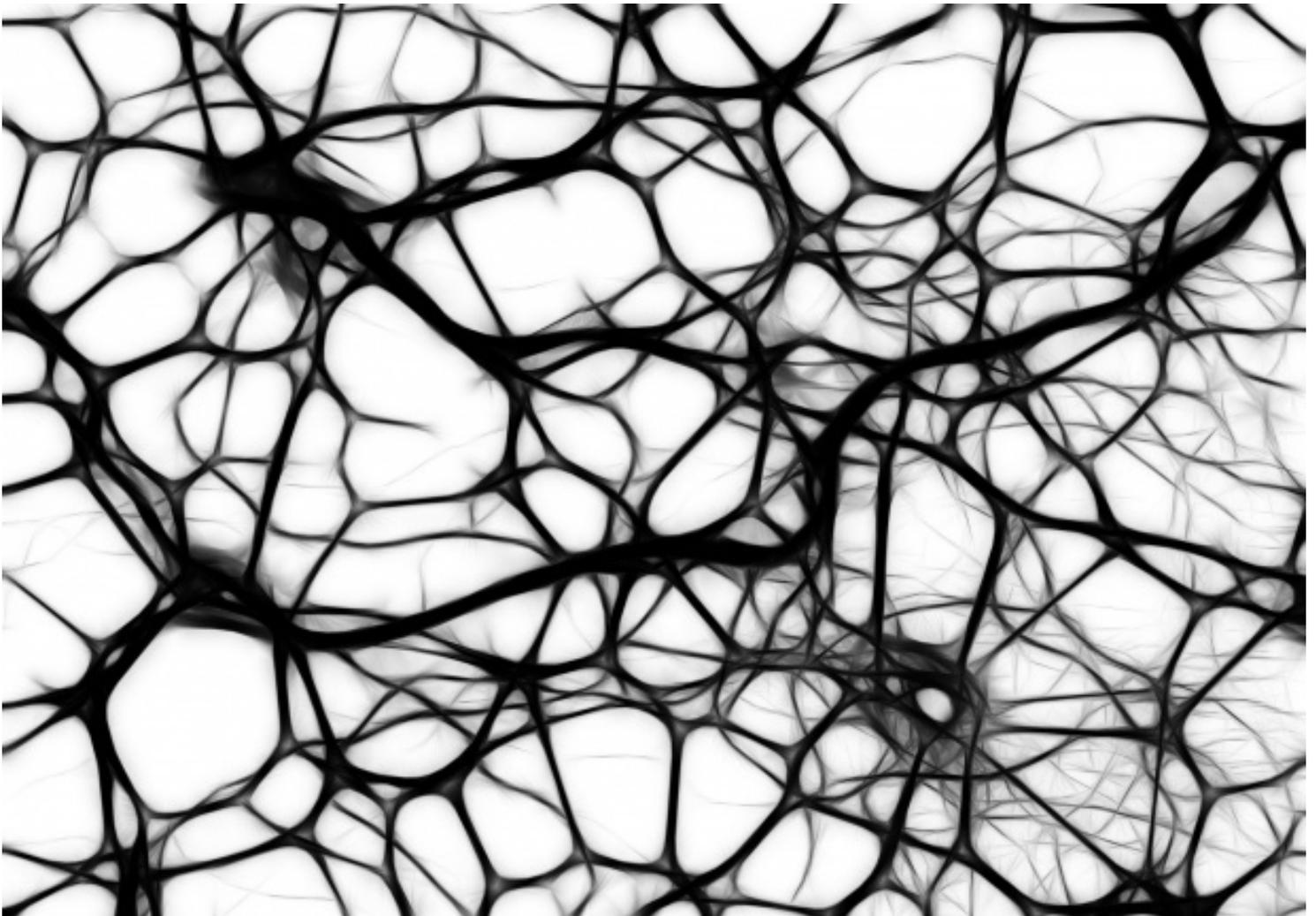


# 4<sup>th</sup>-year Psychology Project Listing (2020)

DEAKIN UNIVERSITY



Prepared by Associate Professor Jaclyn Broadbent and Associate Professor  
Matthew Fuller-Tyszkiewicz for the Fourth-Year Psychology Course Team

Last updated February 29, 2020

© Deakin University 2020.

Table of Contents

**About projects in this listing book ..... 6**

**Clinical Psychology Projects..... 8**

1. An evaluation of safety plans for suicide prevention created using the BeyondNow smartphone application..... 8
2. The role of emotion-focused parenting in child emotion regulation and mental health..... 8
3. Examining social exclusion and interpersonal coping in the context of non-suicidal self-injury ..... 9
4. ‘Pouring My Heart Out Online’: Qualitative Exploration of Grief and Loss in Blogs ..... 9
5. Past and Future Thinking Training..... 9
6. Online Life Review in Emerging Adulthood – A Pilot Study ..... 10
7. Imagining Success: Enhancing Future Thinking to Achieve Personal Goals ..... 10
8. SMAddiction: A systematic review of social media addiction..... 10
9. Personality and individual differences in problematic smartphone use ..... 10
10. Understanding mentalizing: the role of facial affect recognition..... 11
11. You are what you own: Compulsive hoarding, emotion regulation, and self-perceptions..... 11
12. Emotion regulation in hoarding and obsessive compulsive disorder ..... 11
13. Surf therapy for improving youth mental health..... 12
14. Attachment and parenting stress in parents of children with ASD: The influence of child symptom severity and emotional/behavioural difficulties. .... 12
15. A sleep intervention for children with ASD: Examining factors associated with treatment outcome. . 12
16. The Relationships between the Illusion of Control and Obsessive Compulsive Symptoms ..... 13
17. Examining yoga as a complementary therapy for anxiety and depression ..... 13
18. Correlates of perceived school supportiveness and school participation in children with autism spectrum disorder ..... 14

**Cognitive Psychology Projects..... 15**

19. Personality and cognitive predictors of alcohol craving ..... 15
20. Affect-memory interactions in military veterans who have experienced post-traumatic stress and/or post-traumatic growth..... 15
21. Testing an online paradigm to examine adults’ memories of repeated events..... 15
22. Predictors of adults’ memories of daily food consumption ..... 16
23. Verbal discrepancy analysis: updating the technology ..... 16
24. Impact on body image dissatisfaction of traditional, online and mobile dating application use..... 16

**Cognitive-neurodevelopmental Psychology Projects..... 18**

25. Unravelling the Association between Childhood Acquired Brain Injury and Social Dysfunction: Insights from Arterial Ischemic Stroke and Traumatic Brain Injury..... 18
26. The Post-Anaesthesia N-Acetyl-Cysteine Cognitive EvaluAtion (PANACEA) trial..... 18
27. Localisation of dysfunctional brain networks in neurological disorders ..... 19
28. Using electroencephalography (EEG) to study how different parts of the brain communicate to learn a simple motor pattern, understand language (and other things). .... 19

29. The Neural Basis of Motor and Psychosocial Development in Children with and without Attentional Difficulties (ADHD).....	20
30. The effects of tablet-based home interventions on brain structure, cognitive functioning, motor performance, and daily life participation in patients with Traumatic Brain Injury. ....	20
31. Predicting neuroplastic responses to theta burst stimulation: implications for clinical neuropsychology .....	21
32. Exploring links between brain, behaviour, and neurodevelopmental phenotypes .....	21
33. Promoting mental health and brain plasticity in cancer survivors through a multimodal training program.....	21
34. Mental health issues after assault traumatic brain injury: neuroimaging evidence of an “invisible” trauma? .....	22
35. Sleep and circadian risk factors for alcohol use and associated problems .....	22
36. The impact of dorsolateral prefrontal cortex disruption on components of reward behaviour .....	22
37. Investigating the behavioural and electrophysiological effects of theta-burst stimulation to the right temporo-parietal junction .....	23
38. Neuroimaging and the ADHD brain, implications for cognitive functioning.....	23
39. The role of attentional bias using eye-tracking on anxiety, impulsivity and emotional regulation .....	24
40. What is the relationship between autistic traits and empathy? .....	24
41. Exploring the role of an afternoon nap on motor sequence learning using electroencephalography (EEG).....	24
<i>Developmental Psychology Projects.....</i>	<i>25</i>
42. Unintended pregnancy and intimate partner relationships. A qualitative exploration from the perspective of fathers.....	25
43. Trait anger in men and intimate relationship problems. The mediating role of poor reflective functioning. ....	26
44. Differences in emotional eating symptoms and risk between children with and without ADHD: A community-based study. ....	26
45. Sleeping Sound in Adolescence: Understanding the association between sleep problem severity and emotional dysregulation in adolescents with ADHD .....	27
46. The nature of autism.....	27
47. Exploring the relationship between traits and characteristics of autism spectrum disorder and anorexia nervosa in the general population.....	28
48. Prenatal alcohol exposure and infant language, fine motor and socio-emotional development at 12-months of age: A longitudinal cohort study. ....	28
49. Brain development during puberty .....	29
50. Exploring the Impact of Contact with Nature in Childhood and Adolescence on Adult Creative Achievement .....	29
51. Conceptualising exploratory behaviour in emerging adulthood and adulthood – A qualitative examination.....	30
52. Examining how a national sample of 11-12 year-olds imagine their lives at 25 years of age: implications for human and social capital.....	30
53. Conceptualising exploratory behaviour in emerging adulthood and adulthood – A quantitative, machine learning examination.....	31

54. Understanding the structure of exploratory and risk-taking behaviours in emerging adulthood and predictors of positive outcomes. ....	31
55. Investigating academic performance and language in children with ADHD+ASD. ....	32
<b>Educational Psychology Projects .....</b>	<b>33</b>
56. Does student’s self-regulated learning predict successful academic performance in formative assessment tasks? .....	33
57. Learners’ interaction in online Interprofessional Education .....	33
58. Enhancing Student Competency in Risky Clinical Environments: Evaluating an Online Education Program.....	34
60. Evaluation of an interprofessional education initiative for healthcare professionals .....	35
61. Comparison of common methods for learning Chinese-Japanese characters by native English speakers. ....	35
<b>Forensic Psychology Projects.....</b>	<b>36</b>
62. Examining Aboriginal and non-Aboriginal Children’s Responding During a Child Forensic Interview... 36	36
63. Childhood abuse and substance use as predictors of adult aggression toward companion animals.... 36	36
64. Antisocial profiles: Childhood adversity, Dark Tetrad traits, and aggression toward humans and animals .....	36
65. The psychology of harmful sexting behaviours in young adults.....	37
66. Family violence among female tertiary students in Australia: influence of cultural background. ....	37
67. Investigating the relationship between childhood corporal punishment, aggression and mental health in adulthood .....	38
68. Sexting and cyberbullying across cis and non-cis gendered populations .....	38
69. Does a rapport-building session decrease children’s reluctance to report transgressions? .....	38
70. Assessing the influence of psychological and social factors on unwanted sexual attention.....	39
71. Attentional Biases in mood, personality and aggression. ....	39
72. Male experiences of Violence .....	39
<b>Health Psychology Projects .....</b>	<b>40</b>
74. Post-quitting experiences of adult former smokers and their role in smoking relapse .....	40
75. Post-quitting social context of former smokers and smoking relapse risk .....	40
76. Evaluation of a community intervention to increase family, school and community protective factors and reduce youth alcohol and drug problems.....	41
77. Experiences of carers of people with different types of haematological cancers: what influences levels of anxiety and depression?.....	41
78. Understanding the relative role of alcohol television advertising and individual, family and community level risk and protective factors on adolescents’ alcohol use.....	42
79. Alcohol consumption and related behaviour in Queensland nightlife .....	42
80. The impact of feminist identity on body image and disordered eating.....	42
81. Biopsychosocial aspects of fatigue in people with inflammatory bowel disease at risk of suboptimal outcomes (PARSO).....	43
82. A smartphone app for binge eating: An end-user usability testing study .....	43
83. Investigating potential risk, maintaining, and protective factors for eating disorder symptomatology43	43

84. The experience of health services and information for individuals with endometriosis .....	44
85. Investigating the relationship between motivation, self-efficacy, stage of change, behaviour type, and goal attainment for health behaviour change among university students .....	44
86. Correlates of negative and positive body image.....	44
87. Systematic Review and Meta-Analysis of the Dual Pathway Model of Bulimic Symptoms .....	45
88. The brain-gut links in inflammatory bowel disease (IBD) patients at risk of suboptimal outcomes (PARSO) .....	45
89. Does Protection Motivation Theory Explain Sexting Under Pressure?.....	45
90. Investigation of the positive and negative relationships of psychological constructs on exercise behaviour and psychological well-being. ....	45
91. Biopsychosocial predictors of menstrual pain and endometriosis in Australian women .....	46
92. Why am I so dissatisfied? Why does my body image fluctuate so regularly? Understanding the nature and predictors of body dissatisfaction experiences in daily life. ....	46
93. Investigating the relationship between personality, physical activity and diet in adults with type 2 diabetes.....	46
<b>Organisational Psychology Projects .....</b>	<b>47</b>
94. Linguistic Analysis of Deceptive and Honest Responses to Past Behaviour, Opinions, and Future Intentions. ....	47
95. Employee attitudes to organisational change: The influence of change-related self-efficacy and change-related personal resources. ....	47
96. An organisational cyber-attack: Lessons for organisational resilience, cohesion and innovation .....	47
97. Humour in Workplace Leadership .....	48
98. Experience of Trauma and Professional Quality of Life of Australian Animal Care Workers .....	48
<b>Social Psychology Projects.....</b>	<b>49</b>
99. Investigating Community Perceptions of Vegan Diets .....	49
100. Climate Change: Emotional responses and personality correlates of engaging in “green” behaviours .....	49
101. Examining the Effectiveness of Different Source Types in Climate Change Communications.....	50
102. Moral Concern for Animals, Values Disparagement, and Gender Norms.....	50
103. Hope and Fear in the context of Climate Change: How emotional framing and personality impact “green” behaviours.....	51
104. Folk theories of social change .....	51
105. Utopian thinking and the drivers of social change motivation. ....	51
106. Adult attachment and partner maltreatment.....	52
107. IdEA – A Test of the Online Implementation of the IDEA protocol for Structured Expert Elicitation..	52
108. Testing a critical reading intervention to reduce susceptibility to Misinformation .....	52
109. Predictors of belief in conspiracy theories.....	53
110. The association of identity leadership and social identification with group fitness class attendance, enjoyment, positive affect and in-class effort .....	53

## About projects in this listing book

We have many great projects below. However, every year, some projects are more popular than others. With limited places in each project, it means that not everyone will get their first preference, particularly in projects that reach over 100 preferences but only have 1-6 places. Our aim is not to get everyone their first preference (that would be impossible) but to ensure everyone has a topic of interest. We will try our very best to get everyone a project they listed in their top 10. Our system of allocation works on the best fit model, that is, that we allocate student in a manner that is advantageous for the greatest number of students. In the below tables you will see the projects we have on offer this year. More details will come about how to put in your preferences at a later date.

### **Primary Supervisor:**

Many of the projects have more than one supervisor. If only one supervisor is listed, that is who you will primarily meet with each week.

### **Project Location:**

Projects will list where the supervisor is located (Burwood, Waterfront or Warnambool) and if it is also available online where no located meetings occur (Cloud).

- Burwood students can take Burwood projects and Cloud projects.
- Waterfront students can take Waterfront or Cloud projects.
- Cloud students can take Cloud projects. Cloud students will not be required to attend on-campus.

Note: Some special requires sections also specify that the project is open to all students if they can attend a specific location.

### **Number of students per project:**

Each project will be listed with the number of students that supervisor can take into the project. While some projects are in groups (there is more than one student on the project), every thesis and topic within the larger project is individualised. Everyone one will individually submit and individually be marked on their thesis.

### **Design**

This tells you what the research design(s) for the project (e.g. quantitative, qualitative, cross-sectional, longitudinal, etc.)

### **Special requirements**

Please pay attention to the special requirements of a project. These need to be met to be eligible for the project. When it comes to preferencing projects, please do not preference any project you cannot meet the special requirements.

