The School of Health is hosting our first Higher Degree by Research student seminar for 2011.

The seminar is a week long event providing research students with a supportive and responsive audience for developing their projects, showcasing their work and developing presentation skills.

It is also a venue for staff and students to share and discuss research, and contribute to the research culture of the School and the health and wellbeing theme at Charles Darwin University.

In addition to student presentations, we have an exciting program of workshops about research methodologies in health and social sciences. The week will finish with a social afternoon for research students of the Faculty of Engineering, Health, Science and the Environment.

We urge students and staff who may not be enrolled in a research degree to come along and support your peers. Your attendance and encouragement does make a difference!

WHERE AND WHEN?
Yellow building 1, level 1, room 39 with videoconference to Alice Springs campus
Teaching break week in Semester 1 (4th-8th of April 2011)

WHO SHOULD ATTEND?
Past/current research students, third year and Honours students, research-active staff, supervisors, and staff who may be interested in doing a PhD or Master by Research.
Welcome and overview of the week’s activities by the PVC-Faculty EHSE, Dr Scott Snyder, and Head of School of Health, Professor Rose McEldowney.

Morning tea will be provided.

1:00 RESEARCH STUDENT PRESENTATIONS
Venue: Yellow building 1.1.39 (theatrette)

1:15-2:00 TRANSITIONS IN NURSING: ENROLLED NURSE TO REGISTERED NURSE; THE STORY SO FAR...
Beryl McEwan, Nursing PhD

Ensuring the research design, methodology and method matches the research topic and aim is important in any study.

Using frameworks suggested by Crotty (1998) and Creswell (2007), I present an overview of how I determined that narrative inquiry is an appropriate methodology and method to explore my research topic. I outline the underpinning philosophical assumptions and theoretical perspectives, discuss how these are congruent with my beliefs about nursing practice and identify how my role as a registered nurse and an academic might impact on the research process. A brief overview of narrative inquiry and an update on my progress is also provided.

2:45-3:30 DESIGN BASED RESEARCH: A GRASS-ROOTS METHODOLOGY FOR INVESTIGATING REAL WORLD EDUCATIONAL PROBLEMS
Helen Wozniak, Health PhD

Design based research is a methodology that is increasingly being recognised as an approach for investigating complex and real world educational problems. It enables practitioners and researchers to collaborate through longer term research cycles of analysis, development, evaluation and reflection which lead to the development of design principles that can be applied beyond the local context.

This approach is particularly suited to educational research in the health sciences where student learning can be described as being situated in “authentic” settings. It can also be used to study authentic e-learning examples by capturing the essential components of the learning design to enable its transfer to new learning contexts.

This presentation will aim to demystify the design based research methodology by contrasting the approach to other methodologies such as predictive research and action or participatory research. The presenter will outline the use of this approach in their PhD project which examines the development of an online orientation resource for health science students studying in both distance and blended learning situations.

3:30-4:15 IS PEER ASSESSMENT OF ASYNCHRONOUS GROUP DISCUSSIONS FOSTERING SKILLS RELEVANT TO OUR FUTURE GRADUATES?
Stephane Bouchoucha, Staff presentation

The increasing use of peer assessment in higher education institutions, as well as its benefits in terms of students’ learning is well documented. Distance education can be fraught with challenges, but creating a community of practice has been proven to increase student engagement and learning. This paper reports on the implementation of peer assessment of online asynchronous group discussions to foster a community of practice and equip future graduates with lifelong skills relevant to their chosen professional path. Through careful preparation of students, the implementation of the peer assessment process proved beneficial.

This paper describes the analysis performed to establish the validity and reliability of the peer assessment process in the context of a 3rd year unit of study of the bachelor of nursing at Charles Darwin University.
Research Student Seminar Program
Tuesday 5th April 2011

9:00 QUALITATIVE RESEARCH METHODS
Venue: Yellow building 1.1.39 (theatrette)

Presenter: Prof Rose McEldowney

A session about ensuring rigour and reliability in qualitative research: rethinking methods to address research questions in health and social sciences.

