

# Research News

## Dean of Research

Dear all,

Hope you all are well. It was a delight for me to attend two graduation ceremonies for our college on 17<sup>th</sup> April and see our students graduate. I would like to thank those who attended and would encourage many more of you to be part of graduation celebrations, it's such a delightful occasion.

**1) Celebrating Achievements:** Congratulations to Associate Professor Amy Hamilton who is a CI on a HERDSA grant led by Dr Katie Burke USQ for the project *Understanding the characteristics of authentic art assessments in Initial Teacher Education*, and to Professor Shane Pill who secured funding from Tennis Australia for a *Teen Team Tennis Evaluation*.

**2) Expression of Interest (EOI) for Strategic Research Support:** I am excited to announce the winners of strategic research support within our college: Professor Murray Drummond, Dr Ben Lohmeyer, Professor Shane Pill and Professor Emma Thomas. We will do another EOI later this year so keep an eye out for that too to put in your ambitious research aspirations.

**3) FIMWell lecture:** Associate Professor Dan King did a splendid job of sharing his research funded by Flinders Foundation and was an excellent evening. Thanks to the entire FIMWell team for putting this brilliant evening together especially Kirsty, Reg and Tim.

**4) Research Excellence Framework and College wide support:** The lead and deputy leads are working on this to finalise the roadmap and various activities they will be planning for college wide approach. Stay tuned for updates on the exciting activities planned for this year especially for capacity building and industry/enterprise which will be out very soon.



Best wishes

Raj

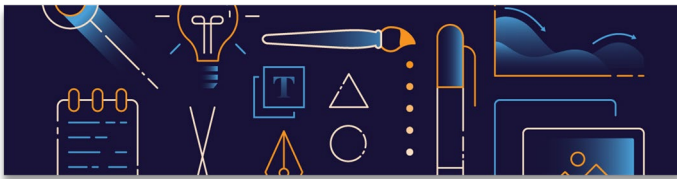


### **HERDSA Grant**

**Associate Professor Amy Hamilton** is part of an HERDSA Grant for the project *Understanding the characteristics of authentic art assessments in Initial Teacher Education*. The project is led by Dr Katie Burke USQ, together with Dr Sian Chapman Murdoch University, Dr David Roy Newcastle University, and Glenda Hobdell, CQU. **\$5,500**.

### **Tennis Australia**

**Professor Shane Pill** was awarded **\$46,530** in contract research from Tennis Australia for *Teen Team Tennis Evaluation*.



## **Presentations**

Carey, I., Prichard, I., & Kemps, E. (2024, April). *Music is associated with improved mood from physical activity*. Australasian Experimental Psychology Conference, Adelaide, Australia.

Johnson, C., (2024, April). Presentation titled *Mindfulness in adolescence – is it the right time?* Symposium titled *Psychological interventions in schools – do we need to be more mindful?* at the Society for Research on Adolescence, Chicago (via Zoom). Co-presenters: Randy Semple (University of Southern California), Amanda Taylor (University of Adelaide), Julia Dray (University of Newcastle).

Pill, S. (2024, April). Keynote and workshop. AFL Gather Round Schools Forum, *Sequencing Australian Football (AFL) in physical education as play with purpose*.

Pill, S. (2024, April). Keynote and workshop. ACHPER(SA) State Health and Physical Education Conference. *Linking Health Education and Physical Education Through Sport*.

Thomas, E.F. (April 2024). *“Progress is the realisation of utopias”*: *How imagining the future shapes action to change the world in the present*. Invited Speaker, 20th Anniversary Autumn Workshop ‘Social Change in an Uncertain World’, Australian National University.

Thomas, E.F (March 2024). Embracing complexity: Conceptualising and modelling information and influence in a post-truth world. Keynote Address, Information & Influence Symposium, Emerging Disruptive Technology Assessment (EDTAS) Symposium, Defence, Science & Technology Group. EDTAS brings together a diverse range of experts across academia, industry and Defence for in-depth exploration of emerging technologies and trends. It aims to identify key challenges and opportunities for Australia and to help shape future strategy, policy and programs for Defence and national security.

Wadham, B. (2024, March). Presentation titled *Identity wounds: Sexual assault in the Australian Defence Force*, at the Considerations of Identity Factors in Experiences of, and Research Related to, Military Sexual Assault and Military Sexual Misconduct conference: Trauma and Recovery Research Unit - Department of Psychiatry and Behavioural Neurosciences at McMaster University, Canada.



## Book

Wadham, B., & Connor, J. (2024). *Warrior soldier brigand: Institutional abuse within the Australian Defence Force*. Melbourne University Press.