### **Condition offers and part-time coursework only students**

Part-time students starting in 2020 will not preference or be allocated a research project until 2021. Students with conditional offers are encouraged to familiarise themselves with the projects, and once they have a full offer, submit their preferences.

### **Research project key dates**

- Research project listing will be available (Monday 2nd March 2020)
- Research project listing and preference system opens (Friday 6<sup>th</sup> March 2020)
- Research project preference closes for allocating (Wednesday 11 March @midnight)
- Research project allocations released (Friday March 20th 2020 COB)

### **Preferencing**

On Friday 6<sup>th</sup> of March we will be sending out a survey link that will allow you to preference TEN projects. When filling out the survey make sure you:

- You have provided your name, student ID and email address.
- You have ranked ten projects in total.
- You have only ranked one project with the number 1, one project with the number 2, one project with the number three, all the way to 10.
- You have not ranked a project at a campus you are unable to attend in person.
- You meet all the special requirements of each project you have ranked.
- You press submit!

Please contact Associate Professor Jaclyn Broadbent ([Jaclyn.broadbent@deakin.edu.au](mailto:Jaclyn.broadbent@deakin.edu.au)) if there are any problems.



## Clinical Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Design and Special requirements
<b>A/Prof Glenn Melvin</b>	Burwood Cloud 4 students	<b>1. An evaluation of safety plans for suicide prevention created using the BeyondNow smartphone application.</b>	Safety plans are a personalised list of coping strategies to be used leading up to or during a suicidal crisis. BeyondNow is a safety planning app developed by Beyond Blue. BeyondNow allows users to insert strategies and contacts that will be helpful in a suicidal crisis. While safety plans are considered best practice, little is known about what people put in their safety plans and how plans differ between users. The aim of the project will be to develop and apply a classification system to the safety plan entries from the following sections: 1) warning signs of a crisis (project #1) and 2) reasons for living (project #2) 3) keeping the environment safe (project #3). Comparisons will then be undertaken to determine if plan content differs with age, gender and whether a plan was made with or without a clinician. Finally, a further project (project #4) will examine the quality of plans and factors associated with a quality safety plan.	Cross-sectional survey; quantitative  While ultimately rewarding, working in the field of suicide prevention can be stressful, upsetting or triggering for some students. Please keep this in mind when you are selecting projects.
<b>Dr Liz Westrupp</b>	Burwood, Cloud 4 students	<b>2. The role of emotion-focused parenting in child emotion regulation and mental health</b>	Children who have difficulties in understanding and regulating their emotions are more likely to develop behaviour and emotional problems. Parents play a central role in influencing children's emotional competence through modelling their own emotion regulation and through family emotion socialisation processes. Parenting practices characterised by acknowledging, accepting and coaching of emotions, versus invalidating emotions (i.e., dismissing, distracting, ignoring) are associated with improved emotional development for children. However, evidence to-date has been from small or clinical studies focused on maternal parenting in children kindergarten age or older. The next step is to test these associations in mothers and fathers; investigate family and socio-cultural predictors of parent socialisation practices; and test associations across different stages of child development. This project draws on data from the Child and Parent Emotion Study (CAPES), a longitudinal study of parents of children aged 0-9 years.	Longitudinal survey  Students will assist with data collection for the follow-up, and must be comfortable making phone calls to participants.  Students will be required to conduct data analysis in a new statistical program (Stata).

<b>Dr Ruth Tatnell</b>	Burwood, Cloud  6 students	<b>3. Examining social exclusion and interpersonal coping in the context of non-suicidal self-injury</b>	Non-suicidal self-injury (NSSI), defined as the deliberate destruction of body tissue without suicidal intent (e.g. cutting, burning or bruising the skin), is a behaviour used by ~20% of adolescents and ~15% of adults, primarily to regulate emotions. NSSI is the strongest predictor of suicidality and as such is an important target in suicide prevention. Recent theories of suicide indicate isolation and interpersonal connection as playing an important role in suicide risk, however these factors have not been widely examined in relation to NSSI. This project aims to assess whether people with and without a history of NSSI differ in how they utilise other people to help themselves feel better or cope with negative emotions; how they differ in response to social exclusion, and whether interpersonal factors (e.g. interpersonal regulation, coping, connection, attachment) can predict these differences. We hope to identify some useful interpersonal targets for intervention with people who self-injure.	Cross-sectional survey with experimental design  While ultimately rewarding, working in the self-injury/suicide area can be stressful, upsetting or triggering for some students. If you think you will find this kind of work be overwhelming for you, please don't select this project
<b>Dr Lisa Burke</b>	Waterfront, Cloud  5 students	<b>4. 'Pouring My Heart Out Online': Qualitative Exploration of Grief and Loss in Blogs</b>	With Persistent Complex Bereavement Disorder now included in DSM-5, scientific researchers are more closely considering the universal human experience of grief. Whereby qualitative research interviews seek information via pre-defined questions, blogs allow people to express what is happening for them in unprompted fashion. In this qualitative project, you have the opportunity to analyse content expressed in blogs written by those grieving loss. For example, you could research perinatal loss, pet loss, family estrangement, adverse health conditions, or widowhood. Research steps to be conducted with supervisory support include compiling long and short lists of blogs; contacting bloggers to attain consent; then using content and/or thematic analysis to analyse blog content and address the research question: <i>What themes emerge in blogs written by individuals grieving [your type of loss]?</i> You will be supported throughout this process of learning how to conduct and present qualitative research.	Qualitative  This project suits those interested in learning more about the conduct and presentation of qualitative research in psychology, including use of NVivo software for analysis. Meetings occur during business hours on Monday, Tuesday, or Wednesday, either online or at the Waterfront campus.
<b>Dr David Hallford</b>	Burwood, Cloud  4 students	<b>5. Past and Future Thinking Training</b>	A feature of mental illnesses, such as depression and schizophrenia, is difficulty in imagining past and future events. These difficulties are related to a range of important processes, such as solving problems and regulating emotions. Given this, improving past and future thinking appears to be a good target for intervention. This study will test a training program to enhance the ability to think about the past and future. It will involve recruiting individuals, using psychometric tests, and providing training alongside a clinical psychologist. Pre-post changes in past and future thinking and related psychological variables will be examined. The results may help inform the development of interventions to treat mental health disorders. This project will suit students with an interest in clinical and cognitive psychology.	Experimental design  Meetings will take place during business hours, so students must have availability then. This project is not likely to be suitable for students in full-time, or almost full-time, work.

<b>Dr David Hallford</b>	Burwood, Cloud 4 students	<b>6. Online Life Review in Emerging Adulthood – A Pilot Study</b>	Life review programs involve recalling and reflecting on experiences over the lifetime in order to create healthy and adaptive ways of thinking of oneself and the world. Research has shown that they can be an effective treatment for depression in emerging adulthood. This study will examine whether such programs can be delivered online. It will involve recruiting individuals, using psychometric tests, and providing the program alongside a clinical psychologist. We will examine pre-post changes in psychological variables. The results may help inform interventions to treat mental health disorders. This project will suit students with an interest in clinical, counselling, and cognitive psychology.	Experimental design  Meetings will take place during business hours, so students must have availability then. This project is not likely to be suitable for students in full-time, or almost full-time, work.
<b>Dr David Hallford</b>	Burwood, Cloud 4 students	<b>7. Imagining Success: Enhancing Future Thinking to Achieve Personal Goals</b>	Research shows that we can enhance our ability to think about our future in terms of detail and use of mental imagery. However, how well this translates into behavioural outcomes is not well known. This study will examine whether training in future thinking can improve our ability to take steps towards achieving personal goals. The study will involve recruiting individuals, using psychometric tests, and providing training to participants. The results may help inform the development of interventions for low motivation and impaired functioning. This project will suit students with an interest in cognitive and clinical psychology.	Experimental design  Meetings will take place during business hours, so students must have availability then. This project is not likely to be suitable for students in full-time, or almost full-time, work.
<b>Dr Steph Merkouris, A/Prof Nicki Dowling</b>	Burwood 7 students	<b>8. SMAddiction: A systematic review of social media addiction</b>	Social media is currently one of the most popular leisure activities. Increasingly, however, research is demonstrating the harmful effects of social media use when it reaches problematic levels - known as SMAddiction or social media addiction. In order to effectively target population health messages for the prevention of social media addiction, a greater understanding of the prevalence rates and factors associated with social media addiction is required. The aims of this systematic review and meta-analysis are to: (1) estimate the prevalence of social media addiction in different populations worldwide; (2) examine the effects of jurisdiction and age on these prevalence estimates; and (3) identify factors associated with social media addiction - a range of factors can be explored, including alcohol and substance use, other behavioural addictions, impulsivity, self-esteem, social connectedness, attachment, or personality traits. Note that individual student projects will be developed based on their interests.	Systematic review and meta-analysis  Students will be required to attend weekly to fortnightly face-to-face supervision meetings at Burwood Campus.
<b>Dr Sharon Horwood</b>	W'bool, Cloud 6 students	<b>9. Personality and individual differences in problematic smartphone use</b>	Smartphones are a ubiquitous part of daily life for most people. The rapid gains in, and unprecedented uptake of, mobile technology means that we are in an era of ambiguous social norms. Although there are many advantages to having and using a smartphone (e.g. efficiency, safety, social connectivity etc.), there is evidence that excessive reliance on a smartphone can lead to problematic use that, in some cases, resembles behaviours that are associated with addiction (e.g. tolerance, withdrawal, cravings). In order to understand the impact of smartphones on users daily lives, we need to understand of why some people experience serious psychological and social problems from overuse of	Cross-sectional survey; quantitative  Will need to be able to conduct face to face semi-structured interviews if undertaking a qualitative study

			smartphone technology but others do not. Are there a set of characteristics that can predict who will develop a problematic relationship with their smartphone? This study will consider a range of individual differences in relation to PSU – suggestibility, emotional intelligence, how we communicate, and how other people see us. The study will also include parental concerns and beliefs about how smartphones and tablets are influencing their children’s behaviours.	
<b>A/Prof Linda Byrne</b>	Burwood, Cloud  4 students	<b>10. Understanding mentalizing: the role of facial affect recognition</b>	Mentalizing is psychological concept that allows us to understand our own mental states and infer the mental states of others. Inferring the mental states of others is an important part of social cognition, and this ability is compromised in some disorders such as autism spectrum disorder and schizophrenia. This project will examine an important, but basic part of social cognition, facial affect recognition.  The purpose of this study is to explore the theories of facial affect recognition and examine the relationships among variables that influence our ability to correctly identify emotions in others via facial recognition (eg. naturalness of expression, confidence in recognising emotion, gender, age). The relationship between facial affect recognition and production will also be examined along with personality variables that may influence this area of social cognition. Students will be analysing data from a new dynamic facial bank and collecting data from healthy participants to explore key hypotheses.	Experimental design
<b>Dr Richard Moulding</b>	Burwood, Cloud  1 student	<b>11. You are what you own: Compulsive hoarding, emotion regulation, and self-perceptions.</b>	Hoarding is a newly recognized and poorly understood disorder within the DSM. The aim of the current study is to gain an understanding of hoarding disorder – in particular, the relationship of emotional attachment to objects, within the disorder. Using a newly developed self in hoarding measure, we aim to examine people’s attachments to objects, and whether such relationships are related to more general emotion regulation difficulties. Nonclinical participants will be asked to complete an online questionnaire, consistent with research that hoarding is a dimensional phenomena.	Cross-sectional survey; quantitative
<b>Dr Richard Moulding</b>	Burwood, Cloud  2 students	<b>12. Emotion regulation in hoarding and obsessive compulsive disorder</b>	Obsessive-compulsive disorder and hoarding disorder are disabling psychological conditions, which have received much attention over the previous decades in terms of cognitive behavioural models of the disorders. However, more recently, it has been recognised that emotion regulation and related constructs (e.g., alexithymia, impulsivity, distress tolerance) may play an important role in these disorders. For example, individuals with hoarding may not be able to discard objects due to not being able to tolerate the distress related to decision making. The current studies seeks two students to systematically review, synthesise, and as appropriate, produce meta-analyses of the relationship in the published literature of these disorders to emotion regulation constructs, in order to better inform the literature regarding models of the disorders.	Meta-analysis

<b>Dr Lisa Olive</b>	Waterfront, Burwood see requirement  2 students	<b>13. Surf therapy for improving youth mental health</b>	An emerging evidence base has suggested that surf therapy interventions may have positive effects on a range of childhood mental health indicators, yet there has been limited research exploring the potential therapeutic mechanisms that might explain these effects, or the potential barriers to participation in surf therapy. The aim of the present study is to investigate potential therapeutic mechanisms and barriers to participation in a 6-week youth surf therapy program. Students will collect assessments (online and face-to-face) from child participants, surf mentors and parents to address this aim.	Quantitative; Qualitative  Students on this project will be required to hold a valid working with children check. This project is available to students at both Burwood and Waterfront campuses. Data collection for this study will take place in Geelong/Surf Coast region and students will be required to transport themselves to these assessments.
<b>Dr Carmel Sivaratnam, Katherine Howells</b>	Burwood, Cloud  1 student	<b>14. Attachment and parenting stress in parents of children with ASD: The influence of child symptom severity and emotional/behavioural difficulties.</b>	Relationships between parent attachment styles and levels of parenting stress have been established in typically developing populations. To further this, it is well recognised that, for parents of children with Autism Spectrum Disorder, characteristics associated with a child's diagnosis also contribute to parenting stress. However, the relationship between attachment styles and parenting stress while considering child characteristics in ASD populations is less understood. Given this, the current study aims to investigate the relationship between parent attachment styles and parenting stress in parents of children with Autism Spectrum Disorder. This relationship will be explored through adjusting for child related factors such as ASD symptom severity as well as child problem behaviours.	Cross-sectional; quantitative  As the data for this project have already been collected, students will spend approximately 5 hours per week on data collection and scoring for another project in the centre also involving the assessment of children with developmental disabilities.
<b>Christina Martin and A/Prof Emma Sciberras</b>	Burwood  2 students	<b>15. A sleep intervention for children with ASD: Examining factors associated with treatment outcome.</b>	Sleep problems are common in children with ASD. To date, sleep interventions have shown promise in relation to improving outcomes for these children. The Deakin Child Study Centre (DCSC) has recently run the Sleeping Sound with ASD randomised controlled trial (SS with ASD) which delivered a sleep intervention to primary school aged children with ASD. We have an exciting opportunity for two students to join the DCSC and to use the SS with ASD data. The aim of this study is to investigate the factors associated with the sleep intervention outcome. Understanding the moderators of the sleep intervention outcome will allow us to tailor sleep interventions to cater for the specific characteristics of each family. One student will look at each of the following: (1) Examine whether the child's biological sex moderated the outcome of the sleep intervention	Quantitative  Given the data are pre-existing, students are required to undertake their research placement in the Deakin Child Study Centre which is located at Burwood. As part of the research placement students are expected to contribute to 15 days of participant recruitment and data collection on a DCSC project (1 day

			(2) Examine whether the parent's mental health moderated the outcome of the sleep intervention	per week from the start of April to the end of July). A Working with Children Check is required.
<b>Yoon Hee Yang and Dr Richard Moulding</b>	Burwood 2 students	<b>16. The Relationships between the Illusion of Control and Obsessive Compulsive Symptoms</b>	Obsessive Compulsive Disorder (OCD) is characterised by negative and unwanted intrusive thoughts (obsessions), and mental and/or behavioural rituals (compulsion) to alleviate the distress from obsessions. People with OCD have been suggested to have unhelpful views of their ability to control the world, based on their tendency to perform rituals that have elevated perceptions of control over outcomes. As such, some literature suggests that individuals with OCD may have higher susceptibility to the illusion of control paradigms. This study aims to examine such links, while also extending these findings through relating the illusion of control to magical thinking and responsibility, and comparing OCD to other disorders such as generalised anxiety disorder and depression. Note that analogue populations (non-clinical) will be used for this study. Hopefully, this will help illuminate the mechanisms within the disorder and eventually link to improved treatment.	Quantitative  This study will involve in-person testing so is suitable for individuals on the Burwood campus.
<b>Hannah Capon and Dr Melissa O'Shea</b>	Waterfront 2 students	<b>17. Examining yoga as a complementary therapy for anxiety and depression</b>	This project aims to explore the adjunctive impact of an enhanced group yoga program alongside a manualised evidence based Cognitive Behavioural Therapy (CBT) group for adults with anxiety and depression. Adults with anxiety and depression, engaged in a group CBT program at the Barwon Health Deakin Psychology clinic were invited to participate in a tailored yoga program consisting of weekly classes and an individualised home practice routine. Quantitative data will be collected from all participants before and after the intervention, and at 3 month follow up. Given the outcomes reported in the extant literature, further decreases in depression and anxiety could be expected by those participants engaged in yoga in addition to CBT, compared to those engaged in CBT only. Thus, the main research question is: Does an adjunctive yoga intervention, alongside standard group-based CBT, yield additional clinical improvements for adults with depression and anxiety?	Quantitative