1:00 RESEARCH STUDENT PRESENTATIONS
Venue: Yellow building 1.1.39 (theatrette)

1:15-2:00 GAMBLING: THE MONEY OR “YOUR LIFE”? 
Malcolm Flack, Psychology PhD

Recent research indicates a diverse range of motivations may be important in explaining problem gambling. However, the role of specific motivations in gambling behaviour and problem gambling are not well understood. Thus, the objective of the current study was to examine the association between a range of gambling beliefs and gambling behaviours.

A sample of 2,033 respondents were drawn from the general community and completed a questionnaire concerning their gambling beliefs and gambling behaviours.

Of equal interest was the finding that the chance to win money did not make an independent contribution to the prediction of time spent gambling or difficulties with gambling.

Taken together, the results underscore the importance of considering a range of motivational influences on gambling behaviour. Moreover, the emotional aspects associated with gambling appear to play a prominent role in sustained gambling behaviour.

2:00-2:45 ARE CHILD HEALTH NURSES IN DARWIN AN UNTAPPED RESOURCE IN THE MITIGATION OF CHILD ABUSE?
Marie Land, Nursing PhD

Qualitative Case Study methodology was used to explore the views of leaders in child health and child protection regarding the ability of child health nurses in Darwin to actively safeguard children. A purposive sample of 3 child health leaders and 5 child protection leaders was recruited. Data were collected through semi-structured interviews. Thematic analysis of the data uncovered barriers to child health nurses in provision of early intervention strategies, within a collaborative framework, to assist vulnerable families. Organizational culture, role confusion and overload and lack of professional development opportunities were identified as issues that interfered with the development of inter-professional collaborative practices.

Document analysis of government and departmental reports supported the assumption in this study that targeted family support services have the potential to lessen the number of child protection reports. Some of these reports also acknowledge the benefits of professional collaboration in services to assist vulnerable families. Few of the documents, however, explicitly mention the role of the child health nurse in delivering family support services within a collaborative framework.

2:45-3:30 IMPROVING PROCESSES OF CARE DELIVERY - IMPLEMENTATION OF THE DARWIN MIDWIFERY GROUP PRACTICE
Cath Farrington, Midwifery PhD

Many Northern Territory reports document Aboriginal women’s dissatisfaction with maternity services. In Darwin attempts to improve the processes of care delivery to remote dwelling Aboriginal women coming to Darwin for maternity services have led to the establishment of an innovative Midwifery group Practice (MGP).

This presentation provides an outline of the introduction of the MGP. The objective is to; explore the concepts of continuity of care and caseload midwifery, outline challenges and chances to setting up the MGP, describe the model and the objectives of this intervention for women and infants and the health system and highlight issues arising with the implementation of a new model and how evaluation informs the ongoing development of the model.

3:30-4:15 PREDICTORS OF DEPRESSION IN OLDER HUSBAND CARERS
Associate Professor Peter Brown

This presentation will highlight that a group of 71 older husband experienced some degree of depression related to caregiving. Predictors of depression were the type of coping strategies used, changes in husbands’ emotional status related to providing care, personality traits and ease of contact with relatives and friends.
Research Student Seminar Program

Wednesday 6th April and Thursday 7th April 2011

WEDNESDAY

10:00 SUPERVISORS’ WORKSHOP
Venue: Yellow building 1.1.20 (Yellow 1 level 1 conference room)

A workshop for staff within the School of Health to allocate supervision for research students and discuss professional development of new supervisors.

Morning tea will be provided.

1:00 CROSS CULTURAL RESEARCH WORKSHOP
Venue: Yellow building 1.1.39 (theatre)

Presenters: Dr Anne Lowell & community-based researchers and interpreters (TBA)

Collaborating across cultures: Yolngu and Balanda researching together. A workshop about:

• community-driven research: initiating and conducting research within the community,
• the consultation process,
• the importance and role of Indigenous co-researchers,
• appropriate recognition and payment of Indigenous researchers,
• communication methods.

THURSDAY

9:00 PUBLICATIONS MASTER CLASS
Venue: Yellow building 1.1.39 (theatre)

Presenters: Professors Rose McEldowney and Sandra Dunn

A workshop for students and staff: why publish, where to begin and how to develop a plan.