## Refereed Journal Articles

Cantley, L. (2024). Indigenous data sovereignty: What can yarning teach us? *Australian Social Work*, 1–12. <https://doi.org/10.1080/0312407X.2024.2328169>

Duan, S., Bissaker, K. & Xu, Z. Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. *Educational Psychology Review*, 36(43). <https://doi.org/10.1007/s10648-024-09881-2>

Granfield, P., Kemps, E., & Prichard, I. (2024). A pre-post evaluation of the Embrace Kids film on children's and adults' body image and self-compassion. *Body Image*, 49, 101700. <https://doi.org/10.1016/j.bodyim.2024.101700>

Kay, E., Kemps, E., Prichard, I., & Tiggemann, M. (2024). Effectiveness of visual nudges for encouraging healthier beverage choices from vending machines. *Health Promotion Journal of Australia*. DOI: 10.1002/hpja.856

Lawn, S., Waddell, E., Roberts, L., Rioseco, P., Beks, T., Sharp, T., McNeill, L., Everitt, D., Bowes, L., Mordaunt, D., Tarrant, A., Van Hooff, M., Lane, J., & Wadham, B. (2024). No women's land: Australian women veterans' experiences of the culture of military service and transition. *International Journal of Environmental Research and Public Health*, 21(4), 479. <https://doi.org/10.3390/ijerph21040479>

McLaren, H., Patmisari, E., Jones, M., Teekens, K. & Brunes, H. (2024). Keeping siblings meaningfully connected via the Mockingbird Family: Finding ways to improve stability in children and young people's lives. *Australian Journal of Social Work*, <https://doi.org/10.1080/0312407X.2024.2347618>

Resick, P.A., LoSavio, S.T., Monson, C., Kaysen, D.L., Wachen, J.S., Galovski, T., Wiltsey-Stirman, S., Nixon, R.D.V., & Chard, K. (2024). Invited article - state of the science of cognitive processing therapy. *Behavior Therapy*. <https://doi.org/10.1016/j.beth.2024.04.003>

Riggs, D.W., Taylor, N., Fraser, H., & Peel, E. (2024). Exploring the contribution of human-animal attachment and interactions to human wellbeing: A three-country study. *International Journal of Wellbeing*, 14(1). <https://doi.org/10.5502/ijw.v14i1.3005>

Santos, F., Ferreira, M., Dias, L., Elliott, S.K., Milan, F. J., Millstedt, M., & Knight, C.J. (2024). A scoping review of coach-parent interactions and relationships across youth sport settings. *International Review of Sport and Exercise Psychology*. Doi: 10.1080/1750984X.2024.2332986

Siddiquee, N. A., Hamiduzzaman, M., McLaren, H., & Patmisari, E. (2024). Older women's experience with COVID-19 pandemic: A study of risk perception and coping among culturally and linguistically diverse population in South Australia. *PloS one*, 19(3), e0301366. <https://doi.org/10.1371/journal.pone.0301366>

Stuart, N., Manners, J., Kemps, E., Nguyen, D.P., Lechat, B., Catcheside, P., & Scott, H. (2024). Tripolar concentric ring electrodes for capturing localised electroencephalography signals during sleep. *Journal of Sleep Research*, e14203. <https://doi.org/10.1111/jsr.14203>

Windsor, T.D., Wilton-Harding, B., & Sabatini, S. (2024). Daily dynamics of awareness of aging and basic psychological need satisfaction and frustration in middle and older adulthood. *The Journals of Gerontology: Series B*, 79 (4). [Doi: 10.1093/geronb/gbae010](https://doi.org/10.1093/geronb/gbae010)



### Annual Institute Lecture

The Annual Lecture for Flinders University Institute for Mental Health and Wellbeing brought together over 60 researchers, educators, advocates and parent to discuss the effect the ban on mobile phones is having on the wellbeing of students across South Australia.



Titled *Phones off while schools in: Evaluating the SA Mobile Phone Ban in Secondary School*, Institute researcher Associate Professor Daniel King discussed the findings of his study, the first of its kind in Australia, to investigate the mobile phone ban in SA secondary schools. Dan's research evaluated the potential effects of the SA phone ban on students' academic engagement, emotional wellbeing, peer interactions, and school connectedness.

You can watch Dan's talk [here](#) and read more about the lecture [here](#).

An engaging discussion followed covering areas such as managing wellbeing in schools, educating students about the safe use of technology and how students used other forms of technology in their learning. The panel also discussed how well students complied with the ban and the challenges that resulted.