<p><b>Dr Bethany Devenish and Dr Carmel Sivaratnam</b></p>	<p>Burwood 1 student</p>	<p>18. Correlates of perceived school supportiveness and school participation in children with autism spectrum disorder</p>	<p>Inclusive educational settings for children with autism spectrum disorder (ASD) can have substantial positive cognitive and social benefits, however children with ASD can face significant barriers to their participation and inclusion in school settings. More research needs to be conducted to understand the links between the characteristics of children with ASD, school supportiveness, and the participation of children with ASD in educational settings. The current study aims to investigate the links between child ASD symptom severity and adaptive functioning, caregiver perceptions of school supportiveness, and child participation and involvement in education settings.</p>	<p>Cross-sectional; quantitative</p> <p>As the data for this project have already been collected, students will spend approximately 5 hours per week on data collection and scoring for another project in the centre also involving the assessment of children with developmental disabilities.</p>
--	------------------------------	---	---	--

## Cognitive Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>Dr Nic Kambouro-poulos and Dr Eric Koukounas</b>	Burwood, Cloud 10 students	<b>19. Personality and cognitive predictors of alcohol craving</b>	The aim of this study is to understand the personality and cognitive determinants of craving for alcohol. The literature demonstrates that cognitive variables (e.g., mindfulness, cognitive self-control) are important in understanding associations between personality factors (e.g., impulsivity) and health related outcomes, however to date few studies have investigated the role of cognitive factors in understanding links between personality and alcohol craving. Thus, the primary focus of this study is to examine specific cognitive variables that might account for the relationship between impulsivity and heightened craving.	Cross-sectional survey; quantitative  Will be required to meet weekly for 1 hour, most likely Wednesday morning.
<b>A/Prof Alex Mussap</b>	Burwood, Cloud 8 students	<b>20. Affect-memory interactions in military veterans who have experienced post-traumatic stress and/or post-traumatic growth</b>	Post-traumatic stress disorder (PTSD) is thought to stem from a failure to resolve the emotional stress caused by a threat, such as exposure to military conflict. Information processing theories attribute PTSD symptoms to deficits in emotional regulation and working memory. And numerous tasks have been developed to evaluate and better understand the nature of these cognitive deficits in the PTSD context. Trauma can also lead to positive change personally, interpersonally, and even spiritually/existentially. This post-traumatic 'growth' is thought to result when the threat in question forces a person to examine and re-evaluate their values, identity, relationships, career, and worldview for the better. However, to date, researchers have not examined the information processing bases of this post-traumatic growth. The central research question we will address in the project is: Are the information processing deficits experienced by military veterans diagnosed with PTSD also relevant to their experiences of growth?	Cross-sectional survey with experimental parts; quantitative
<b>Dr Stef Sharman</b>	Burwood 2 students	<b>21. Testing an online paradigm to examine adults' memories of repeated events</b>	This project will examine adults' memories of repeated events. It will use an online paradigm and the results will be compared to data that were collected using a face-to-face paradigm. The results will focus on the number of details reported and the accuracy of those details. As the data collection for this project is wholly online, students will be expected to assist with data collection and coding for another project, which will be conducted on the Burwood campus.	Experimental design + cross-sectional survey  Students from Waterfront and Cloud campuses are welcome to be in the project team as long as they can come to Burwood for meetings and testing. All students must

				attend weekly supervision meetings and testing sessions at Burwood.
<b>Dr Stef Sharman and Dr Melissa Hayden</b>	Burwood 7 students	22. Predictors of adults' memories of daily food consumption	This project will examine a number of predictors of the accuracy of adults' memory of food that they have consumed. More specifically, it will determine whether measures of cognitive functioning (e.g., working memory) and mood (e.g., depression) predict how well adults recall what they ate and drank over a five day period. Participants will complete an online food diary over 5 days. One week later, they will attend a face-to-face session in which their recall will be tested and they will complete a battery of tests.	Experimental design  Students from Waterfront and Cloud campuses are welcome to be in the project team as long as they can come to Burwood for meetings and testing. Students must be able to attend weekly supervision meetings and testing sessions at Burwood.
<b>Dr Lucille Douglas</b>	Burwood 2 students	23. Verbal discrepancy analysis: updating the technology	A central feature of cognitive assessment utilises the discrepancy between measures with recognised differential vulnerability to the impact of pathology. Common examples of these methodologies include comparisons of memory scores with IQ, and comparison of premorbid estimates with current scores. In the area of verbal abilities, word reading tests such as the NART and TOPF are commonly used as stable measures of intellectual functioning that are relatively resistant to the effects of pathology. In contrast, measures of verbal fluency, such as COWAT and Animal Naming are recognised as being more vulnerable and decline in the presence of a wide variety of pathologies. The current study will build on previous research which has established discrepancy analyses comparing word reading with verbal fluency measures. Additionally this research will establish grade equivalents for the NART and TOPF, increasing the scope of their contribution to psychological assessment.	Quantitative  Students will be required to recruit normal adult participants and administer a battery of verbal testing lasting approximately 40-50 minutes per subject. Students will need to be available Monday, Tuesday or Wednesday for supervision and training on an as needs basis.
<b>Dr Ross King and Dr Richelle Mayshak</b>	Waterfront, Cloud	24. Impact on body image dissatisfaction of traditional, online and mobile dating application use.	The impact of online dating on mental health has been widely researched, however dating that specifically occurs through mobile applications (e.g., Tinder, Grindr, Bumble, Down) is comparatively underexplored. An important issue relates to the impact of mobile dating apps and user body image. Given the predominant focus on appearance in these apps, exposure to, and expectations of an ideal thin standard in social media may lead to decreased body satisfaction through social comparison processes (Fardouly & Vartanian, 2015). The proposed study would examine these factors and their impacts on body image in mobile dating apps. Extending on our previous research, this study would	Quantitative

		<p>explore this through use of a combination of an initial survey and an ecological momentary assessment. Therefore, the aim of this project is to:</p> <p>The study aims to examine the impact of dating apps and other dating methods use on participants' body image.</p> <p>It is anticipated that:</p> <ul style="list-style-type: none"><li>• Higher levels of internalisation of sociocultural ideals of thinness and muscularity and tendency to engage in appearance-based comparisons will impact on participants' body dissatisfaction as a result of use of mobile dating apps.</li><li>• That real time reporting via EMA of dating experiences (e.g., rejection, ghosting) will impact participants' body image.</li></ul>	
--	--	--	--

## Cognitive-neurodevelopmental Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>Dr Nick Ryan</b>	Burwood, Cloud  4 (3 Burwood, 1 Cloud)	<b>25. Unravelling the Association between Childhood Acquired Brain Injury and Social Dysfunction: Insights from Arterial Ischemic Stroke and Traumatic Brain Injury</b>	<p>Childhood and adolescence coincide with rapid maturation of distributed neural systems implicated in complex socio-emotional behaviours; however, little is known about the impact of early acquired brain injuries on various aspects socio-emotional development. This study will evaluate the influence of childhood traumatic brain injury (TBI) and/or paediatric arterial ischemic stroke (PAIS) on various dimensions of social cognition and social adjustment, and identify biological and environmental predictors of outcome and recovery in children living with these conditions. This project draws upon rich longitudinal datasets, including high-resolution structural neuroimaging and direct child assessments of intellectual functioning, social cognition and executive function. Measures of child psychopathology, social/adaptive behaviour and family functioning were also collected at various time points post-injury.</p> <p>Four students will be recruited to undertake this project, comprised of four independent studies with set research questions relating to outcome and recovery following paediatric traumatic brain injury or arterial ischemic stroke. There may be scope for students to formulate their own research question based on the measures collected from the existing sample of children. Students are encouraged (and supported) to publish their work.</p>	<p>Experimental design + cross sectional survey</p> <p>A strong interest in clinical research is highly desirable. Students will need to be able to attend weekly supervision meetings during business hours. Given this project involves analysis of an existing longitudinal dataset, appointed students may be expected to contribute to data collection on other related projects at the Murdoch Children's Research Institute, Parkville. A Working with Children Check is required.</p>
<b>Dr Dave Skvarc</b>	Waterfront  2 students	<b>26. The Post-Anaesthesia N-Acetyl-Cysteine Cognitive EvaluAtion (PANACEA) trial.</b>	<p>Surgery can be a stressful time for anyone, and evidence suggests that how we feel before surgery can actually be a good indicator of how well we recover. In the elderly, this effect appears to be magnified, and may have significant implications for long-term cognitive health. Being able to accurately predict those who are at greatest risk of surgery through the use of psychological variables would represent an enormous benefit to the wider community. This project examines the role of pre-surgical psychological distress, medical diagnoses, and how these predicts longitudinal outcomes. Students in this project would perform full neuropsychological assessments at the Waterfront Hospital and in participants home and contribute to a larger project looking at surgical recovery.</p>	<p>Longitudinal data</p> <p>Assessments at participant's residences are common, so students will need to have access to suitable transport throughout the Greater Waterfront Area, and be comfortable meeting in participant homes.</p>

<b>Dr Daniel Corp</b>	Burwood 5 students	<b>27. Localisation of dysfunctional brain networks in neurological disorders</b>	<p>This project continues a collaboration with neurologists from Harvard University to analyse a human brain ‘connectome’ (a wiring diagram showing what parts of the brain are connected to what) derived from 1000 neuroimaging scans, to localise brain networks specifically dysfunctional in five neurological disorders: Parkinson’s disease, Tourette’s syndrome, dystonia, Huntington’s disease, and multiple system atrophy (one disorder per student). This ground-breaking method has only just been validated in Alzheimer’s disease (Darby et al, 2018), employing a three-step process: 1) collate abnormal brain regions from previous neuroimaging studies; 2: map connectivity patterns of each region; and 3: converge on a specific brain network commonly connected to all regions. This is a unique opportunity for students to perform impactful neuroscience research that has the potential to translate into real outcomes for patients. Students will gain invaluable experience in neuroimaging, coding, neuroanatomy, brain disorders’ signs and symptoms, creative scientific concepts, and statistical analysis.</p>	<p>Experimental design</p> <p>Although supervisors will help with running neuroimaging connectivity analyses (and run the more complex ones), it is recommended that students possess some technical proficiency with computing, or an ability/desire to learn quickly. Students should have an interest in brain disorders and the human brain in general (rather than a more theoretical interest), a strong work ethic and desire to learn, and a good understanding of the statistical concepts that have been covered in Research Methods A&amp;B. Having completed HPS395 (Cognitive Neuroscience) is preferred. Students will be required to attend at least five on campus meetings/sessions lasting at least 1 hour each. In addition, students will be required to complete the Cognitive Neuroscience Unit induction session at the beginning of T1. Other meetings can be taken over skype.</p>
<b>A/Prof Jarrad Lum</b>	Burwood 6 students	<b>28. Using electroencephalography (EEG) to study how different parts of the brain communicate to learn a simple motor pattern, understand language (and other things).</b>	<p>As it turns out the brain is really good at learning motor skills and discovering sound patterns. These basic processes are really important for learning new motor skills and maybe processing language. However, it is not yet clear how different parts of the brain work together to help us learn new motor skills and process sounds. In this project we will be presenting motor and language tasks to participants and measuring their EEG. We will use functional connectivity analysis to examine how different parts of the brain communicate with each to learn new motor skills and detect patterns in sounds. Students can focus on just one of these. For example, examine how the brain learns motor skills or the brain is able to understand language.</p>	<p>Experimental design</p> <p>All testing is undertaken at the Burwood campus. Given this, students who are interested in completing this project will need to be able to come to Deakin at least 1-2 times per week for meetings and to help test participants. This has to be done on weekdays as we cannot test on weekends.</p>

<p><b>Dr Ian Fuelscher, Dr Christian Hyde and Pam Barhoun</b></p>	<p>Burwood 14 students</p>	<p>29. The Neural Basis of Motor and Psychosocial Development in Children with and without Attentional Difficulties (ADHD)</p>	<p>The importance of motor development to a child’s broader psychosocial and cognitive development is becoming increasingly clear. At present, however, little is known about how brain development may underlie motor competence in children with and without attentional difficulties (ADHD) and how this association may impact on their broader psycho-social and cognitive development. To this end, the aim of the present study is to investigate how motor competence in children with and without ADHD is related to the development of sensori-motor white matter pathways (information speed-highways in the brain) and how these developmental processes may impact on a child’s broader psycho-social development. Clarifying this question is central to our understanding of the neural basis of motor development in childhood and the impact that individual differences in motor development may have on a child’s broader psychosocial development.</p>	<p>Experimental design</p> <p>This is a specialised neuro-developmental research project in children with and without attentional difficulties (ADHD). <b>Students must be able to recruit at least five primary school aged children and must have a current working with children check.</b> Data collection will involve both Magnetic Resonance Imaging (MRI) and neuropsychological assessments. Please note that students are required to be available for testing (two sessions per participant) at Deakin University (Burwood) and at the Florey Institute of Neuroscience and Mental Health (Heidelberg) from March – August 2020.</p>
<p><b>Prof Karen Caeyenberghs</b></p>	<p>Burwood 1 student</p>	<p>30. The effects of tablet-based home interventions on brain structure, cognitive functioning, motor performance, and daily life participation in patients with Traumatic Brain Injury.</p>	<p>Traumatic brain injury (TBI) can result from multiple causes including traffic accidents or sport injuries. The impairments that arise are pervasive and may include a range of cognitive deficits such as memory problems, through to physical difficulties such as impaired hand function. A critical challenge in neurorehabilitation is to find meaningful, engaging and intensive forms of therapy that result in sustained change, that are translatable to the activities of daily living. In the present study, we propose a novel training program (CogMo) that combines cognitive and motor training. We will also investigate whether training effects are reflected in neuroplastic changes, using structural MRI techniques. The value of these neuroimaging methods lies in its sensitivity to axonal injury, a pathological condition that contributes to persistent impairments in TBI patients. Our findings will help identify biomarkers that could provide invaluable information on the mechanisms by which training can alleviate symptoms in TBI.</p>	<p>Randomised control trial</p> <p>Data collection will involve both Magnetic Resonance Imaging (MRI) and neuropsychological assessments. Students are required to be available for testing at Deakin University (Burwood) and the Murdoch Children’s Research Institute (Parkville) from March – August 2020.</p>

