people with ID (Wilson, Stancliffe, Gambin, Craig, Bigby & Balandin, in press). Yet, in NSW many people with ID remain socially isolated, and hence lonely, as they require support to access mainstream social opportunities and many disability programs are either not funded to provide social support or only offer segregated and disability-specific social groups.

Job Support (JS) is the leading national provider of open employment services for people with a moderate ID. Recognising that many of their supported employees had no social life, one of the JS managers volunteered to create a social group with a focus on choice, independence and social inclusion. This group now successfully operates independently leading to the creation of another group in South Western Sydney for adults with moderate ID and high support needs. The group consists of 30 adults with moderate ID who meet at a central location on a Saturday who are then supported by volunteers from JS to access a range of mainstream social activities. After 12 months of up-front support, many are now able to independently access mainstream social opportunities for the first time in their lives: anecdotal narratives suggest a significant and positive impact on their lives.

Seeking a rich description of the lived experiences of adults with moderate IDs’ participation in this social group will provide a deeper understanding and new insights into the effects of social exclusion and its impact on their health and wellbeing. With the creation of the National Disability Insurance Scheme (NDIS) people with ID will want to access services that can support mainstream social participation. Understanding the lived experience of this group of adults will help to identify the types of frameworks required to underpin future social programs that can be purchased under the NDIS. This pilot qualitative study will inform a larger, multi-site mixed method study examining the social interventions applicable to this group that could be conducted in partnership with JS.
References

Project Aims

1. Understand the experience adults with ID have of being socially excluded.
2. Gain insights into the disabling barriers which lead to social exclusion.
3. Inform future research of the context in which adults with ID can be supported to be become socially included and how social interventions might improve this situation.

Project Methods

This study will adopt a qualitative paradigm of inquiry to reveal the social experience adults with moderate ID.

This methodology meets the stated aims by eliciting deeper understandings and new insights of the phenomena being studied that is, adults with moderate ID being socially excluded.

Procedure:
1. Literature search has already been conducted by Dr Wilson.
2. Ethical approval for the research will be gained PRIOR to Christmas, 2014.
3. All participants will be recruited PRIOR to Christmas, 2014. Purposive sampling will be used to recruit participants to ensure the participants have experience of the phenomena being studied. Michelle Brotherton (Quality Manager, JS) will disseminate research information and consent forms to social group participants; those interested will inform Michelle and give consent to be contacted by the research team. The number of participants recruited will be 6-10 (this range is consistent with qualitative research) or until data saturation is achieved.
4. Interviews will be conducted where the social group meets - Bankstown Sports Club. People with mild/moderate ID can self-consent to participate in research provided modified information and consent forms are designed; Dr Wilson has designed such forms in many research projects.
5. Data will be collected from the participants using semi-structured interviews comprising a schedule of open questions developed to elicit the experience being studied. Dr Wilson is skilled at interviewing people with ID and will conduct the first few interviews alongside the student researcher. A/Prof Johnson has experience of semi structured interviewing and development of interview schedules with vulnerable groups and sensitive topics. The student researcher will be supported to conduct several interviews, in the presence of Dr Wilson, to gain interview experience. Interview data will be transcribed verbatim by the
student researcher guided by A/Prof Johnson. Weeks 1-4 of project - interviews and transcribing.

6. Interview data will be thematically analysed using for example Colaizzi (1978). A/Prof Johnson will lead the first stage of the analysis with the student researcher enabling the student to be exposed to all aspects of thematic analysis. Once themes emerge, Dr Wilson will participate in the final analysis to ensure the final themes demonstrate authenticity with the interview data. Weeks 4-7 of project.

7. Dissemination of Findings - Student will support the commencement of these in Weeks 7 & 8 of project: i.
   i) Manuscript preparation for submission to a disability-specific ISI-Listed international journal.
   ii) Preparation of an abstract for presentation of the study findings for example: the 2015 Professional Association for Nurses in Developmental Disabilities Australia (PANDDA) by the student researcher (provided they are available). Dr Wilson and A/Prof Johnson. Note: if the Abstract was unsuccessful an alternative conference of similar standing would be sourced.

Opportunities for Skill Development

The Student will have the opportunity to develop a range of research skills which include but are not limited to:

1. Interviewing skills; skills in communicating with people with ID
2. Transcription and management of interview data
3. Thematic analysis
4. Dissemination of research findings: preparation of a journal manuscript and conference presentation skills.

Students are required to have the following skills to apply

1. The student must be enrolled in an undergraduate degree in the School of Nursing & Midwifery OR be undergraduate program in one of the allied health professions (e.g. OT).
2. Excellent verbal and written communication skills
3. Proficient computer skills
4. A desire to work with and enhance the lives of people with disabilities.