Thanks to panel members from the Australian Science and Mathematics School, Blackwood High School, Unley High School as well as to the Mental Health Commissioner for South Australia, Taimi Allan, for providing such an engaging and thought provoking discussion. Our thanks to John Mannion, CEO of Breakthrough Mental Health Research Foundation for facilitating the session and to everyone who came along!

This research was supported by a Flinders Foundation Health Seed Grant.

# Social Work Innovation Research Living Space



## Spotlight

### Anglicare Framework Launch

On 3 April 2024, SWIRLS members Dr Carmela Bastian, Dr Kate Seymour (with the apologies of Tessa Cunningham who worked on the project as Research Assistant) joined Professor Sarah Wendt and members of Anglicare SA for the launch of the *Children, Youth and Families Practice Framework*, the result of a great collaborative partnership between Anglicare SA and SWIRLS over the course of the last three years. Dr Carmela Bastian gives us an insight on the project:

#### What prompted the creation of the Practice Framework?

Child, Youth and Families commissioned SWIRLS to work with them to develop a Practice Framework. The Practice Framework was to provide practitioners, service users, and other organisations with a shared understanding of values, theories and knowledge that informs practice with children, young people, families and carers. It provides a clear definition of what service delivery should look like. The purpose of the Practice Framework was to clearly articulate practice expectations, develop a shared identity and shared understandings across the portfolio informing practice with children, young people, their families and carers.

#### How was the Practice Framework developed?

The Practice Framework was a collaborative effort with the leadership team, and practitioners who work with children, young people, families and carers. This document is the coming together of the many conversations with staff asking them to think deeply and reflect on what informs their practice and what they do on a day-to-day basis. It was a process predominantly informed by practice wisdom, experience, commitment, and the dedication in working with children and families. “We spent time and listened to people of different ages, from diverse cultures, diversity in lived experiences about what is important in practice for them and translated this into the Practice Framework”. The Practice Framework was also inclusive of the lived experiences of young people who transitioned from care, foster carers and parents who had received services or were receiving services from the Children, Youth and Families.

“In particular, we had the privilege of sitting with and listening deeply to Aboriginal practitioners who work with children and families who reinforced that being culturally responsive means that practice must be informed by cultural safety, wellbeing, and connection, culture and belonging”.

#### What impact will the Practice Framework have?

The Practice Framework sets out practice standards to strengthen the quality of works across the Children, Youth and Families portfolio and its service delivery programs. The Practice Framework ensures a child-centred, culturally responsive, trauma responsive and strengths-based practice. Finally, the Practice Framework provides a shared identity across Children, Youth and Families, which in turns improves cultural safety, increasing accountability and improving capacity to report on outcomes.



## Community and Professional Service

Dr. Carmela Bastian, a Senior Lecturer in Social Work and member of SWIRLS, has been appointed on the inaugural board of the Social Work Registration Scheme. South Australia's Social Workers Registration Scheme – the first in Australia – will officially commence in 2025 with the goal of developing professional standards in South Australia and helping build momentum toward national registration for social workers. Dr Bastian has also been appointed as the Presiding Member (Chair of the Board) by the Minister for Child Protection. This is an exciting opportunity and a great privilege to contribute to the leadership of social work registration in South Australia and work closely with the other board members and the Director of Social Work Registration.

## Publications

Lohmeyer, B. (2024, Mar 7). Informal education, school bullying and 'public executions': Young people's experiences of the hierarchical nature of relationships in school. British Educational Research Association (BERA).

Natalier, K., Wendt, S., & Goudie, S. (2024). Young women's experiences of violence and homelessness. *Violence Against Women*. doi: 10.1177/10778012241243053

## Presentations

On 21st March, SA Youth Forum visited Flinders University to present their latest annual report, presenting the key issues impacting young people in South Australia. The South Australian Youth Forum, inaugurated in late 2021 by Amber Brock-Fabel at the age of 17, provides an authentic platform and community led by young people for young people aged 14 to 18. Constructed with the primary intent of allowing young voices a presence in decision-making processes, the Forum aims to bridge the gap between the youth demographic and those in positions of decision-making.



*This newly introduced section features news of engagement with industry in the form of invited presentations, workshops, professional development, and other activities.*

- Pill, S. (2024, April). Interview with Dr Will Vickery: ASC Senior Advisor, Coaching and Officiating - for the Australian Sports Commission Coaching Podcast

## IN THE CONVERSATION

Hill, E.J. & Woodyatt, L. (2024). "No, getting your boyfriend to peel an orange won't prove his loyalty. Why TikTok relationship 'tests' are useless". [The Conversation](#), 18 April 2024.

