HONOURS INFORMATION SESSION - 2020

Bachelor of Health Sciences (Honours)
Bachelor of Public Health and Health Promotion (Honours)
School of Health and Social Development
1. What is Honours all about?

2. Benefits of doing Honours

3. Honours student and Employer perspectives

4. Applying for Honours and other questions

5. Hear from supervisors
A/Prof Lisa Barnett
Honours Course Leader
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My Honours experience

My research interests
I am interested in increasing children’s physical activity and preventing obesity.

Highlights in Student Supervision
Students:
- receiving a HD
- receiving Awards
- receiving Scholarships
- gaining Employment they love
- Publishing their work
- Developing their Skillsets

My experience
Supervised to completion
- 15 Honours
- 11 Masters (9 minor, 2 major)
- 5 PhD
What is Honours?

The chance to do a real life research project from beginning to end
What is Honours?

- Challenging
- Exciting
- An opportunity for personal and academic growth
- An opportunity to network and build new skills
Who are Honours students?

• Students with a weighted average mark (WAM) of at least 65+

• People who have been away from study but have workplace skills, a topic of importance, and a desire to do research and to enhance their employment prospects
Aims of Honours

• To try your hand at research

• To provide opportunities for students to expand their depth of knowledge in a chosen field of study

• To provide appropriate units of study to enable students to qualify for research candidature in a higher degree (e.g. Masters or PhD)
Course structure

8 credit points of study, Full-time (1 yr) or Part-time (2 yrs)

**HBS400**: Research Methods (T1, 2 credit points)

**HSH401**: Developing Research Skills (T1, 2 credit points)
Oral presentation (hurdle), Literature Review, Research Proposal (80%), Draft Publication (intro/methods 20%)

**HSH402**: Honours Research Project (T2, 4 credit points)
10,000-12,000 word thesis (70%), oral presentation (10%), publication draft - full article (20%)
If full-time, your primary focus needs to be your Honours studies

If part-time, you’ll need to balance work and study

Student perspective – Bec Renton
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Students will:

• Develop higher level skills in information retrieval and critical analysis

• Develop conceptual frameworks and methodological procedures for data collection, analysis and interpretation

• Produce a thesis which demonstrates evidence of research ability and written communication skills
To develop research skills

- Rigour in analysing the literature
- Rigour in planning (what, who, where, how), collecting and analysing data
- Ethics of research
- Presentation of a formal piece of work: thesis
- Ability to communicate with others about your project and its importance
- Ability to write succinctly i.e. for a publication
Workplace Skills

To develop skills that can be transferred to the workplace

- Ability to investigate, plan, carry out and report on a project
- Experience in engaging with others in the community
- Abilities in analysis and application
- Ability to communicate effectively with others
- Ability to write succinctly i.e. for a work related brief
Learning Outcomes

Draft Publication

- Students had a draft publication as an assessment task for the first time in 2018
- This means you finish the year with a draft article that you can then submit to a journal for publication

How active are rural children in Australian physical education?

LM Barnett¹, E van Beurden², A Zask¹, LO Brooks² & UC Dietrich¹

¹Health Promotion Unit, Northern Rivers Area Health Service, NSW, Australia. ²Southern Cross Institute of Health Research, Southern Cross University, NSW, Australia.


Physical education lessons offer a venue for children to accrue valuable and health-conferring time being physically active. The first Australian direct observational data are presented on activity of year 3 and 4 children during physical education. Analysis accounts for the nested nature of the data through multi level logistic regression using 13,050 records within 231 lessons within 18 randomly selected schools. Activity was analysed in relation to lesson context (focus of lesson), child gender, school year of child, teacher gender, lesson duration and start time. Children spent 38.7% of a lesson in moderate to vigorous and 12.9% in vigorous activity. Most of the lesson was spent in the context of management/instruction (37.4%), followed by games (25.0%), skill (21.4%), and fitness (14.7%). The highest level of moderate to vigorous activity was observed in the fitness lesson context (61.9%), followed by skill (46.4%), games (42.6%) and management/instruction (17.1%). Moderate to vigorous activity was significantly higher for boys than girls. There was no significant difference in moderate to vigorous activity in lessons led by male or female teachers. However, vigorous activity was significantly higher for female led lessons. Children participated in less physical activity during physical education lessons timetabled in the afternoon, compared to physical education lessons time-tabled in the morning.
How we support you

- **Library support**: use of databases and Endnote

- **Student - supervisor meetings** and feedback on your literature review, research proposal, publication

- **Student support sessions** to help with thesis writing, thinking about careers & scholarships, writing for publication, practicing oral presentations

- **Professional development** - invitations to staff/HDR student research seminars and journal club

- Small **budget** provided for research expenses

- **Writing scholarships** may be available
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Where will Honours take you?
Hafi Khan (2018)

- After submitting my Thesis, I moved to the Philippines for a public health internship at The Asian Development Bank for 3 months followed by 2 months of research clinician work in Singapore on a longitudinal eye study.

- I returned to Australia in March 2019 and started my Masters of Optometry which keeps me very busy these days.

- I strongly believe my analytical, problem-solving and critical thinking skills improved so significantly in my Honours year. I am a better student now. These skills also enabled me to prepare 2 manuscripts to be published soon.
Oriana Ruffini (2018)

https://video.deakin.edu.au/media/t/0_csb50i4i
Deakin study finds concerning gambling rates among young women

Media release
12 May 2018

New research from Deakin University has found young Australian women are significantly more likely to be problem gamblers than their older peers.