This session is designed to complement the Research Office publication writing retreat in May.

Morning tea will be provided.

1:00 GETTING A HIGHER DEGREE BY RESEARCH
Venue: Yellow building 1.1.39 (theatre)

Presenter: Julie Hercelinskyj

A light-hearted look at getting a PhD - why bother, how to get started and staying sane - from people who have been there and survived.

Recommended for students and staff who may be considering a PhD or Master by research or just want to learn more about research degrees.
Research Student Seminar Program  
Friday 8th April 2011

9:00 FREQUENTLY ASKED QUESTIONS PANEL  
Venue: Yellow building 1.1.39  
(theatrette)

A workshop for staff within the School of Health to allocate supervision for research students and discuss professional development of new supervisors.

Morning tea will be provided.

10:00 WRAP UP AND EVALUATION OF SEMINAR  
Venue: Yellow building 1.1.39  
(theatrette)

An opportunity for students and staff to provide feedback about the seminar to inform the next School of Health student seminar in September.

2:30 ORIENTATION / SOCIAL AFTERNOON FOR FACULTY RESEARCH STUDENTS  
Venue: Yellow building 1.1.39  
(theatrette)

An informal meet-and-greet with fellow students and your support team within the Faculty of Engineering, Health, Science and the Environment.

Food and drinks provided.
<table>
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<tr>
<th>Time</th>
<th>Monday 4th April</th>
<th>Tuesday 5th April</th>
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<td>8:00am</td>
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| 9:00am     |  | Qualitative Research Methods  
Venue: Yellow 1.1.39  
'Rigour and reliability in qualitative research: rethinking methods to address research questions in health and social sciences'  
Presenter: Prof Rose McEldowney | Supervisors' workshop  
Venue: Yellow 1.1.39  
Allocation of supervision and professional development of new supervisors  
Morning tea will be provided |  | Publication Master Class  
Venue: Yellow 1.1.39  
'Why publish, where to begin, and how to develop a plan'  
This session complements the Research Office publication writing retreat in May.  
Presenters: Profs Rose McEldowney and Sandra Dunn | FAQ Panel  
Venue: Yellow 1.1.39  
Ask your supervisors and peers |
| 10:00am    | Welcome and Overview  
Venue: Yellow 1.1.39  
* Dean – Dr. Scott Snyder  
* Head of School – Prof Rose McEldowney |  |  |  | Wrap up and evaluation of seminar  
Venue: Yellow 1.1.39  
Opportunity for students to provide feedback about the student seminar. What sessions should be offered next time? |
| 11:00am    | Breakfast will be provided | Break  
-OR-  
Chance to meet with supervisors individually |  |  |  |
| 12:00pm    | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:00pm     | HDR student presentations  
Venue: Yellow 1.1.39  
1:15-2:00 Beryl McEwan  
Nursing PhD | HDR Student Presentations  
Venue: Yellow 1.1.39  
1:15-2:00 Malcolm Flack  
Psychology PhD  
2:00-2:45 Marie Land  
Nursing PhD | Cross-Cultural Research Workshop  
Venue: Yellow 1.1.39  
'Communication, control and collaboration'  
Presenters: Dr Anne Lowell & community-based researchers and interpreters (TBA) | Getting a Higher Degree by Research  
Venue: Yellow 1.1.39  
'Getting a HDR: Why bother - what's in it for you? How to get started and staying sane.'  
Presenter: Julie Hercelinskyj | Break  
-OR-  
Chance to meet with supervisors individually |
| 2:00pm     |  |  |  | Orientation / Social Afternoon  
Venue: Yellow 1.1.39 (2:30pm)  
Informal meet-and-greet with fellow students and your support team within the Faculty  
* Heads of School  
* Faculty Postgraduate Support Team  
* School & Faculty Administrative Team  
Food and drinks provided |  |  |
| 3:00pm     |  |  |  |  |  |
| 4:00pm     |  |  |  |  |  |
| 5:00pm     |  |  |  |  |  |