# SHAPE

SPORT, HEALTH, ACTIVITY, PERFORMANCE & EXERCISE

## Research update

### Publications

Santos, F., Ferreira, M., Dias, L., Elliott, S. K., Milan, F. J., Milistetd, M., & Knight, C. J. (2024). A scoping review of coach-parent interactions and relationships across youth sport settings. *International Review of Sport and Exercise Psychology*, 1-24.

### HDR News

Over the AFL Gather Round weekend, the South Australian National Football League (SANFL) and SHAPE Research at Flinders University proudly announced Mr. Glen Fernandes as the recipient of the esteemed SANFL Industry PhD Scholarship. This collaborative effort aims to delve into the sociocultural impact and lasting legacy of AFL Gather Round on South Australian communities. Recruited from an international search, Mr. Fernandes will lead this groundbreaking research project, supervised by a distinguished team of experts including Associate Professor Sam Elliott, Dr. Laura Edney, and Professor Murray Drummond from Flinders University, along with Jessica Wainwright from the SANFL, for the next 3.5 years.

Mr. Fernandes background perfectly places him to hit the ground running on this project. He has excellent quantitative research experience as a psychological science graduate, qualitative skills from his Honours research year, in which he received First Class, and has experience working at the Australian Bureau of Statistics.



### In the media

## Uni to study benefits of sports events to community

**Rebecca Whitfield-Baker**

Flinders University is partnering with the SANFL to investigate the long-term social and cultural benefit and lasting legacy events such as Gather Round brings to South Australia, in a new three-year study.

It will also help identify sporting infrastructure needs across regional SA.

SANFL football executive

general manager Matt Duldig said results of the study would help "inform game development initiatives, widen Aussie rules participation programs and help in strategic planning, including future bids for infrastructure investment to accommodate the anticipated growth in regional centres".

"This major event supports the SANFL's commitment to community engagement, and aligns seamlessly with the

SANFL's vision to connect communities through the love of footy," he said. "This already is reflected in other SANFL community initiatives during the Gather Round, such as the Community Footy Roadshow visiting more than 30 regional towns, free clinics at SANFL clubs, a SANFL Juniors season launch and coaching development workshops which have involved and helped thousands of South Australians."

New Flinders-SANFL PhD candidate Glen Fernandes, from the Sport, Health, Activity, Performance and Exercise (SHAPE) research initiative at Flinders University, will lead the work which will include liaising with industry and community groups.

"Sport is inclusive and has a unique ability to unite communities across various demographic and social backgrounds ... I have a passion for

sports in all forms at every level," said the psychological sciences graduate, who also has first-class honours in sport health and physical activity.

"We understand the enriching effect on our communities so I am excited to examine the socio-cultural effects of the Gather Round by using the 'social return on investment' as a means of assessing its impact and long-term legacy," Mr Fernandes said.

### Visiting Scholar Presentation

## Informal sport - Opportunities and challenges for sport and education

Seminar with Professor Dawn Penney, ECU Vice-Chancellor's Professorial Research Fellow

Wednesday 29 May 2024, 10 – 11:30 AM | Alere Function Centre

To register please click [here](#).

Professor Dawn Penney is a leading figure in Health and Physical Education research nationally and internationally. Dawn has worked with government agencies, curriculum authorities, schools and sport organisations in collaborative research and evaluation projects addressing policy and curriculum development in health and physical education, and the provision of physical activity and sport for young people. Much of Dawn's research explores issues of equity and inclusion in education and sport and ultimately, seeks to enhance learning and participation opportunities for all young people.

Professor Penney will meet with Education staff at 1pm for a discussion on assessment.



# SHAPE



## Spotlight: Dr Dylan Hicks

### When did you come to Flinders and what is your current role?

I started at Flinders in January of this year coming into a new role as Lecturer (Teaching/Research) in *Active Communities and Social Impact*. Prior to this (2017-19), I had worked as a casual academic in the College of Nursing & Health Sciences teaching undergraduate topics in the foundation years of the Exercise Science degree with Prof. Claire Drummond.

### Can you briefly describe the work/research journey that took you to this point in your career?

I completed a BEd at Flinders University in 2003, majoring in Physical Education, and then began teaching full time in 2004 at Cabra College. Following this I moved to St Michael's College (14 years) and then more recently Cardijn College (4 years), where I held the positions of Head of Health and Physical Education. During this time, I also completed a MSc in Exercise Science with a major in Strength & Conditioning at Edith Cowan University. Following this, I had always been involved in sprinting and sprint coaching which led me to pursuing a PhD in sports biomechanics, with a specific focus on using field based force-velocity profiling methods to enhance jump and sprint performance in individual and team sport athletes. I really enjoy teaching and thought moving to the tertiary level would provide a new challenge for me.