<b>Dr Michael Do, Dr Christian Hyde and Andris Cerins</b>	Burwood  8 students	31. Predicting neuroplastic responses to theta burst stimulation: implications for clinical neuropsychology	<p>Transcranial magnetic stimulation (TMS) brain stimulation techniques such as Theta Burst Stimulation (TBS) are used to treat psychiatric and neurological conditions such as major depressive disorder, obsessive compulsive disorder, Parkinson’s disease and stroke. Participant responses to TBS paradigms, however, are highly variable undermining their utility, effectiveness, and widespread adoption. One key factor is the latency of the motor evoked potential (MEP), a neurophysiological measure of central and peripheral excitability along the corticospinal pathway. Another neurological measure referred to as short-interval intra-cortical inhibition (SICI) provides a measure of cortical inhibitory activity. Other factors including sex, time of day, and age have been shown to moderate responses to NIBS. However, no studies have examined their combined contribution when accounting for neuroplastic responses to TBS.</p> <p>Thus, it is of critical importance to understand the factors which can help predict responses to TBS ultimately leading to protocol optimisation and improved clinical outcomes.</p>	Experimental design  20 laboratory hours at the Cognitive Neuroscience Unit (CNU) labs located at the Deakin University Burwood campus (times/days negotiable). Attendance and successful completion of the CNU Induction Training is mandatory (held at the beginning of Trimester 1, 2019). Completion of the Cognitive Neuroscience Unit (HPS395) is preferred.
<b>Prof Peter Enticott</b>	Burwood  4 students	32. Exploring links between brain, behaviour, and neurodevelopmental phenotypes	<p>The neurobiology of neurodevelopmental disorders (e.g., autism, developmental coordination disorder) is increasingly understood, but significant gaps remain. This study will use cutting-edge clinical and neuropsychological assessment to characterise neurodevelopmental phenotype and neurocognitive ability among a group of typically-developing adults and children. Electroencephalography (EEG) will be used to measure neural activity during key cognitive processes, including social cognition, executive function, and perception.</p>	Experimental design  Participants must be available for meetings at Burwood, and to be involved in participant recruitment and data collection at the Burwood cognitive neuroscience labs. A working with children check is also required by April, 2020.
<b>Prof Karen Caeyenberghs</b>	Burwood  1 student	33. Promoting mental health and brain plasticity in cancer survivors through a multimodal training program	<p>The transition from a cancer “patient” into a cancer “survivor” is not always easy or smooth. Cancer survivors still struggle with treatment-related side effects (such as fatigue, anxiety, and memory deficits,) significantly impacting on quality of life, work performance and interpersonal relationships. Recovery from these side effects remains one of the most significant challenges in cancer care. There is a need for research to ensure that interventions translate into meaningful changes in real-world functioning for cancer survivors. In the present study, we will investigate the effect of a novel multimodal training program (‘CogMo’) that combines cognitive training and motor training, on mental health. Using brain imaging techniques, we will also unfold the biological mechanisms of action of this novel training program. This knowledge will provide a more enhanced understanding of how we can use a</p>	Longitudinal data; multiple groups  Data collection will involve both Magnetic Resonance Imaging (MRI) and neuropsychological assessments. Students are required to be available for testing at Deakin University (Burwood) and the Murdoch Children’s Research Institute (Parkville) from March – August 2020.

			biologically-driven approach to maximise functional recovery and mental health outcome in cancer survivors.	
<b>Prof Karen Caeyenberghs</b>	Burwood 1 student	34. Mental health issues after assault traumatic brain injury: neuroimaging evidence of an “invisible” trauma?	Up to 10% of all traumatic brain injury (TBI) admissions result from physical assault. The impairments that arise are pervasive and may include a range of cognitive deficits such as memory problems through to emotional sequelae, including post-traumatic stress disorder (PTSD). Despite the high prevalence and long-term problems, the neurobiology and related sequelae of these TBIs have never been systematically examined. This knowledge is critical as this could lead to more targeted rehabilitation strategies for these patients to improve long-term recovery and community re-integration into normal life.	Cross-sectional survey with experimental parts; quantitative  Data collection will involve both Magnetic Resonance Imaging (MRI) and behavioural assessments. Students are required to be available for testing at Deakin University (Burwood) and the Murdoch Children’s Research Institute (Parkville) from March – August 2020.
<b>Dr Jamie Byrne, A/Prof Petra Staiger</b>	Burwood 5 students	35. Sleep and circadian risk factors for alcohol use and associated problems	There are well-recognised associations between sleep and circadian rhythm (the body clock) disturbances and problematic alcohol use. While the pattern of these associations is reasonably well characterised, the <i>mechanisms</i> through which sleep and circadian rhythms may lead to higher alcohol use is an emerging area of interest. One recent model (Hasler & Pedersen, 2020) has suggested that positive (e.g., reward seeking) and negative (e.g., less anxiety when intoxicated) reinforcement may mediate the relationship between sleep and circadian rhythms and alcohol use.  As a student on this project you will gain experience in study design, data collection, and data analysis using both online and behavioural, lab-based measures. Additionally, you will gain understanding of the clinically important relationships between sleep, circadian rhythms, and problematic alcohol use. Given the breadth of research area and involvement from you in the design and subsequent data collection methods, this project is best suited to students wanting to pursue a further research (PhD) or combined research and clinical (DPsych) degree.	Experimental design; cross-sectional survey  Students will be required to attend face-to-face meeting with the supervisory team which will take place on a Monday or Tuesday. Student need to be available for lab-based testing and analysis (business hours) and need to have some flexibility to participant schedules.
<b>Dr Jamie Byrne</b>	Burwood 3 students	36. The impact of dorsolateral prefrontal cortex disruption on components of reward behaviour	Transcranial magnetic stimulation (TMS) is a non-invasive brain stimulation technique that disrupts neural activity and is used in both clinical (to treat depression) and non-clinical (research) settings. There is evidence that TMS applied to the left dorsolateral pre-frontal cortex (IDL PFC) disrupts reward functioning. This study aims to carefully test what components of reward functioning are disturbed following TMS to the IDL PFC: is it the motivation and drive to seek out rewards; the hedonic enjoyment of rewards; or, learning reward expectancies?  As a student on this project you will gain experience in study design, data collection, and data analysis using both TMS and behavioural, lab-based measures.	Experimental design  Students will be required to attend face-to-face meeting with the supervisory team which will take place on a Monday or Tuesday. Student need to be available for lab-based testing (testing will occur between 11am-1pm on weekdays) and analysis.

			<p>Additionally, you will gain an understanding of the neural mechanisms that drive reward behaviour, and the important clinical implications of this relationship. Given the breadth of research area and involvement from you in the design and subsequent data collection methods, this project is best suited to students wanting to pursue a further research (PhD) or combined research and clinical (DPsych) degree.</p>	
<p><b>Dr Mel Kirkovski, Dr Michael Do</b></p>	<p>Burwood 4 students</p>	<p><b>37. Investigating the behavioural and electrophysiological effects of theta-burst stimulation to the right temporo-parietal junction</b></p>	<p>The ability to understand the thoughts and feelings of others is known as “mentalising”. People with various conditions (including: autism spectrum disorder, schizophrenia, borderline personality disorder) have difficulty with this process. Non-invasive brain stimulation will be used to stimulate a part of the brain that is heavily involved in mentalizing, the temporoparietal junction, in healthy adults. We will investigate behavioural and electrophysiological (using EEG) response to a mentalising task. Students will have the opportunity to learn and apply EEG, learn about and observe the application of TBS, as well as gain an understanding of the mechanistic processes that underlie the brains response to stimulation.</p>	<p>Experimental design</p> <p>Students will be required to attend face-to-face meeting with the supervisory team, as well as be available for lab-based testing and analysis, all of which will be conducted during business hours (9-5 Monday-Friday). These sessions are scheduled based upon participant availability, and therefore some degree of flexibility is required.</p>
<p><b>A/Prof Tim Silk</b></p>	<p>Burwood 5 students</p>	<p><b>38. Neuroimaging and the ADHD brain, implications for cognitive functioning</b></p>	<p>Attention Deficit Hyperactivity Disorder (ADHD) is a prominent neurodevelopmental disorder that typical presents with deficits in a range of cognitive functioning. Given the disorder’s prevalence and impact on functional outcomes, it is important to discern potential biological underpinning of these cognitive deficits, to aid our understanding of the disorder as well and to identify targets for intervention. To assess neurobiological differences between ADHD and typically developing children, neuroimaging techniques that investigate white-matter microstructure are essential. Microstructural organisation reflects the fibre architecture in tracts that enable efficient and effective information transmission. This approach exemplifies a shift in neuroimaging research towards a perspective that considers ADHD to be subserved by dysfunctions in <i>network</i> organisation, rather than regional differences. This study aims to examine the white matter microstructural organisation underlying different cognitive functions, and how it differs between ADHD patients and controls.</p>	<p>Experimental design</p> <p>Students will require a Working with children check for the data collection component.</p> <p>As this project uses pre-existing data, students will complete a 10 day placement to access these data for their thesis.</p>

<b>Dr Melissa Hayden, Sasha Davies</b>	Burwood  5 students	<b>39. The role of attentional bias using eye-tracking on anxiety, impulsivity and emotional regulation</b>	<p>This project is a cognitive neuroscience (CNU) project using eye-tracking to look at attentional bias in pregnant women. This project will examine difference in attentional bias specifically focussing on anxiety, response inhibition and emotional regulation. Specifically, pregnant women’s memory, attention, and executive functioning has been particularly affected, however, it remains unclear whether these reductions in cognitive performance are a result of pregnancy itself or other factors such. Therefore, based on the findings of the meta-analysis and the current inconsistencies within the research, this study aims to compare pregnant women’s objective attentional bias using eye-tracking, and other factors, specifically anxiety, inhibition and emotional regulation.</p>	<p>Experimental design</p> <p>Students will be required to attend weekly supervision meetings; however, these can be conducted either face-to-face or online. Students across all campuses are welcome to join this project. However, given that this project uses existing data, students will be required to contribute to recruitment for related research projects.</p>
<b>Dr Sou Bekkali, Prof Peter Enticott</b>	Burwood  2 students	<b>40. What is the relationship between autistic traits and empathy?</b>	<p>Autism spectrum disorder (ASD) is a complex neurodevelopmental disorder that involves difficulties in social understanding. It has been suggested that people with ASD have a deficit of “empathy,” but this is highly controversial, and empathy itself is a multifaceted construct. This study will explore the relationship between autistic traits in a general adult population and various measures of empathy (cognitive, affective, motor), with measures including questionnaires, experimental tasks, and brain recordings. It is expected that that examining empathy in such a comprehensive and multi-faceted manner will provide clearer insights into the link between autism and empathy.</p>	<p>Experimental design</p> <p>Students are required to attend face-to-face meetings with the supervisory team, and will undergo analysis training using specialised software within the cognitive neuroscience unit (CNU). Students will also be expected to contribute a small amount of time to ongoing experimental studies in the CNU.</p>
<b>Michael Barham</b>	Burwood  2 students	<b>41. Exploring the role of an afternoon nap on motor sequence learning using electroencephalography (EEG)</b>	<p>It is known that sleep underpins healthy memory in humans, but it is still unclear exactly how or why this is. The aim of this study is to explore whether taking a short, afternoon nap after learning can boost memory of that information compared to remaining awake after learning. The specific type of learning being measured is the automatic (or unconscious) learning of a motor sequence, similar to the learning required to play a musical instrument like the piano. Furthermore, a brain imaging technology called ‘electroencephalography’ (EEG) will be used to measure participants brainwaves to explore relationships between states of consciousness after learning (i.e., sleep and wake) and their subsequent memories. Primary data for this project comes from a pre-existing dataset: students will gain experience with the motor-sequence learning task and EEG technology through recruitment and testing for a similar study that also uses EEG and motor-sequence learning. Students will be required to commit to 10 days of lab work and contribute to recruitment of 10 participants for this study.</p>	<p>Experimental design</p> <p>Students must be available for daytime testing sessions at Deakin University, Burwood campus for testing within the Cognitive Neuroscience Unit (CNU) laboratories.</p>

## Developmental Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>Imogene Smith and Dr Jacqui Macdonald</b>	Waterfront, Cloud 2 students	<b>42. Unintended pregnancy and intimate partner relationships. A qualitative exploration from the perspective of fathers.</b>	At some point in their lives, the vast majority of men will have children, however, not all these men will have wanted to become fathers. For men who do not want a child, yet who nevertheless become fathers, what is the impact on their lives including their romantic relationships, their wellbeing, social connections, help-seeking behaviours, and stress management? The students on this project will be taught innovative methods to collect data on this population by analysing posts by fathers from the social media site Reddit. Specifically, the students will be taught the machine learning technique of 'Natural Language Processing' and conduct a qualitative analysis. The result will be an evaluation of subjective relationship and life functioning among men who have expressed low desire or lack of intention to be a father.	Cross-sectional; Natural Language Processing; qualitative  Students will complete the equivalent of a 10-day research placement (likely to be in weekly 4-hour shifts), which is standard for studies where data are already collected. Shifts will be conducted at the Waterfront Campus under the supervision of the Imogene Smith. Students will be contacting participants for data collection follow-ups in the longitudinal Men and Parenting Pathways Study I. Students may also be assigned other roles depending on interests and existing skills. In the past, these roles have included social media engagement, data management, tracing of participants lost to follow-up, identification of at-risk participants and many varying research support tasks. Thesis supervision will occur in a 1-hour meeting held 3 weeks of every month (day and time to be determined).

<b>Dr Jacqui Macdonald</b>	Burwood 4 students	<b>43. Trait anger in men and intimate relationship problems. The mediating role of poor reflective functioning.</b>	<p>Anger is more common among men than women in both community and clinical populations. At the trait level, anger is the stable tendency to perceive a wide range of situations as annoying or frustrating and to respond to those situations with elevations in state anger. Anger can interfere with the capacity to develop and maintain healthy intimate relationships; however, much remains unknown about the factors that explain associations between anger and relationship problems. In this study, students will use longitudinal data to first investigate associations between trait anger in men and various indicators of partner relationship functioning including cohesion, satisfaction, and co-parenting (among men who are fathers). Second, students will examine whether associations are explained in part by the capacity for reflective functioning, which is the ability to understand one's own and others' mental states. These projects will use data from the Men and Parenting Pathways (MAPP) Study (N=608): <a href="http://mappresearch.org">http://mappresearch.org</a>.</p>	Longitudinal  Students will complete a 10-day research placement, which is standard for studies where data are already collected. The placement will be completed in 4-hour shifts (3-7pm or 4-8pm) over approximately 18-20 weeks. The students will contact participants as part of our longitudinal follow-up of participants. Students will be trained in phone, email and Facebook contact procedures in addition to a range of tasks and may be assigned to roles depending on interests and existing skills. In the past, these roles have included social media engagement, data management, tracing of participants lost to follow-up, identification of at-risk participants and many varying research support tasks. Thesis team supervision, with 4 students in total, will occur in a 2-hour meeting held 3 weeks of every month (Tuesday or Wednesday). In some weeks, this meeting time will be extended for individual supervisor-student meetings as needed. Students will require a working with children check and should feel comfortable (after training) calling and speaking with participants.
<b>A/Prof Emma Sciberras</b>	Burwood 2 students	<b>44. Differences in emotional eating symptoms and risk between children with and without ADHD: A community-based study.</b>	<p>Attention-Deficit/Hyperactivity Disorder (ADHD) has been associated with disordered eating behaviour during late adolescence and adulthood, yet research examining this association in children is limited. Further, research has rarely examined the emotional aspects of disordered eating behaviour in children with ADHD. This project will provide the opportunity for two students to work with experienced researchers and clinicians and contribute to this novel area of research investigating differences in emotional eating symptoms between children with and without ADHD using a large community-based sample. One student will focus on understanding differences in the prevalence of emotional eating symptoms by ADHD status and between boys and girls; the</p>	Longitudinal data  As this project uses existing data, to gain experience in research processes, students are expected to contribute to about 20 days of active data collection on a related project (approximately 1 day per week from April to the end of July). This project will suit students who would like to gain some hands on experience working with adolescents with ADHD and their families. Students will also be expected to attend

			other student will focus on identifying risk factors for emotional eating in children with ADHD.	ADHD lab meetings. Data collection will involve recruitment and assisting with assessments at Deakin Burwood, as well as some home visits, therefore a car and driver's licence is a requirement. A working with children check is also required.
<b>A/Prof Emma Sciberras</b>	Burwood 2 students	<b>45. Sleeping Sound in Adolescence: Understanding the association between sleep problem severity and emotional dysregulation in adolescents with ADHD</b>	Sleep problems are common in adolescents with ADHD, with up to 70% experiencing sleep difficulties. Although there is a growing body of research examining sleep problems in children with ADHD less is known about the factors associated with sleep problems in adolescence. For this project, we have an exciting opportunity for two students to join our large team of researchers and clinicians to examine the associations between emotional dysregulation and sleep problem severity in adolescents with ADHD. One student will focus on self-reported sleep problems, while the other student will focus on parent-reported sleep problems. Data will be collected as part of an ongoing randomised controlled trial focused on treating sleep difficulties in adolescents with ADHD (N=140, 13-16 years). The tasks for the appointed students will vary and may include participant recruitment, direct assessments with children and parents, and data entry and processing.	Longitudinal data  Students are expected to contribute to about 20 days of active data collection for this project (approximately 1 day per week from April to the end of July). This project will suit students who would like to gain some hands on experience working with adolescents with ADHD and their families. Students will also be expected to attend ADHD lab meetings. Data collection will involve recruitment and assisting with assessments at Deakin Burwood, as well as some home visits, therefore a car and driver's licence is also required.
<b>A/ Prof Mark Stokes and Caitlin Macmillian</b>	Burwood 8 students	<b>46. The nature of autism</b>	Surprisingly, both the causes and the nature of Autism remain mysterious. Autism is known to disturb social communication. Though a cursory examination of clinical literature reveals many other things are disturbed for these individuals. This project will take a broad perspective, evaluating children and adolescents with Autism on a wider front to explore the nature of their Autism. As a student in this project, you will clinically evaluate Typically Developing children and those with Autism on a number of measures. These include assessments of Autism, Adaptive Function, Social Function, Emotional Function, Creativity, Well-being, Self-esteem, Mood, & Movement Skills. Students will design their own project from the many measures included and 120 cases currently held. Students are encouraged to publish this work. The project offers both a clinically relevant project and a careful research project. It can lead to clinical degrees and research degrees. The supervision team are highly experienced in both autism & research methods.	Cross-sectional survey; quantitative  Because data collection will involve interaction with children, following recruitment of participants, pairs of students will arrange a suitable time with the child's parent to test the child and parent, either at Deakin University, or the parent's home. Thereafter, students will need to work together to score the questionnaires they will collect. Therefore, to participate, students will need to be: Eligible to obtain a Working With Children's Check from <a href="http://www.workingwithchildren.vic.gov.au">http://www.workingwithchildren.vic.gov.au</a>