The findings from a study led by Associate Professor Samantha Thomas and colleague Simone McCarthy were based on online surveys with more than 500 women from across Victoria and New South Wales.

Their study found almost two thirds of respondents (64 per cent) had engaged in horse betting, poker machines, sports betting or casino gambling over the past 12 months, putting them on par with previous estimated rates of gambling among men.

Associate Professor Thomas, a researcher from the Centre for Population Health Research, said the results were a wake-up call.

"We've become so absorbed in protecting young men that we've taken our eye off the fact that young women are experiencing significant harm," she said.
Working in the field of health

Marie-Louise Neary, Manager Youth Mental Health
Tamra Hoare, Primary Care in Schools Officer
North Western Melbourne Primary Health Network

15 July 2018
Primary Health Networks

PHNs work to increase the **efficiency and effectiveness of medical services** for patients, particularly those at risk of poor health **outcomes**

**AND**

Improve **coordination of care** to ensure patients receive the **right care in the right place at the right time**.

Australia
31 PHNs

Victoria
6 PHNs
Victorian PHNs
North Western Melbourne

- 1,707,391 residents
- ~550 general practices
- 1000s of primary health care providers
- 12 community health services
- 12 major hospitals and 15 private overnight hospitals
- 375 pharmacies and 3 super-clinics
- 120+ mental health and alcohol and drug service providers (NGOs)
- 140+ aged care facilities
- 13 Local Government Areas
- Central Business District – 800,000 flux per day
Strategic Goals

1. Develop a person-centred health system that people can access and navigate easily
2. Improve the capacity of primary care and its integration, effectiveness and quality in a connected health system
   Increase recognition of primary care’s key role in building a better health system
3. Focus on priority health and population needs
North Western Melbourne PHN – a commissioning organisation

North Western Melbourne PHN allocates funds to address community health needs, and works in partnership with a large range of service delivery and community organisations to deliver flexible and tailored solutions to address the health needs of our communities.
Key Priority Areas

- Aboriginal and Torres Strait Islander Health
- Alcohol and Other Drugs
- Prevention and Management of Chronic Disease
- Children and Families
- Mental Health
- Priority Populations
- Suicide Prevention
Let’s hear from the team

https://www.youtube.com/watch?v=pzEuvNRSfzo
What do we look for in terms of...

...skills, knowledge and experience

- High level **written and verbal communication, interpersonal** and **negotiation skills** including an ability to use information to communicate with a range of audiences
- Demonstrated **analytical skills** with the capacity to perform data analysis
- Ability to build and maintain **stakeholder relationships**
- Understanding of **project and/or program management** methodologies
- Experience of **best-practice project, change management or quality improvement** within the health sector.
What do we look for in terms of...

...attributes and behaviours

- Professionalism
- Enthusiasm
- ‘Can do attitude’
- Can work independently as well as part of a team

- Can give and receive feedback
- Problem solving ability
- Ability to think innovatively
- Solutions focused
Tamra’s Honours Journey

- Completed honours in 2017
- Teresa Capitola and Rebecca Patrick
- Gender on the Agenda: Exploring Female Health and Wellbeing in Secondary Schools
- Qualitative retrospective study, using grounded theory
- 11 semi-unstructured interviews
- Work, study and life balance
Transition to the workforce

Honours helped me....

• Strengthen and develop skills and attributes previously outlined
  o Be self directed
  o Embrace challenge
  o Project management
  o Work life balance
• Feel more confident applying for jobs
• Build relationships and networks
• Focus my career path (health science to public health)
• Grow my interest in school health
Is honours for me?

Think about.....

• What skills and experience you are lacking
• What you would want to get out of honours
• How honours can help you grow professionally and personally
• The time commitment required
• The future opportunities it presents
Choosing a topic

Have you any ideas for a project?

Staff proposals for projects

(Booklet of proposals ready now but can be added to online until November)
Consider the supervisory team......

- Will you be happy to meet with them each week?

- If you want to improve your work related skills consider the networking opportunities and tasks

- If you want to go onto PhD consider the publication record of the supervisors

- WHERE DO YOU WANT TO BE IN A YEARS TIME??????

Topic is not everything
Next steps....

- If you think your WAM is acceptable you can start to contact supervisors from the booklet regarding a project you are interested in.

- Contact potential supervisors and arrange to talk with them as you will need to put in preferences about projects.
Apply!

Students apply via Deakin Applicant Portal BY 30TH NOVEMBER
https://applicantportal.deakin.edu.au/connect/webconnect?_ga=2.12472123.0.535665391.1502758593-372369602.1475040788

2. Email (early December) will be sent to students who have applied through the portal and whose WAM is acceptable. This will have the project preference form to complete and return with the supervisors signature to health-hsd@deakin.edu.au.

3. Students will be matched with a project and notified of their outcome before Xmas.
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Sexuality and disability

Associate Professor Patsie Frawley
Dr Amie O’Shea
Disability & Inclusion (Waterfront campus)
School of Health & Social Development

patsie.frawley@deakin.edu.au
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Our work sits around themes of:
- Gender
- Disability
- Intellectual disability
- Acquired brain injury
- Qualitative research methods
- Participatory/action research
- Sexuality
- Identity
- Violence and abuse
- LGBTQ
Please have a bite to eat and chat to potential supervisors