### What is your favourite part of being a lecturer/researcher and what is the hardest part of being a lecturer/ researcher?

I have only been in this role for just over 3 months. I guess the hardest part of any new role is the onboarding and learning all the tips and tricks of the University. All the academic and professional staff have been so welcoming however and it has made my transition into the role really smooth. Favourite part: Getting immersed in content which I'm passionate about and trying to deliver an innovative and contemporary educational experience for the students. Hardest part: I imagine this will be balancing my dual role of teaching while also undertaking research.

### What is something you are most proud of?

I think what I am most proud of is setting myself a goal of completing a PhD, and doing it! I started my PhD part-time in 2018, while still teaching high school PE part-time, and then through changing roles, went back to full time teaching in 2020, while still in the middle of my studies. On top of that, I had three young children (all under 5yo at that time), COVID-19 was upon us which affected two of my studies, plus trying to just manage everyday life. My wife, Amy, was my biggest supporter during this time, and I really can't thank her enough.

### What are your future ambitions in terms of research/teaching?

My ambitions include aiming to provide a meaningful, student-centred learning experience for students in *Active Communities and Social Impact*, while also pursuing research in the area of sport, health, and physical performance.

### You are an elite level sprint coach: can you tell us what is happening in that space and how it crossed over into your work at Flinders University?

Yes, I've been a sprint coach for the past 10 years mainly working with state and national level athletes, however this past season I have also worked with two athletes who have represented Australia; one ran the 200m at the 2023 World Championships in Budapest, and another who will compete in 4x400m at the upcoming 2024 World Relays in the Bahamas. The research from my PhD provided me the opportunity to investigate mechanical characteristics of high level sprint athletes, specifically examining force, velocity and power, which once quantified can inform training related interventions. I have used this framework across the past two seasons to help guide their training programmes.

### How do you like to relax or spend your spare time?

During my spare time I am usually watching my kids play basketball, going for a run, coaching athletes, or hanging out with my family.



# Colloquium

Psychology Research Colloquium Series, S1, 2024  
SSS Lecture Theatre 149, 2-3pm

Date	Name
May 2	Psychology discipline meeting
May 9	<b>Dr Isabella Bower</b> <i>Using neuroscience to understand how building design shapes our behavioural brain, and body responses</i>
May 16	<b>Breakthrough- Órama Seed Grant Project Outcome Series</b> Dr Ryan Balzan <i>Improving outcomes for older adults with depression. Evaluation of the Metacognitive Training (MCT-Silver) program in an Australian community sample</i> Professor Melanie Takarangi <i>How to mitigate the impact of viewing distressing Instagram content</i>
May 23	Psychology discipline meeting
May 30	<b>Eli Kolovos</b> <i>Does what you prioritise for wellbeing matter? Examining relationships between wellbeing priorities, behaviour and wellbeing outcomes</i> <b>Zilu Zhang</b> <i>The effects of insomnia and aging on emotion processing</i>
June 6	TBC
June 13	<b>Professor Tracey Wade</b> <i>Revolutionising early intervention outcomes for people with eating disorders</i>
June 20	Psychology discipline meeting
27 June	TBC

## Infrastructure Levy 35% as of 1 March 2024

Please note that there has been an amendment to the standard minimum infrastructure levy charge from **25% to 35%**, effective 1 March 2024.

Processes for implementing the change for all new projects created that commenced after 1 March 2024:

- The [Cost Recovery and Pricing Policy and Guidelines](#) will be updated and published in the Policy Library to reflect the change in the infrastructure levy.
- The Financial Systems Team have implemented the finance system change.
- Consequential amendments have been made or will be made to related forms e.g. Non-Research Certification Form; Research Certification Form/Research Now and Outside Professional Activities Application Form (and any) related policy, guidelines, and forms to reflect the change.
- The change in infrastructure levy will be applied to new projects created from 1 March going forward and not applied retrospectively.

Vice-President and Executive Deans (or delegates – e.g., Deans of Research) have the authority to vary the 35% infrastructure levy (i.e., increasing, lowering, or waiving the levy) as deemed appropriate noting an increase in the levy can only take place if it is deemed to be commercially appropriate and commensurate with market conditions.