			One other advantage of this project is that the supervision team are highly experienced in the area of autism and developmental psychology, as well as being a very experienced research methods teachers.	Meet in Burwood on Thursdays at 12 to 1 for a regular face to face group meeting Recruit and work with children who are typically developing or who have Autism
<b>Dr Mel Kirkovski, Dr Jake Linardon</b>	Burwood, Cloud  2 students	47. Exploring the relationship between traits and characteristics of autism spectrum disorder and anorexia nervosa in the general population	There is evidence to suggest high prevalence of females with autism spectrum disorder being misdiagnosed with eating disorders such as anorexia nervosa. There is also evidence to suggest high levels of autistic traits in females diagnosed with anorexia. This study will explore the relationship between non-clinical levels of traits and characteristics associated with both autism spectrum disorder and anorexia. We will also explore whether biological sex influences this relationship.	Cross-sectional survey with experimental design
<b>A/Prof Delyse Hutchinson</b>	Burwood  3 students	48. Prenatal alcohol exposure and infant language, fine motor and socio-emotional development at 12-months of age: A longitudinal cohort study.	Maternal alcohol consumption in pregnancy may have adverse effects on child development, including the domains of language, fine motor and socio-emotional development. Whilst the impacts of heavy and persistent maternal alcohol consumption have been well documented, there have been few human studies on this topic examining lower levels of exposure, which are common among Australian pregnant women. Understanding the impacts of alcohol exposure in pregnancy at lower levels has important implications for national public health guidelines for alcohol use in pregnancy. This project comprises up to three research projects that aim to examine the association between maternal prenatal alcohol exposure and infant (1) language; (2) fine motor; and, (3) socio-emotional development at 12-months of age. This project will use data from the Triple B Pregnancy Cohort Study, a longitudinal cohort study of ~1,600 Australian families (Hutchinson et al., 2018). Results will inform prevention and early intervention efforts to minimise the harms of alcohol use to families and children.  <i>Cohort summary:</i> Hutchinson, D., Wilson, J., Allsop, S., Elliott, E., Najman, J., Burns, L., ... & Rossen, L. (2017). Cohort Profile: The Triple B Pregnancy Cohort Study: A longitudinal study of the relationship between alcohol, tobacco and other substance use during pregnancy and the health and well-being of	Longitudinal survey  The project will include a 10-day training placement with the Triple B Pregnancy Cohort Study ( <a href="https://ndarc.med.unsw.edu.au/project/triple-b-bumps-babies-and-beyond">https://ndarc.med.unsw.edu.au/project/triple-b-bumps-babies-and-beyond</a> ). The placement would be based at Burwood. Students' 10 day placement will include the data entry required for the students' own project. The student may also be required to support ongoing cohort engagement practices, project administration and Triple B data collection (as part of our current 8-year follow-up with families). Students will receive a certificate on completion of their training placement detailing the skills acquired as part of their training. Student supervision meetings will be held on Wednesdays and/or Thursdays.

			Australian children and families. International journal of epidemiology, 47(1), 26-27m.	
<b>Dr Nandi Vijayakumar</b>	Burwood 2 students	<b>49. Brain development during puberty</b>	Adolescence is a period of significant brain development. This period is also characterised by a number of physical changes as adolescents go through puberty. Research from animals suggests that the hormonal processes that are associated with puberty are also responsible for changes in brain structure and function, but very few studies have examined these relationships in humans. Therefore, this project will investigate how the physical and hormonal changes occurring during puberty are related to the structure of brain regions in humans. The project will use data from an existing large neuroimaging dataset of 9 to 14 year olds. Findings will improve our understanding of how different biological processes occurring during adolescence are related to one another, as well as potential sex differences in these processes.	Experimental design  Working with children check  As students will be using existing data for their thesis, they will contribute to collecting data on another research project that examines social affiliative behaviour in adolescents (HAtCH grant award to Nandi Vijayakumar). In this project, they will gain experience with recruitment and data collection. They will also be involved in obtaining ethics approval for the HAtCH project, including approval from the Department of Education for recruiting through schools. They will be required to contribute the required 10 days of placement hours to the HAtCH project.
<b>Dr Tristan Snell</b>	Burwood, Cloud  6	<b>50. Exploring the Impact of Contact with Nature in Childhood and Adolescence on Adult Creative Achievement</b>	Recent research suggests that contact with nature in childhood can impact creativity in the short-term. This study will explore whether there are longer term impacts of contact with nature in childhood and adolescence on adult creativity. Participants will complete an online survey including retrospective and current measures of contact with nature, as well as creative achievement. The study may be used to inform the development of play and learning environments for children and adolescents.	Cross-sectional; quantitative

<b>Dr George Youssef</b>	Burwood  2 students	51. Conceptualising exploratory behaviour in emerging adulthood and adulthood – A qualitative examination.	<p>Current scientific understandings of exploratory behaviours and their associated outcomes are incredibly varied and, at times, contradictory within the scientific literature. One explanation for this disjointed examination is because the construct “exploratory behaviour” is poorly defined and lacking in a consistent definitional framework. Given that definitions are foundational components of theoretical models, critical for guiding research directions and reducing ambiguity when models are drawn upon for practical application, it is important to understand which behaviours individuals outside of the scientific space perceive to be exploratory. This project aims to examine the similarities and differences of perceived exploratory behaviours and associated outcomes between scientists and the general population of emerging adults and adults. This project will involve specialised training in rapid recruitment and qualitative research skills. Training and support in the content area and research skills will be provided by the supervision team.</p>	Qualitative
<b>Dr Kate Lycett</b>	Burwood  1 student	52. Examining how a national sample of 11-12 year-olds imagine their lives at 25 years of age: implications for human and social capital	<p>In 2015-16, adolescents (n=1864) from across the country participated in Australia’s Child Health CheckPoint. They were given a rare opportunity in large cohort studies to complete a free writing activity called ‘Life at 25’, where they were simply asked to <i>‘Imagine you are now 25 years old. Write about the life you are leading, your interests, study, your home life and your work at the age of 25.’</i> The data offer rich insights into the minds of adolescents. This project will employ a novel analytic approach to extract information from large bodies of qualitative/text-based data to identify key themes in this body of text. In exploratory analyses, it will then examine whether there are sex and socioeconomic differences in themes, as well as consider whether certain themes are associated with child wellbeing (e.g. CHU9D and PedsQL). The thesis will examine the implications of the findings for our social and human capital.</p>	<p>Longitudinal with quantitative and qual elements.</p> <p>Project is suited for students with strong data analytic skills</p>

<p><b>Dr George Youssef</b></p>	<p>Burwood 1 student</p>	<p>53. Conceptualising exploratory behaviour in emerging adulthood and adulthood – A quantitative, machine learning examination.</p>	<p>Current scientific understandings of exploratory behaviours and their associated outcomes are incredibly varied and, at times, contradictory within the scientific literature. One explanation for this disjointed examination is because the construct “exploratory behaviour” is poorly defined and lacking in consistent definitional framework. Given that definitions are foundations components of theoretical models, critical for guiding research directions and reducing ambiguity when models are drawn upon for practical application it is important to understand which behaviours individuals outside of the scientific space perceive to be exploratory, as this is the first step in being able to identify the full breadth of these behaviours and thus, examine them. This project aims to examine the similarities and differences of perceived exploratory behaviours and associated outcomes between scientists and the general population of emerging adults and adults.</p> <p>This project will involve specialised training in advanced machine learning text-analysis and programming skills in R. Training and support will be provided by the supervision team, but the applicant must feel confident and interested in advanced data analysis and learning a new software package.</p>	<p>This study involves complex quantitative analyses and modelling.</p> <p>It is suitable for students with strong interest and skills in data analysis quantitative methods.</p>
<p><b>Dr George Youssef</b></p>	<p>Burwood 2 students</p>	<p>54. Understanding the structure of exploratory and risk-taking behaviours in emerging adulthood and predictors of positive outcomes.</p>	<p>Normative developmental processes are believed to predispose adolescents and emerging adults (18 – 25 years) to engage in a range of exploratory behaviours. Exploratory behaviours, although currently lacking a consistent definition, are thought to encompass risk-taking behaviours (e.g. substance use, unsafe sex etc.) and more “positive” behaviours (e.g. public speaking, romantic dating etc.). Given this general predisposition to exploration, it is essential to (a) develop appropriate measures to capture exploratory behaviours and (b) identify factors that may promote positive and attenuate negative outcomes of these behaviours.</p> <p>This project will focus on two major research questions (one for each student): (a) what is the factor structure and psychometric properties of a revised exploratory behaviour scale and (b) how does curiosity and personality style influence outcomes of exploratory behaviours. Students will develop skills in survey development and statistical analyses. Students must use new statistical programs (not SPSS) for data analysis. Analyses will involve factor analysis for</p>	<p>Cross-sectional quantitative study.</p> <p>Students must be able to attend supervision at Burwood so that they can be provided support in learning new analytical methods and software.</p>

			research question (a), and regression and moderation analysis for research question (b).	
<b>Kate Stephens and A/Prof Emma Sciberras</b>	Burwood, Cloud  1 student	55. Investigating academic performance and language in children with ADHD+ASD.	Attention deficit/hyperactivity disorder (ADHD) and autism spectrum disorder (ASD) are two of the most common disorders affecting children and can have lifelong implications. Research has established that ASD symptoms occur in up to 70% of children who have a primary diagnosis of ADHD. With the introduction of the DSM-5, children can now be simultaneously diagnosed with comorbid ADHD and ASD. Children with ADHD who also have clinically significant ASD symptoms (ADHD+ASD) have been found to have greater impairments in several areas of functioning than children with ADHD alone. However, little is know about their academic and language functioning. This study aims to investigate whether there are significant differences in performance on measures of academic achievement and language using data from the Children’s Attention Project.	Quantitative

## Educational Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>A/Prof Jaclyn Broadbent</b>	Burwood, Cloud  3 students	<b>56. Does student's self-regulated learning predict successful academic performance in formative assessment tasks?</b>	<p>To be described as a self-regulated learner, the learner must be motivated, meta-cognitively involved, and an active agent in his or her learning process. Self-regulated learners plan, set goals and engage in strategies to achieve those goals. Through evaluation and reflection, these strategies are monitored and modified to enhance one's progression toward goal achievement. Self-regulated learners are motivated, persistent, manage their time effectively, and seek assistance when necessary. A high level of SRL competency is essential for university students' academic success, particularly time management, metacognition, effort regulation, critical thinking, and self-efficacy.</p> <p>The aim of this study is to determine whether students who have stronger self-regulated learning (SRL) skills receive a better grade on a final assignment after receiving feedback on a draft assignment than students with less strong self-regulated learning skills. This study will help us better understand how SRL is related to the use of feedback and subsequent academic performance.</p>	<p>Longitudinal</p> <p>Pre-existing dataset; students will contribute to research tasks associated with other self-regulated learning projects during the year.</p> <p>Meetings will likely be on a Monday or Wednesday</p>
<b>Dr Sherryn Evans</b>	Waterfront, Cloud  1 student	<b>57. Learners' interaction in online Interprofessional Education</b>	<p>Internationally, developments in healthcare have driven a recognition that health professionals need to be better prepared to collaborate in interprofessional teams. Interprofessional Education (IPE) has been identified as essential to upskill the current and future healthcare workforce in interprofessional collaborative practice. The use of online mediums to deliver Interprofessional Education has grown significantly in the last decade. Despite this growth, minimal research has examined the interactions of interprofessional learners and facilitators in the online IPE context. The purpose of this study is to examine learners' perceptions of their interactions in the online IPE environment. Using existing data collected based on the validated Community of Inquiry Survey, this study aims to examine two key questions:</p> <ol style="list-style-type: none"> <li>What relationships exist among learners' perceptions of teaching, social, and cognitive presence in an online IPE environment?</li> <li>Do learners in different professions perceive different levels of teaching, social, and cognitive presence in an online IPE environment?</li> </ol> <p>Data collection for this research is complete.</p>	<p>Cross-sectional; quantitative</p> <p>As the student will be using a pre-existing data-set the opportunity will be provided to gain experience in data collection in the teams' other related projects.</p>

<b>A/Prof Jade Sheen</b>	Burwood, Cloud  1 student	<b>58. Enhancing Student Competency in Risky Clinical Environments: Evaluating an Online Education Program</b>	<p>Clinical placement is a central part of training for students across health disciplines, enabling development of theoretical knowledge and workforce skills (Yiend et al., 2016). Unfortunately, a literature review, expert consensus, and occupational health and safety data have revealed that CP can expose students to considerable risk (Sheen, et al., 2016). This problem has been acknowledged amongst educational providers and healthcare services both nationally and internationally (e.g. Birks, Budden, Biedermann, Park, &amp; Chapman, 2017). Against this backdrop, an online blended simulation-based learning program, Risk Aware (RA), was developed to improve students' identification and management of risk.</p> <p>This project will:</p> <ol style="list-style-type: none"> <li>1) evaluate healthcare students' <i>knowledge</i> regarding placement risk prior to and following RA;</li> <li>2) evaluate healthcare students' <i>confidence</i> to manage placement risk prior to and following RA;</li> <li>3) (3) Examine the impact of healthcare discipline and gender on healthcare students risk knowledge and confidence prior to and following RA.</li> </ol>	Longitudinal; quantitative and qualitative
<b>A/Profs Ross King, Jade Sheen</b>	Burwood, Waterfront  2 students	<b>59. Acceptability and feasibility of postgraduate psychology admissions OSCEs from the perspectives of staff and applicants</b>	<p>Admission to professional postgraduate psychology programs is extremely competitive. To be competitive, students applying for a clinical psychology program, for example, are expected to perform in the top 10% of their fourth year program, have completed and disseminated research and acquired some practical experience. However, selection panels are required to differentiate between large numbers of well qualified applicants to select the most appropriate candidates. The standard admission process for such programs is based on academic results, referee's reports, CV of relevant experience, personal statement and a panel interview. The interview in particular has been criticised as largely unreliable (Helmes &amp; Pachana, 2008; McDaniel, Whetzel, Schmidt &amp; Maurer, 1994), with factors such as gender and age bias highlighted. With an increased emphasis on competency-based assessment in post-graduate programs, the use of objective structured clinical examinations (OSCEs) has become more common. However, the feasibility and acceptability of OSCES in the selection process has received little attention. Therefore, the aim of this project is to: Evaluate the acceptability and feasibility of postgraduate psychology admissions OSCEs from the perspectives of staff and applicants</p>	Qualitative