The infrastructure levy forms part of the overall budget of the respective College, enabling Colleges to provide ongoing support and re-invest in areas to ensure further research success.



**22 April 2024.** 6PR; ABC Radio Adelaide. Interview with Sarah Crossman (PhD Candidate, Education) on how modified sports could keep adults playing longer.

**20 April 2024.** The Advertiser. *Auskick for adults? Researchers say modified sport could be key to getting more adults playing.* Features Sarah Crossman's (PhD Candidate, Education) comments: "Our research showed work and family commitments were stopping many from getting involved in sport with finances and limited free time also reported as major constraints. The fix could be modified programs."

**18 April 2024.** The Conversation; 1News; associated media. *No, getting your boyfriend to peel an orange won't prove his loyalty. Why TikTok relationship 'tests' are useless,* by Edith Hill and Professor Lydia Woodyatt.

**17 April 2024.** ABC Southern Queensland, and associated radio. Interview with Dr Tahlia Hart on the dangers to young people if they are accessing dating websites.

**14 April 2024.** The Guardian; SwiftTelecast. *You can make more meaningful relationships: How does friendship change in older age,* featuring Professor Tim Windsor's comment: "They're more concerned with goals that will support the quality of their life ... now," he says. "And focusing more on the people who are close to [them]."

**March 2024.** Think Act Be, Podcast, Ep. 224, with Seth J. Gillihan PhD. Professor Tim Windsor was the guest commenting on *How to have the best possible second half of life*, including challenges and opportunities that come with an aging population, emotion regulation in older age, average increases in mindfulness with older age, coping with accommodation or assimilation, amongst other topics.

**9 November 2023.** Education Daily. *State government offer fails to impress striking SA public school teachers.* Features comments by Dr Loretta Freeman-Bowles: "Families worried about the impact of today's strike action will no doubt be reassured that 'exam processes will be followed, as previously planned' and says that, although strike action is not the only possible strategy, it does 'raise the profile of the issues and concerns'."



## Calling all footy fans...FREE tickets for Flinders precinct staff!

Join Flinders Foundation for an unforgettable day at the South Adelaide Football Club Charity Round!

**Date:** Sunday 5th May

**Location:** Flinders University Stadium, 1 Lovelock Drive, Noarlunga Downs

**Time:** Reserves match 11:20am, league match 2:10pm

**Exclusive offer:** SAFC is pleased to offer FREE entry to all staff from SALHN (FMC, Repat, Noarlunga) and Flinders University, along with their families, upon presentation of your staff ID card.

As partners with the Flinders Foundation, South Adelaide Football Club is dedicated to making a positive impact on the lives of those in the community. Come along to enjoy a day of thrilling football action while contributing to vital medical research and patient care at Flinders Medical Centre.

So, mark your calendars, gather your friends and family, and come along for a day of excitement and community spirit.

For more information, contact Kimberley at Flinders Foundation on 8204 5216 or

[kskrypek@flindersfoundation.org.au](mailto:kskrypek@flindersfoundation.org.au)

Let's roar with pride and support at the Panthers' and Flinders Foundation Charity Round!

[flindersfoundation.org.au/panthers](http://flindersfoundation.org.au/panthers)

# Flinders University Library News



## ORCID

One of the goals in the University's Research Support Plan is to ensure that key data including [ORCID](#) is recorded in ResearchNow. ORCID provides a persistent digital identifier (an ORCID iD) that you own and control, and that distinguishes you from every other researcher. You can connect your id with your professional information including affiliations, grants, publications, and more, by adding the ID in your ResearchNow 'Edit Profile' mode. You can use your id to share information with other systems, including the ARC's RMS ensuring you get recognition for all your contributions, saving you time and hassle, and reducing the risk of errors.

## ResearchNow Profiles

As Flinders continues its efforts to enhance the quality of research and raise our profile, ResearchNow has a significant role to play as the primary platform for showcasing Flinders research endeavours, projects, and contributions. A thoughtfully curated research profile is crucial, as it not only showcases your research expertise, but it can also open doors to new opportunities, collaborations, and career advancement in your chosen field.

A [Style Guide](#) has been developed detailing what content is most appropriate for each of the fields. In addition, instructions on how to update profiles have been improved on the [ResearchNow webpages](#), and an [instructional video](#) has been created for those who are more visual and appreciate someone walking them through the finer points.

## New fields in ResearchNow

New free-text fields have been introduced to allow researchers the option to provide a more in-depth overview of their research:

- **Career Highlights** - showcase key accomplishments and milestones including awards and significant press/media coverage.
- **Team Members** - introduce research teams, including members, roles, and ongoing projects.
- **Research Collaboration** - detail any collaborative efforts, partners, and significant collaborative projects.

## Claiming outputs

Recent enhancements, such as a new outputs form and automated emails alerting you when a new output is available to claim, have made claiming outputs easier and more straightforward. Validation of research outputs has also been streamlined making this process quicker for the library. Supporting [ResearchNow web pages](#) have been refreshed, linking to resources, including a Claiming Research Outputs Fact Sheet, Frequently Asked Questions and Quick Reference Guides (QRGs).

The Research Engagement Team can help you with all profile and publication questions via the following options:

- Pitch Perfect Workshops held every two months please check [iEnrol](#) for dates.
- Library staff in your College (drop-ins) – check with your College Admin Support for days and times.
- Library Research Query via Service One.
- Library staff would be delighted to come and speak with research groups and take small groups through the Pitch Perfect profile workshop.

# Higher Degree by Research News



## HDR Students Welcome Event Thursday 9<sup>th</sup> May, the Tav

The HDR Students Welcome Event will be held on Thursday 9<sup>th</sup> May from 4.00pm for a 4.15pm start and held in the Tav. All HDR Students and Supervisors are welcome. You will need to register your attendance and you can do this via the QR code on the flyer you received in the invitation email sent on Monday 22<sup>nd</sup> April, or by following this link:

<https://www.eventbrite.com/e/884702538107?aff=oddtcreator>

### But wait...there's more!

Enrol in the HDR Flo/Canvas page before the welcome event and go in the draw to win a **\$75 gift card voucher**. Follow this link to enrol: <https://canvas.flinders.edu.au/enroll/LHX6G8>

We look forward to welcoming new, and all 'old' students!

### HDR Coordinators' contact details

Associate Professor Dan King: [dan.king@flinders.edu.au](mailto:dan.king@flinders.edu.au)

Dr Ben Lohmeyer: [ben.lohmeyer@flinders.edu.au](mailto:ben.lohmeyer@flinders.edu.au)

### HDR Student Committee

The HDR Student Committee for 2024 has held its first monthly meeting and comprises of the HDR Coordinators (Dan and Ben) and- at this stage- two HDR students: Emily Haines (Psychology) and Yeling Shen (Education). We are keen for the committee to have some more members, so if you are interested in joining, please feel free to contact us.

Education: [yeling.shen@flinders.edu.au](mailto:yeling.shen@flinders.edu.au)

Psychology: [emily.haines@flinders.edu.au](mailto:emily.haines@flinders.edu.au)

Twitter: <https://twitter.com/EPSTWHDR>

### HDR Conference 2024: SAVE THE DATE

The 2024 HDR Conference will be held on **Monday 28<sup>th</sup> October 2024** at the Alere Convention Centre at Bedford Park campus. Please save this date in your calendar. Further details will soon follow.

### HDR Conferrals

Congratulations to the following HDR students who were conferred on the 28<sup>th</sup> March 2024:

Dr Alycia Budd for the thesis titled *Belief beyond logic: An investigation of the role of intuitive reasoning in delusion formation and maintenance*. Primary supervisor: Dr Oren Griffith. Associate supervisor: Professor Mike Nicholls.

Dr Jessica Howe for the thesis titled *The role of attention control in biased attention for internal and external threats in anxiety*. Primary supervisor: Dr Julie Mattiske. Associate supervisor: Associate Professor Nathan Weber.

Dr David Nicoll for the thesis titled *Cueing induced inattention blindness*. Primary supervisor: Dr Oren Griffiths. Associate Supervisor: Professor Mike Nicholls.

Dr Amy Wright for the thesis titled *Myths and misconceptions: A qualitative investigation of eating disorders among women in contemporary society*. Primary supervisor: Professor Murray Drummond. Associate supervisor: Professor Claire Drummond.

## HDR Spotlight on Emily Haines

We would like to introduce Emily Haines, a PhD student in Psychology. Her thesis is titled *Integrating insights from intergroup contact theory and value-based interaction to explain solidarity-based collective action*.

**Fun fact about me:** I have a super extendable neck. If you meet me in person, ask me to show you!

### What's the overview of your thesis?

Despite immense progress in recent years, racial inequality persists on a global scale. The support of people who do not experience racial disadvantage (i.e., advantaged group members) is important for bringing momentum to social movements which advocate for racial justice and social change. For example, White people supporting People of Colour in the plight for racial equality. When advantaged group members act in support of disadvantaged groups, this is known as solidarity-based collective action.