<b>Dr Sherryn Evans</b>	Waterfront, Cloud  1 student	<b>60. Evaluation of an interprofessional education initiative for healthcare professionals</b>	Significant developments in healthcare in recent decades have driven a recognition that health professionals need to be better prepared to collaborate in interprofessional teams. Reflecting these developments, the World Health Organization (WHO) has led a global agenda to upskill both the current and future workforce in interprofessional collaborative practice to ultimately improve healthcare systems and healthcare outcomes. Interprofessional Education has been recognised as pivotal in achieving this outcome. IPE initiatives intend to achieve interprofessional learning, aiming to enhance the attitudes, knowledge, skills and behaviours essential for interprofessional collaborative practice. This study will investigate the ability of an interprofessional education course for qualified health professionals in a large regional health service network to transform beliefs, behaviours, and attitudes associated with interprofessional collaborative practice. Data collection for this research is complete. As the students will be using a pre-existing data-set the opportunity will be provided to gain experience in data collection in the teams' other related projects.	Quantitative  Pre-existing dataset; students will contribute to research tasks associated with other projects during the year.
<b>Dr Mark Rogers</b>	Burwood, Cloud  4 students	<b>61. Comparison of common methods for learning Chinese-Japanese characters by native English speakers.</b>	The writing systems employed in Chinese and Japanese are very complex and act as a serious barrier to their successful acquisition as second languages. Traditional methods of learning typically produce poor outcomes for second language learners and this is reflected in the standards expected of students in formal schooling. For example, VCE students of Japanese are expected to master only 200 of the approx. 2000 characters required for literacy. This project will compare traditional methods of learning to more novel, mnemonic-based methods that purport to offer improved speed and depth of learning.	Experimental design

## Forensic Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>Dr Meaghan Danby</b>	Burwood, Cloud 1 student	<b>62. Examining Aboriginal and non-Aboriginal Children's Responding During a Child Forensic Interview</b>	Aboriginal children are at an increased risk of sexual abuse, and may often witness interpersonal crimes such as family violence. When these crimes are reported, a police interview will be conducted with the child to ascertain what happened. Professionals suggest that standard interviewing procedures are not appropriate for Aboriginal populations (Hamilton et al., 2017), and recently police have reported adapting their questioning practices for Aboriginal and non-Aboriginal children differently (Danby et al.). This study is the first to measure and contrast Police questioning of both witness groups, as well as the children's responding to each question. The student on this project will be required to read and code police interviews. Interviews will need to be coded thoroughly, with high attention to detail. This project is ideal for students interested in studying a PhD in forensic psychology in future.	Experimental design  Please note that this study deals with highly sensitive topics and data. The data involves in-depth accounts of child abuse, domestic violence, and other crimes. Anyone who feels that these topics may be triggering, or make them feel uncomfortable should not preference this project. The student allocated on this project must also treat the data with a very high level of security.
<b>Dr Alexa Hayley</b>	Waterfront, Cloud 1 student	<b>63. Childhood abuse and substance use as predictors of adult aggression toward companion animals.</b>	This project adopts a forensic psychology lens to explore how experience of childhood abuse (neglect, violence) and substance use in adulthood contribute to aggression perpetration toward companion animals such as dogs and cat. This study will use a pre-existing dataset collected in 2019 as part of a broader project assessing how trauma and substance use contribute to cognitive impairments and antisocial personality traits and behaviours. Please note this dataset sampled community members, not prisoners or other criminal offenders. Students with a background in criminology, and/or who are interested in antisociality, aggression, and human-animal relations are suited to this project.	Cross-sectional survey; quantitative  Pre-existing dataset; students will contribute to research tasks associated with other projects during the year.
<b>Dr Alexa Hayley, Dr Shannon Hyder, Dr Richelle Mayshak, A/Prof Ross King,</b>	Waterfront, Cloud 7 students	<b>64. Antisocial profiles: Childhood adversity, Dark Tetrad traits, and aggression toward humans and animals</b>	This project extends on past work by the research team in the area of Dark Triad personality traits (i.e., psychopathy, narcissism, Machiavellianism) and aggression perpetration and victimisation of humans and animals. In particular, we will explore (1) how experience of childhood adversity and Dark Tetrad traits predict aggression styles (proactive, reactive) and aggression towards different types of people (partners, family, friends, strangers); and (2) aggression toward companion animals as a form of intimate partner violence. This research will explore how darker personality traits, substance abuse, and social behaviours manifest in the	Cross-sectional survey; quantitative  Pre-existing dataset; students will contribute to research tasks associated with other projects during the year.

<b>Brittany Patafio</b>			non-criminal population, and contribute to profiling antisocial individuals and acts of aggression. Students will have the opportunity to learn in a supportive team environment under the guidance of four supervisors experienced in clinical and applied social psychology. Students will also have access to a large data-set collected in 2019 as well as the opportunity to assist with data collection on related projects.	
<b>Dr Bianca Klettke</b>	Burwood, Cloud  4 students	<b>65. The psychology of harmful sexting behaviours in young adults</b>	This project addresses the psychology which underlies harmful cyber-behaviours. Very little is known about harmful sexting behaviours, such as sext distribution, or unwanted sending and receiving of sexts. Importantly, these behaviours have been associated with poorer mental health, for example, higher levels of depression, anxiety and stress and lower self-esteem. Therefore, understanding motivations and factors pertaining to these harmful sexting behaviours is critical to establish effective prevention strategies to mitigate these sexting risks. This study will investigate the frequency of harmful sexting behaviours, explore motivations to engage in these behaviour, and potential variables (such as cyber-bullying, empathy, personality or sexual assertiveness) that may help to explain why young people engage in, or may at risk of, harmful sexting behaviours. Specifically, this research will help to identify what the potential links are between harmful sexting behaviours and cyber-bullying, empathy, personality or sexual assertiveness as potential risk and protective factors.	Cross-sectional survey; quantitative  Must be able to meet Tue, Wed or Fri during business hours.
<b>Dr Lata Satyen</b>	Burwood, Cloud  6 students	<b>66. Family violence among female tertiary students in Australia: influence of cultural background.</b>	In Australia and internationally, intimate partner violence is more common among younger women (Abramsky et al., 2011; Australian Institute of Health and Welfare, 2018). A thorough understanding of family violence among female tertiary students is critical given its high prevalence in this population. Investigation of cross-cultural differences in experiences and help-seeking behaviour is necessary to inform intervention efforts and service provision, particularly culturally sensitive interventions and support services. This is particularly important in culturally diverse countries such as Australia, where 22% of domestic higher education students were born overseas (Department of Education, 2018a) and international students comprise a substantial portion of the higher education student population (Department of Education, 2018b). To date, there are no known studies that examine cross-cultural differences in female tertiary students' experiences of family violence and help-seeking behaviour. This project aims to fill this gap in the literature.	Cross-sectional survey; quantitative  Note that this is a sensitive topic and will require reading research in relation to domestic and family violence and also collecting data in relation to family and sexual violence.

<b>Dr Shannon Hyder, Prof Pete Miller</b>	Waterfront 2 students	<b>67. Investigating the relationship between childhood corporal punishment, aggression and mental health in adulthood</b>	We all know that our childhood caregivers influence who we become as adults, but have you ever thought that a simple smack over the ear or the classic wooden spoon could drastically influence our experiences and behaviours? The current study attempts explore this phenomenon by evaluating the relationship between experiencing childhood corporal punishment and experiences of aggression, suicidal ideation and mental health in adulthood. The current project will be perfect for those students who wish to be a part of wide scale study that has the potential to influence Australian legislation and align Australia with the 56 countries that have entirely prohibited corporal punishment.	Cross-sectional survey; quantitative
<b>Liz Clancy and Dr Bianca Klettke</b>	Burwood, Cloud 2 students	<b>68. Sexting and cyberbullying across cis and non-cis gendered populations</b>	Some cyberbehaviours have been found to be associated with negative mental health outcomes, particularly coerced sexting, non-consensual dissemination and cyberbullying victimisation. Whilst there is a growing sexting research literature, intersections with sext dissemination and cyberbullying are poorly understood. Critically, there is no published empirical research that has investigated the experiences of trans and gender diverse populations in relation to these cyberbehaviours. Non cis-gendered individuals are at increased risk of lower mental health, and may also be at risk of specific forms of pernicious cyberbehaviours, such as outing via sext dissemination, or gender-identify based cyberbullying. However, without understanding the prevalence of cyberbehaviours, we cannot develop and implement appropriate prevention and intervention strategies for these communities. This study will investigate the prevalence and intensity of sext dissemination, cyberbullying perpetration, victimisation and bystanding in both cis and non-cisgendered communities, and increase understanding of unique online experiences of trans or gender diverse individuals.	Cross-sectional survey; quantitative
<b>Dr Meaghan Danby</b>	Burwood, Waterfront 4 students	<b>69. Does a rapport-building session decrease children’s reluctance to report transgressions?</b>	Children are increasingly involved in legal proceedings such as custody matters, and cases of child abuse or neglect. When police and lawyers interview children in these cases, most guidelines advise they build rapport with the child prior to the interview. However, there is a surprising lack of empirical research testing the inclusion of rapport-building in an interview. This study will test rapport-building practices experimentally by running a fun science event in primary schools for 5- to 9-year-olds, and later interviewing the children about what happened using a variety of rapport techniques. Students on this project will be required to recruit primary schools to participate across both Melbourne and Waterfront, and will run the science event at these schools. They will then analyse the impacts of	Experimental design  Each student must have, or organise, their own Working with Children Check. Students must be willing and available to drive to primary schools around Melbourne AND around Waterfront for data collection (both locations). Students must have access to a car and be flexible in their data collection hours to fit with individual school preferences.

			rapport condition on children's reports of the event. This project is ideal for students interested in studying a PhD in future.	
<b>Dr Eric Koukounas</b>	Burwood, Cloud  4 students	70. Assessing the influence of psychological and social factors on unwanted sexual attention	This project will psychometrically evaluate a modified version of a U.S. questionnaire battery, in its ability to assess the role of psychological factors and social contexts (bars and clubs) on reports of unwanted sexual attention, and to determine the association of such unwanted attention with psychological and social factors.	Cross-sectional survey; quantitative  Supervision meeting day to be organised, but traditionally supervision meetings have been scheduled for Wednesday mornings at the Burwood campus.
<b>Dr Dave Skvarc, Dr Shannon Hyder</b>	Waterfront, Cloud  4 students	71. Attentional Biases in mood, personality and aggression.	The theory of attentional biases in psychopathology is an appealing one. Participants higher in anxiety identify threats hidden amongst neutral stimuli faster than low-anxiety controls, persons with higher levels of aggression will linger on a picture of an angry face longer than a happy face, and depressives will be slower to attend to positive affirmations compared to negative ones, and so on. However, these biases are not well established in the literature and little empirical support exists to suggest that these biases might be durable over time. Our project intends to examine for these biases in a community sample and investigate whether they are predictive of psychological distress symptoms. Finally, we will explore the possibility that these biases might be modified, and subsequently be used to reduce the severity of psychological symptoms.	Experimental design
<b>Dr Shannon Hyder, Dr Arlene Walker, Dr Richelle Mayshak</b>	Waterfront  3 students	72. Male experiences of Violence	Three students to build on a current program of violence research that seeks to increase knowledge about the experience and impact of violence on men. The aim of the research is to investigate and map the type of violence experienced by men (intimate partner violence, family violence, community violence), the nature of support and the impact on physical and mental wellbeing. Data collection for this research is complete. The long term aim of this research is to inform the development and implementation of appropriate interventions to better support male victims of violence.	Cross-sectional; quantitative  As the students will be using a pre-existing data-set we will arrange for them to get experience in the data collection of the teams' other related projects.
<b>Travis Harries and Dr Dave Skvarc</b>	Waterfront, Cloud  2 students	73. Exploring the effect of substance use on the relationship between childhood trauma, cognitive functioning, and aggression in Australian adults	This project will use a pre-existing dataset to investigate how substance use may impact the complex relationship between adverse childhood experiences (e.g. neglect, abuse), cognitive functioning, and aggression perpetration in adulthood. Understanding this would help to ensure interventions for aggression are responsive to the cognitive profile of those who use substances and have experienced childhood trauma. Those with an interest in drug and alcohol research, or forensic psychology would be well suited to this project. Please note that the data were collected from a community sample, not a clinical or forensic sample (e.g. prison population).	Cross-sectional survey; quantitative

## Health Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>A/Prof Hua Yong</b>	Burwood, Cloud  2 students	<b>74. Post-quitting experiences of adult former smokers and their role in smoking relapse</b>	Anticipated benefits of quitting often lead smokers to make a quit attempt. However, the success of quit attempts is theorized to be dependent on the extent to which the anticipated benefits of quitting are realized. Using data from a sample of adult ex-smokers in Australia and the UK who participated in the International Tobacco Control survey, this study seeks to answer the following questions: Do smokers who have quit smoking and experience improvements in various aspects of their lives (e.g., enjoy life more, able to control negative emotion better, financially better off, etc) have lower risk of smoking relapse? Who are more likely to experience positive changes in their lives and who are more likely to experience losses following smoking cessation? Are there country differences?	Cross-sectional and longitudinal; quantitative  Pre-existing dataset; students will contribute to research tasks associated with other projects during the year.
<b>A/Prof Hua Yong</b>	Burwood, Cloud  3 students	<b>75. Post-quitting social context of former smokers and smoking relapse risk</b>	Past research has shown that social context has a strong influence on one's behaviour. Smokers who have quit smoking but are still exposed to social contexts with lots of people who smoke (e.g., spouse, housemates, friends) may find it more difficult to stay quit as they are likely to be exposed to more positive norms towards smoking and more smoking cues. Using data from a sample of adult ex-smokers in Australia and the UK who participated in the International Tobacco Control survey, this study aims to examine the likelihood that smokers who have quit smoking but continue to live in an environment where they are constantly exposed to smoking (e.g., their spouse/partner, household members and close friends smoke) would be more at risk of smoking relapse compared to their counterparts who do not live in such an environment. Differences by socio-economic status and country of residence will also be explored.	Cross-sectional and longitudinal; quantitative  Pre-existing dataset; students will contribute to research tasks associated with other projects during the year.

<p><b>Prof John Toumbourou, Dr Bosco Rowlands, Dr Michelle Benstead</b></p>	<p>Burwood, Cloud 6 students</p>	<p>76. Evaluation of a community intervention to increase family, school and community protective factors and reduce youth alcohol and drug problems</p>	<p>Reducing youth alcohol and drug use remain important public health priorities in Australia and other nations. This project will analyse existing data from a large longitudinal study (the Young People Our Future Study: YPOF) to evaluate the effect of a community coalition intervention (Communities That Care, CTC) on adolescent alcohol and drug use. YPOF was initiated in 2017 as a longitudinal national cohort selected to be representative of 28 Australian communities (average age 15, N=2,500), 14 of which were randomised to the CTC intervention. The cohort were resurveyed in 2019-20 at age 17-18. This project will analyse the YPOF dataset to evaluate whether random assignment to the CTC intervention reduced the development of adolescent alcohol and drug use. Analyses will also examine whether the intervention effects were mediated by targeted risk and protective factors in the individual (e.g., attitudes to alcohol), family (e.g., parent supply of alcohol, family conflict, parent monitoring, family attachment), community (e.g., alcohol availability) and school domains (e.g., attendance, commitment, and bonding to school).</p>	<p>Longitudinal data  Given that this study utilises existing data, students will be required to complete a 10 day research placement where skills in longitudinal data collection will be developed.</p>
<p><b>Prof Vicki White</b></p>	<p>Burwood, Cloud 4 students</p>	<p>77. Experiences of carers of people with different types of haematological cancers: what influences levels of anxiety and depression?</p>	<p>As many cancer patients receive care as outpatients, family members play an important role as informal caregivers. Research has shown that caregivers can experience higher rates of psychological and physical morbidity. To date most studies exploring caregivers' unmet needs have focussed on patients with more common cancers such as breast, prostate and colorectal. While work has suggested that carers of haematological cancer patients have high unmet needs (Heckel et al, 2015) few studies have looked at the experiences of carers of specific types of haematological cancer. This project will begin this work by examining an existing data set to determine whether unmet needs, anxiety and depression levels in carers of two common haematological cancers with different prognosis: diffuse large B-cell lymphoma (DLBCL) and multiple myeloma (MM) differ. In addition the project will explore the patient and carer level factors that may influence carer's anxiety and depression levels.</p>	<p>Cross-sectional survey; quantitative  As data for this project is already collected, students will undertake equivalent research hours to ensure they gain experience in different facets of research process.</p>

<b>Prof Vicki White</b>	Burwood, Cloud  2 students	<b>78. Understanding the relative role of alcohol television advertising and individual, family and community level risk and protective factors on adolescents' alcohol use.</b>	<p>While reviews have suggested alcohol advertising influences adolescents' alcohol use, the role of TV advertising is less clear. While some studies have shown exposure to television alcohol advertisements is positively associated with drinking in young adolescents, others have shown no association. Variation in the measures used to assess advertising exposure limit conclusions. A study using the advertising industry measure of Targeted Rating Points (TRPs) to identify levels of alcohol advertising on television found a positive association with adolescents' alcohol use. A limitation of this study was its inability to control for individual and family level factors known to influence adolescents' alcohol use. The proposed study aims to address this issue. By combining data from two separate datasets ([1], quarterly data on TRPs and [2] longitudinal data from the International Youth Development Study), this study will examine the relative influence of alcohol advertising on television assessed using TRPs on the likelihood of an adolescents' alcohol use, after adjusting for co-variates.</p>	<p>Longitudinal data</p> <p>Given that this study utilises existing data, students will be required to complete a 10 day research placement where skills in longitudinal data collection will be developed.</p> <p>This project may involve some data management. While support for this will be available, some confidence in working with data would be an advantage.</p>
<b>Prof Peter Miller and Nic Taylor</b>	Waterfront, Cloud  5 students	<b>79. Alcohol consumption and related behaviour in Queensland nightlife</b>	<p>Three projects are offered from our recently conducted Queensland Alcohol-related violence and Night-Time Economy (QUANTITATIVEEM) project (<a href="http://quantitativeem.info/">http://quantitativeem.info/</a>). In July 2016 the Queensland Government introduced the 'Tackling Alcohol-Fuelled Violence' Policy. Among other initiatives, the Policy introduced statewide restrictions on trading hours. The Queensland Alcohol-related violence and Night-Time Economy (QUANTIEM) project will be evaluating the effects of this policy.</p> <p>Alcohol-related harm in night time entertainment precincts is a major preventable problem. The current study will examine the way in which context moderates the effect of policy on alcohol-related harms. This introduction of these measures in QLD is novel as this is the first time such measures have been introduced state-wide, allowing for the evaluation to provide world-first evidence on a state-level approach to managing licensed venues.</p> <p>The data used comes from over 4,000 interviews conducted on the streets of Queensland until 5am on Sunday mornings, and 400 follow-up surveys conducted the next day.</p>	<p>Cross-sectional survey; quantitative</p>
<b>Dr Jacquie Mills</b>	Burwood, Cloud  2 students	<b>80. The impact of feminist identity on body image and disordered eating</b>	<p>Previous research has identified holding feminist views as a potential protective factor against body image issues and disordered eating in women. However, very little research has focused on the exact mechanisms involved in said relationship. This current study would aim to address this gap, by exploring a range of related variables, as supported by the literature, such as critical thinking/media literacy (actively questioning media images pertaining to appearance ideals), collective action</p>	<p>Cross-sectional survey; quantitative</p>

			(behaviours undertaken to achieve a common group goal), and empowerment (perceived control over societal and personal choices). This project would involve conducting mediation analyses (with support) on an existing dataset.	
<b>A/Prof Antonina Mikocka-Walus, Catherine Emerson</b>	Burwood  2 student	<b>81. Biopsychosocial aspects of fatigue in people with inflammatory bowel disease at risk of suboptimal outcomes (PARSO)</b>	Inflammatory bowel disease (IBD) affects over five million people worldwide. People living with IBD suffer chronic pain, bloody diarrhoea with frequent bowel movements up to 20-30 times a day, weight loss, anaemia and fatigue; significantly impairing their everyday functioning. While many people with IBD respond well to care, some groups are at increased risk of complications. Patients at Risk of Suboptimal Outcomes (PARSO) are a sub-group of the IBD population who have been identified as having poorer disease-outcomes and compromised wellbeing. To date, no one has explored the specific symptom of fatigue in this population, and what psychological variables are predictive of their fatigue levels. Fatigue is reported to be one of the most debilitating symptoms of IBD, and outcomes in this study will aid in the development of future interventions.	Cross-sectional survey; quantitative
<b>Dr Jake Linardon</b>	Burwood  1 student	<b>82. A smartphone app for binge eating: An end-user usability testing study</b>	Hundreds of different apps for mental health have been developed over the past 5 years. However, research shows that people find it difficult to use these apps, engage in their content, and understand how to perform its prescribed exercises. This consequently causes people to stop using the mental health app, thereby allowing symptoms to persist. One way to enhance user engagement and usage is to gather feedback on the app (e.g., whether it's easy to understand, simple to follow etc.) prior its release, so that researchers have the opportunity to make any adjustments before evaluating it in a clinical trial. This project will therefore involve the conduct of a usability study of a newly developed app for binge eating (Break Binge Eating). Students will recruit around 10-20 participants with self-reported binge eating problems, interview them and gathering feedback about the design, functionality, and content of Break Binge Eating. Findings are expected to lead to further improvements in the design of this app.	Experimental design
<b>Marisol Messer</b>	Waterfront, Cloud  5 students	<b>83. Investigating potential risk, maintaining, and protective factors for eating disorder symptomatology</b>	Eating disorders are serious illness characterised by chronicity, relapse, and mortality. A better understanding of factors that protect against, or put people at risk for, eating disorders is needed for informing current intervention programs. The overarching objective of the current project is to better identify possible risk, maintaining, and protective factors for eating disorders. Candidate variables explored in this project include, but are not limited to, calorie-tracking app use, gratitude, depression and anxiety, body image concerns, and dieting behaviours. Students allocated to this project will be required to collect online survey data from the general population. Students with strong research interests are encouraged.	Cross-sectional survey; quantitative

<b>Dr Jacquie Mills</b>	Burwood, Cloud  3 students	<b>84. The experience of health services and information for individuals with endometriosis</b>	<p>There is a lack of understanding and knowledge around endometriosis in healthcare professionals, which can affect the satisfaction with the healthcare system felt by individuals with endometriosis and may help to explain the use of complementary and alternative medicines (CAMs; e.g., acupuncture, chiropractic, remedial massage, etc.) in this particular sub-group of the population. However, very little research currently exists in this area within Australia. How individuals with endometriosis research the condition and where they obtain their health-related information from also remains largely unclear. This study will aim to address these three gaps and explore the perceptions of the current healthcare system and how it could be improved, experiences with CAMs, and methods of information-gathering regarding the condition in Australian individuals with endometriosis. This study will be qualitative in nature and will involve the use of an online qualitative survey (with some quantitative measures as well) and thematic analysis (support will be provided).</p>	Cross-sectional; quantitative and qualitative
<b>Dr Tim Chambers</b>	Burwood, Cloud  5 students	<b>85. Investigating the relationship between motivation, self-efficacy, stage of change, behaviour type, and goal attainment for health behaviour change among university students</b>	<p>Adopting healthy lifestyle behaviours are essential for reducing the risk of developing health problems, with theoretically derived behaviour change models (e.g., transtheoretical model) tending to be more effective. HBS110 students undertake a health behaviour change task as part of the unit, but there is little evidence to quantify the impact of the task. Therefore, this project will investigate the relationships between stage or change, self-efficacy, motivation, type of behaviour, and goal attainment among former HBS110 students. The broad aim of this project is to investigate the association between completing a health behaviour change task and wellbeing for university students. There are two overarching research questions guiding this project:</p> <ol style="list-style-type: none"> <li>1. What is the relationship between stage of change, motivation, self-efficacy, and type of health behaviour on goal attainment?</li> <li>2. What is the relationship between stage of change, motivation, self-efficacy, and type of health behaviour on goal perseverance?</li> </ol>	Cross-sectional survey; quantitative
<b>Dr Jake Linardon, A/Prof Matthew Fuller-Tyszkiewicz</b>	Burwood, Cloud  4 students	<b>86. Correlates of negative and positive body image</b>	<p>Body image is a broad, multifaceted construct comprised of many distinct negative (e.g., dissatisfaction, preoccupation overvaluation etc.) and positive (e.g., appreciation, functionality etc.) components. Body image is an important area of study, insofar as it is the one of the strongest predictors of eating disorder onset in both males and females, and is linked to a range of psychological outcomes (e.g., quality of life, depression, anxiety etc.). This project will involve an examination of both the positive and negative facets of body image, in terms of evaluating the psychometric properties of established body image measures and identifying correlates of body image in the general population.</p>	Cross-sectional survey; quantitative  Must be flexible in meeting times as we will be meeting in a large group.

<b>A/Prof Matthew Fuller-Tyszkiewicz</b>	Burwood, Cloud 1 student	87. Systematic Review and Meta-Analysis of the Dual Pathway Model of Bulimic Symptoms	The proposed study aims to identify and summarize the available literature that has examined the longitudinal and/or experimental relationship between the respective pathways (10 in total) proposed by the Dual Pathway Model, and to quantify the size and direction of their effects by conducting meta-analysis on available data. A second aim of the proposed study is to use meta-regression to determine whether study moderators conferred influence on the relationships being tested.	Meta-analysis (quantitative)
<b>A/Prof Antonina Mikocka-Walus</b>	0 (1)	88. The brain-gut links in inflammatory bowel disease (IBD) patients at risk of suboptimal outcomes (PARSO)	Student returning to this project.	
<b>Dominika Howard, Dr Bianca Klettke</b>	Burwood, Cloud 2 students	89. Does Protection Motivation Theory Explain Sexting Under Pressure?	Although sexting can be a healthy behaviour shared between consenting adults, a substantial number of individuals report feeling pressured to sext. This project focuses on predictors of whether an individual who feels pressured to sext actually do send a sexting image. Specifically, the project uses the Protection Motivation Theory as a basis for predicting likelihood of sexting, with key predictors being perceived risk of sexting, perceived vulnerability to negative consequences of sexting, perceived benefits of engaging in sexting, and self-efficacy to negotiate sexting on one's own terms.	Cross-sectional survey; quantitative  Must be able to meet Tue, Wed or Fri during business hours.
<b>Dr Dom McNeil</b>	Waterfront, Cloud 5 students	90. Investigation of the positive and negative relationships of psychological constructs on exercise behaviour and psychological well-being.	This research program aims to investigate the interactions between key psychological constructs and exercise behaviour and positive and negative psychological well-being. Greater research investigating the interaction of multiple influential factors on exercise behaviours and psychological well-being. 5 students will examine specific elements to better understand the role of different psychological variables on exercise behaviour and/or psychological well-being. Specific projects can focus on positive variables (i.e., motivation, identity, efficacy) or variable associated with negative exercise behaviour and well-being (such as obsessive passion, compulsive exercise disorder). Given the importance of exercise on physical and mental well-being, it is hoped that the current study will provide further information on the underlying mechanisms of how psychological constructs can influence exercise behaviour. This research project is beneficial as findings may help shape future interventions promoting healthier exercise behaviours.	Cross-sectional survey; quantitative  Students from all campuses are available to be involved in the project, however, face-to-face supervision will only occur at Waterfront.

<b>Dr Subhadra Evans, A/Prof Antonina Mikocka-Walus</b>	Burwood  5 students	91. Biopsychosocial predictors of menstrual pain and endometriosis in Australian women	Dysmenorrhea (menstrual pain) is associated with mental health difficulties and reduced quality of life. To our knowledge this will be the first longitudinal study exploring the biopsychosocial wellbeing of Australian women with dysmenorrhea and endometriosis. The study will involve an online survey of women in the community aged 18-50 years. The specific aim of the study is to understand the biopsychosocial predictors of pain and quality of life in Australian women with dysmenorrhea and endometriosis.	Longitudinal survey; quantitative  Students are required to meet, in person, on Tuesday afternoons in Burwood. Students need to be proficient in using SPSS, capable of running regressions.
<b>A/Prof Matthew Fuller-Tyszkiewicz</b>	Burwood  3 students	92. Why am I so dissatisfied? Why does my body image fluctuate so regularly? Understanding the nature and predictors of body dissatisfaction experiences in daily life.	This project will test through a smartphone app women's experiences of body image in daily life. We will evaluate how often they are dissatisfied with their appearance, for how long, and whether this is linked to events such as appearance based comparisons (whether in person or online via social media). Confidence in research methods is a plus for this project as we will use advanced analyses that students don't encounter until fourth year. See these links for examples of this work: <a href="https://bit.ly/2BzBHTE">https://bit.ly/2BzBHTE</a> <a href="https://bit.ly/2Gr51iL">https://bit.ly/2Gr51iL</a>	Quantitative  This project involves more advanced statistics.
<b>Ralph Geerling and Dr Jeromy Anglim</b>	Burwood  2 students	93. Investigating the relationship between personality, physical activity and diet in adults with type 2 diabetes	Obesity is a major risk factor for the development of type 2 diabetes and weight management is one of the primary mechanisms for optimal self-management of the condition once it is established. Personality is widely considered to account for discernible patterns of attitudes, emotions and behaviours and is a strong predictor of weight management behaviours such as physical activity and diet in the general population and in conditions such as heart disease. In type 2 diabetes this research is less robust and focuses more on other self-management outcomes such as blood glucose checking or foot examination. This project will provide a thorough assessment of the relationship between personality, physical activity and diet in adults with type 2 diabetes as well as, potentially, a basis for exploring more novel directions in diabetes care.	Cross-sectional survey, quantitative

## Organisational Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>Dr Loch Forsyth</b>	Waterfront, Cloud 3 students	<b>94. Linguistic Analysis of Deceptive and Honest Responses to Past Behaviour, Opinions, and Future Intentions.</b>	The ability to detect deception is a critical skill for all individuals. Unfortunately, humans have generally been found to perform no better than chance when trying to determine if someone is lying. The cost that deceptive behaviour can have on individuals, organisations and society is high. Unfortunately identifying when someone is lying is not easy. Analysing language has come to be understood as one of the best means of accurately establishing veracity. This project will use language software and allow you to investigate if established models of deception detection can be used to accurately classify honest and deceptive written responses. You will collect honest and truthful responses to past behaviour questions, opinions, and/or future intentions and undertake analysis that will utilise language software (LIWC) before using SPSS to analyse the final results.	Cross-sectional survey; quantitative (Language Analysis with Software)  All students (including Cloud) must be able to meet for face to face supervision meetings during regular business hours at Waterfront Campus (9am-5pm).
<b>Dr Simon Albrecht</b>	Burwood, Cloud 4 students	<b>95. Employee attitudes to organisational change: The influence of change-related self-efficacy and change-related personal resources.</b>	Although much is known about the change-related job characteristics that influence employee attitudes to change; not much is known about the extent to which personal resources (e.g., psychap, self-efficacy, optimism) influence employee attitudes to change. Drawing from engagement theory and attitude theory, the research aims to determine if change-related personal resources partially mediate the influence of change-related job resources on employee attitudes to change. Students will collect on-line survey data and use AMOS to analyse the results.	Cross-sectional survey; quantitative
<b>Dr Arlene Walker, Dr Loch Forsyth</b>	Waterfront 3 students	<b>96. An organisational cyber-attack: Lessons for organisational resilience, cohesion and innovation</b>	On 30 September 2019, a large Health Service were the subject of a cyber-security breach, which resulted in sudden and large-scale loss of critical clinical and administrative information systems. The Health Service followed their Emergency Response Plan and activated a Code Yellow (Internal Disaster). A project team was assigned to undertake a review of the operational impact across a range of clinical services and departments. The data collection strategy included interviews with sixty-five (n=65) clinical and administrative internal stakeholders, to develop common themes and describe the lessons learnt. Employees were also encouraged to document innovations created and introduced to enable their department to continue to work effectively. Three students will work collaboratively on this pre-existing qualitative	Qualitative  Face to face supervision will occur at Waterfront Campus (Geelong).