However, advantaged groups are not always willing to act in solidarity with disadvantaged groups. At the heart of my PhD is a practical aim: to identify under what conditions advantaged and disadvantaged groups may come together to act for social change. I examine whether the perception that advantaged and disadvantaged group members agree about what is important (i.e., an understanding of shared values or value consensus) will facilitate working together (i.e., through a shared identity of "we support equality") to achieve greater justice and equality for People of Colour. Specifically, I consider social interactions between advantaged and disadvantaged group members (i.e., intergroup contact) as the platform for processes of value consensus and a shared identity to take place. That is, when both groups interact and communicate their shared values of equality, social justice, respect, this will facilitate the formation of a new group membership based on a shared opinion that "we identify as people who support equality". This identity, in turn, will lead to advantaged group members acting in solidarity.

Therefore, one of the contributions of my thesis is to advance knowledge by proposing a novel, conceptual integration of the intergroup contact literature and values-based interaction (i.e., value consensus) literature. By identifying what leads groups to act together, we can understand how to promote efforts towards racial equality.

### What has led you to a PhD?

Well, my number one reason is that I like to think, I love to learn, and I have an unquenchable thirst for knowledge! So, it was a natural progression for me to keep following my passion for knowledge by embarking on a PhD. I also found an amazing supervisor (thanks Emma Thomas <3) which made it a much more welcoming decision. Finally, I care about social justice and social change, and I want to play a role in creating the necessary change to address the injustices and inequalities faced by members of disadvantaged or minority groups. I think research and academia play an important role in this; research informs government policies and practices and private industry which are going to bring about the change, and research also helps us understand how everyday people can come together and act in ways to bring about change.

### What is something you are looking forward to throughout your HDR study?

I'm really looking forward to opportunities to connect with other students and academics both within the university and around the world. I'm excited by opportunities to travel, present at conferences, and collaborate with others. And of course, I can't wait to publish my first journal article!

I recently joined the CEPSW HDR Student Committee which I'm excited about. I think it's a great way for me to develop my leadership and collaboration skills, and I think it will provide a nice balance between heavy thinking as part of the PhD and then being involved more broadly in students' HDR journeys. Lastly, in terms of things I'm looking forward to as complementary to the thesis itself, I'm also excited to take up opportunities through Flinders to complete an industry placement.



## Researcher Professional Development: May 2024

Date	Topic	Date	Topic
May 1	<a href="#">Research Finance: Principles, Systems and Dashboard</a>	May 2	<a href="#">Campus Plus: LinkedIn for Professionals and Researchers</a>
May 6	<a href="#">Human Research Ethics Information Session</a>	May 7	<a href="#">Demystifying Research Contracts</a>
May 8	<a href="#">Campus Plus: IP and Data Integrity</a>	May 9	<a href="#">Clinical Trials Data Sharing (HeSANDA)</a>
May 9	<a href="#">Campus Plus: Identifying a Strategic University Partner</a>	May 14	<a href="#">Media Training for Researchers with AusSMC</a>
May 15	<a href="#">Campus Plus: Micros as Learning Opportunities</a>	May 16	<a href="#">How to Pitch your Research for Foundation Funds</a>
May 21	<a href="#">Open Research Practices</a>	May 22	<a href="#">Writing a ROPE for your ARC Industry Fellowship</a>
May 28	<a href="#">Craft a Compelling CV Workshop</a>	May 29	<a href="#">Grant Reviewer Feedback: How to understand, interpret and use this information</a>
May 29	<a href="#">Research Reports in the Flinders Intelligence Portal (FLIP)</a>	May 30	<a href="#">Cyber and Information Security Considerations for Research</a>



### [National Statement of Ethical Conduct in Human Research](#)

The updated version of the National Statement of Ethical Conduct in Human Research came into effect on 1 January 2024, and is available to [read](#).

### [Understanding and Using your Research Metrics](#)

Presented by Josephine McGill from the Library, the session will look how you can benchmark your career as well as show you the tools available to check you are on track and help you stay on track. The session will cover: responsible use of metrics; navigate and identify features of the databases SciVal and InCites; identify peers and competitors to benchmark yourself against; analyse a set of publications for useful metrics; understand how these metrics can be used and when the metrics should be used with care. Dates: 4<sup>th</sup> June, 6<sup>th</sup> August, and 20<sup>th</sup> November.

### [Research Fast Start](#)

Flinders' Research FastStart, our researcher induction program, provides an overview of the structure, function and support provided by your partners in research. Dates: 14 November.