			dataset, to identify common themes and lessons learnt with each focussing on a separate aspect of the research question (i.e. organisational resilience; cohesion; innovation).	
<b>Caroline Rosenberg, Arlene Walker</b>	Burwood 2 students	97. Humour in Workplace Leadership	This project examines how humour is used and observed/interpreted in the workplace leadership context by leaders and followers. Anecdotally humour is considered a desirable leadership quality, but research has also found humour in workplace leadership can be a double-edged sword. Understanding of the factors that influence how humour is perceived when used in leadership contexts is important for leaders to achieve relationship and organisational goals. This existing qualitative dataset consists of interviews with 15 participants in leadership roles ranging from frontline supervisors to CEOs and Directors. Two students will work collaboratively on this pre-existing qualitative dataset, to identify common themes in relation to their specific research question (i.e. how humour is <i>used</i> in the workplace leadership context; how humour is <i>interpreted</i> in the workplace leadership context) The project will suit students interested in organisational psychology and/or qualitative analysis. Ethics approval has already been obtained.	Qualitative
<b>Dr Alexa Hayley</b>	Waterfront, Cloud 2 students	98. Experience of Trauma and Professional Quality of Life of Australian Animal Care Workers	Australia has faced an unprecedented bushfire season over the 2019-2020 summer season, destroying millions of hectares of wild and agricultural land, killing and injuring millions of native, farmed, and companion animals. Additionally, in the background hundreds of philanthropic rescue groups and community shelters continue to care for and rehome abandoned companion animals. Animal care workers are a large, often overlooked workforce who engage in 'dirty work', often for no or limited pay, to support and relieve the suffering of animals. Unlike other caring professions such as nursing or disability work, the impact of 'animal care' on workers' wellbeing and mental health has received limited attention from researchers. This study will explore these issues in Australian animal care workers, recruited online. This mixed-method project will address the following research questions: <ol style="list-style-type: none"> <li>1. How do Australian animal care workers define and experience 'trauma' associated with their animal care work? This question will be addressed using qualitative methods.</li> <li>2. What stressors and supports do animal care workers attribute to their work/role? How does this affect their professional quality of life (burnout, compassion fatigue, compassion satisfaction)? This question will be addressed using quantitative methods.</li> </ol>	Cross-sectional survey; quantitative and qualitative components  All students (including Cloud) must be able to meet weekly during regular business days and hours (9am-5pm Tuesday-Friday).

## Social Psychology Projects

Primary Supervisor	Location of Project and number of students	Title	Description	Study design and special requirements
<b>Dr Anna Klas and Maddie North</b>	Burwood 2 student	<b>99. Investigating Community Perceptions of Vegan Diets</b>	<p>Meat consumption has significant implications for climate change and sustainability in addition to other considerations such as animal welfare. This project will use qualitative methods to examine how community members define veganism, and whether these definitions differ according to whether one identifies as an omnivore, vegetarian, or vegan. This project will suit students who are interested in veganism and sustainability.</p> <p>This project will also involve specialist training in best practice systematic reviewing, quantitative, and qualitative research. A genuine interest in qualitative methodology, and some qualitative knowledge will benefit students in this project. Further training and support in qualitative methods will be provided by the supervision team.</p> <p>This project is being run within the Misinformation Lab in 2020. Our group employs social psychology principles to understand and address social challenges that are created or sustained by misinformation. More information about the lab can be found at <a href="https://www.misinformationlab.com/">https://www.misinformationlab.com/</a></p>	<p>Qualitative</p> <p>Availability on Wednesdays for supervision meetings and research training. As outlined at <a href="https://osf.io/kgd9b/wiki/Training/">https://osf.io/kgd9b/wiki/Training/</a> this project will also involve specialised training in best practice systematic reviewing, quantitative, and qualitative research in order to provide students with a holistic training program in health and social psychology. Students must be available for meetings, research, and research training during business hours on Wednesdays throughout the course of the project.</p>
<b>Dr Kate Barford</b>	Burwood, Cloud 3 students	<b>100. Climate Change: Emotional responses and personality correlates of engaging in “green” behaviours</b>	<p>While many people want to reduce their carbon footprint or be more “environmentally friendly,” not everyone follows through with their intentions to change their behaviour. For example, how willing would you be to give up your car, stop travelling by airplane, or become a vegetarian in order to help the environment? If you want to help reduce the impact of climate change, but haven’t engaged in these behaviours, this study can not only help you find out why, but conducting the study itself can be a way for you to meet your goals to DO SOMETHING about climate change! You will examine people’s emotional responses to climate change and related behaviours, and even investigate whether people’s personality traits are related to how they feel about reducing their carbon-footprint. This project uses both experimental and cross-sectional methods and data collection will be streamlined via the use of online recruitment platforms.</p>	<p>Cross-sectional survey with experimental design</p> <p>Availability on Wednesdays for supervision meetings and research training. As outlined at <a href="https://osf.io/kgd9b/wiki/Training/">https://osf.io/kgd9b/wiki/Training/</a> this project will also involve specialised training in best practice systematic reviewing, quantitative, and qualitative research in order to ensure students gain a valuable skill</p>

			As a member of the Misinformation Lab, you will receive specialist training in best practice systematic reviewing, research methods, and statistics in R (rather than SPSS). More information about the lab can be found at <a href="https://www.misinformationlab.com/">https://www.misinformationlab.com/</a> . This project would be well suited to a student who is interested in climate change action and/or personality and emotions.	set. Students must be available for meetings, research, and research training during business hours on Wednesdays throughout the course of the project.
<b>Dr Anna Klas</b>	Burwood, Cloud  2 students	<b>101. Examining the Effectiveness of Different Source Types in Climate Change Communications</b>	<p>While many studies have examined the effectiveness of using scientists and/or environmentalists as sources of climate change information, little research has examined whether non-traditional sources like firefighters and farmers, who often directly deal with the consequences of climate change, are effective communicators. This project aims to compare the effectiveness of different source types in climate change communications. This project will suit students who are interested in climate change and social psychology.</p> <p>This project will also involve specialist training in best practice systematic reviewing, quantitative, and qualitative research. Confidence with undergraduate statistics and research methods will benefit students in this project. Training and support in R will be provided by the supervision team.</p> <p>This project is being run within the Misinformation Lab in 2020. Our group employs social psychology principles to understand and address social challenges that are created or sustained by misinformation. More information about the lab can be found at <a href="https://www.misinformationlab.com/">https://www.misinformationlab.com/</a></p>	<p>Cross-sectional survey with experimental design</p> <p>Availability on Wednesdays for supervision meetings and research training. As outlined at <a href="https://osf.io/kgd9b/wiki/Training/">https://osf.io/kgd9b/wiki/Training/</a> this project will also involve specialised training in best practice systematic reviewing, quantitative, and qualitative research in order to provide students with a holistic training program in health and social psychology. Students must be available for meetings, research, and research training during business hours on Wednesdays throughout the course of the project.</p>
<b>Dr Alexa Hayley</b>	Waterfront, Cloud  3 students	<b>102. Moral Concern for Animals, Values Disparagement, and Gender Norms</b>	<p>This project is for the animal lovers out there!</p> <p>Research indicates that women hold more positive beliefs, attitudes, and values about animals, and engage in greater care for animals. Research also suggests that moral concern for animals is often disparaged, especially when this concern is expressed by men. This mixed-method project will use quantitative cross-sectional and experimental data, as well as qualitative text data, to explore the topic of moral concern for animals, gender norms, and individual value and wellbeing. The following three broad research questions can be addressed:</p> <p>Why are females more likely than males to hold moral concern for animals? Does disparagement of individuals' moral concern for animals impact their social connectedness and mental health? What is the worldview of people with high vs low moral concern for animals?</p>	Factorial survey design; includes cross-sectional and experimental elements; quantitative and qualitative data/analyses.

<b>Dr Anna Klas, Dr Kate Barford</b>	Burwood, Cloud  2 students	<b>103. Hope and Fear in the context of Climate Change: How emotional framing and personality impact “green” behaviours</b>	<p>Does emphasising the threats of climate change, or the hope that we can still turn things around inspire more climate-friendly behaviour change? Does it depend on personality? Current discussions of climate change typically emphasise the environmental and/or economic impact of climate change; yet this approach typically increases polarisation of the issue. Emerging literature suggests that specific emotional states are associated with environmental outcomes, and therefore could be harnessed to improve climate change communications. This project aims to examine whether emotive message frames increase climate action and whether which frame is more effective depends on personality. This project will suit students who are interested in climate change, social psychology, emotions, and/or personality. This project will also involve specialist training in best practice systematic reviewing, quantitative, and qualitative research. Confidence with undergraduate statistics and research methods will benefit students in this project. Training and support in the statistics software R (rather than SPSS) will be provided by the supervision team.</p> <p>This project is being run within the Misinformation Lab in 2020. Our group employs social psychology principles to understand and address social challenges that are created or sustained by misinformation. More information about the lab can be found at <a href="https://www.misinformationlab.com/">https://www.misinformationlab.com/</a></p>	Cross-sectional survey with experimental design  Availability on Wednesdays for supervision meetings and research training. As outlined at <a href="https://osf.io/kgd9b/wiki/Training/">https://osf.io/kgd9b/wiki/Training/</a> this project will also involve specialised training in best practice systematic reviewing, quantitative, and qualitative research in order to provide students with a holistic training program in health and social psychology. Students must be available for meetings, research, and research training during business hours on Wednesdays throughout the course of the project.
<b>Dr Julian Fernando</b>	Burwood, Cloud  2 students	<b>104. Folk theories of social change</b>	<p>Previous research has shown that people have a ‘folk theory of social change’ – that is, a belief about how society is changing over time, and the characteristics it possessed in the past/will possess in the future. Generally, people believe societies are becoming less warm/moral and more competent. In this project, we will examine two aspects of these folk theories. The first question is related to the notion of a perceived decline in morality – extant research has not examined whether all <i>kinds</i> of morality are perceived to be in decline (e.g. fairness, harm, loyalty). In this project we will investigate this using existing theories of moral foundations, and examine whether these perceptions differ based on political orientation. The second question addresses the notion that people’s beliefs about how society is changing affect their preferences for an ideal society (utopia). We will measure people’s beliefs about social change, and examine whether these predict their preference for the characteristics of an ideal society.</p>	Cross-sectional survey; quantitative
<b>Dr Julian Fernando</b>	Burwood, Cloud  3 students	<b>105. Utopian thinking and the drivers of social change motivation.</b>	<p>Recent research has found utopian thinking (i.e. thinking about an ideal society) to elicit motivation for social change and decrease satisfaction with one’s current society and justification of the existing social system. At this point, however, little is known about the mechanisms of this motivational effect, and whether they are affected by the content of a given utopian vision. In this project, we will examine some of the drivers of the</p>	Cross-sectional survey with experimental design

			motivational effect of utopian thinking through three different lenses: 1) models of collective action, 2) emotion (in particular, hope and anger) and 3) societal characteristics. This is an opportunity for students to be involved in a new and exciting field of research, and to be involved in tasks such as experimental design and online distribution of experiments and data analysis.	
<b>A/Prof Gery Karantzas</b>	Burwood 4 students	<b>106. Adult attachment and partner maltreatment</b>	The Science of Adult Relationships (SoAR) Laboratory is conducting a project investigating how adult attachment styles are associated with maltreatment in relationships. The project consists of a dyadic longitudinal study involving the use of existing data as well as the collection of additional data. The research projects require high commitment and flexibility in student schedules given the time-intensive nature of the study and the extensive training that students must undertake. The project supervisors (in consultation with the students) will organise times to conduct training in research methods relevant to the project.	Longitudinal survey  Flexibility in schedule to meet on campus for training in data collection and assessment. Some of these training sessions can involve multiple hours at a time, thus students, may be required to block out parts of certain days to undertake necessary training.
<b>Dr Mathew Ling</b>	0 (1)	<b>107. IdEA – A Test of the Online Implementation of the IDEA protocol for Structured Expert Elicitation</b>	Returning student	Cross-sectional survey; quantitative
<b>Dr Mathew Ling</b>	Burwood, Cloud 3 students	<b>108. Testing a critical reading intervention to reduce susceptibility to Misinformation</b>	Misinformation affects a range of critical domains in society, including but not limited to vaccination, climate change, and engagement with evidence based healthcare. Much of the research in misinformation focuses on risk factors or remedies, both avenues having mixed success. This study will test a proactive “immunisation” approach to misinformation through a “critical reading” intervention. This project will require the use of the R open source statistical software. Training and support in R will be provided by the supervision team. This is one of a number of projects run within the Misinformation Lab in 2020. Our group employs social psych principles to understand and address social challenges that are created or sustained by misinformation. More information can be found at <a href="https://www.misinformationlab.com/">https://www.misinformationlab.com/</a>	Experimental design  Availability on Wednesdays for research and research training. As outlined at <a href="https://osf.io/kgd9b/wiki/Training/">https://osf.io/kgd9b/wiki/Training/</a> this project will also involve specialised training in best practice systematic reviewing, quantitative, and qualitative research in order to provide students with a holistic training program in health and social psychology. Students are expected to

				be available for meetings, research, and research training during business hours on Wednesdays throughout the course of the project.
<b>Dr Richard Moulding</b>	Burwood, Cloud  3 students	109. Predictors of belief in conspiracy theories	Conspiracy Theory (CT) endorsers believe in an omnipresent, malevolent, and coordinated group that wields secret influence for personal gain, and credit this group with the responsibility for many noteworthy events. Although there are numerous contemporary examples of CTs (e.g., the 9/11 terrorist attacks) we know only a little about the processes that underlie these beliefs, and the individual differences that cause only some of us to hold them. However, understanding is important, given that CTs have been demonstrated to relate to negative social engagement and health behaviours, and even with political extremism and terrorist actions. Previously, we have investigated two competing explanations for such belief - as a result of social marginalisation and a lack of agency, or due to a need-to-explain-the-unexplained – finding that the latter is more related to CT endorsement. However, previous studies have been cross-sectional and questionnaire-based; this study aims to further these studies with process-based evidence. A third student will use a novel measure of CT endorsement to examine the stability of previous findings.	Cross-sectional survey; quantitative  Availability on Wednesdays for research and research training. As outlined at <a href="https://osf.io/kgd9b/wiki/Training/">https://osf.io/kgd9b/wiki/Training/</a> this project will also involve specialised training in best practice systematic reviewing, quantitative and qualitative research in order to provide students with a holistic training program in health and social psychology. Students are expected to be available for meetings, research, and research training during business hours on Wednesdays throughout the course of the project.
<b>Dr Lisa Olive</b>	Burwood, Waterfront  2 students	110. The association of identity leadership and social identification with group fitness class attendance, enjoyment, positive affect and in-class effort	A growing body of recent research points to the way in which individuals' social identification as a member of their sport or exercise group impacts both (a) the frequency of their participation in group activities, and (b) their behaviours within group sessions. Research suggests that when people internalise their sport or exercise group memberships, such that these become an important part of 'who they are', they are more likely to participate in more group sessions, perceive these sessions more positively, and be more engaged in them). The present research will extend existing research examining the benefits of social identification and social identity leadership in physical activity settings to determine (1) the influence of individuals' group identification with their group fitness class on key exercise outcomes (e.g., effort, enjoyment, positive affect, and attendance), and (2) to determine the influence of group fitness leader's engagement in identity leadership on exercise outcomes.	Quantitative (longitudinal)