

Program & Abstracts



PRAXIS 2022
9th Annual Postgrad
Research & Practice
Hybrid Conference
23-24 June
Gold Coast Campus
& Zoom Online

Welcome from SCPA President



Dear PRAXIS delegates,

On behalf of the SCPA Management Committee, I extend a warm welcome to the Gold Coast for PRAXIS 2022: SCPA's 9th Annual Postgrad Research & Practice Conference.

Again, this year, we are pleased to showcase a program of innovative and ground-breaking research from many of SCU's best and brightest postgraduate and honours students. And again, this year, we see strong representation from across the Faculties of Education; Health; Science & Engineering; Business, Law and Arts; and Gnibi College.

Some of our presenters are close to completing here at SCU, while many more will be just starting out and presenting their work for the very first time. We hope, then, that we'll all maintain a welcoming, supportive and inclusive atmosphere throughout the conference. To further promote the conference, presenters and postgrad research here at SCU, we encourage you to use the conference hashtag **#PRAXIS2022** and tag **@scupostgrads** on Facebook, Twitter and Instagram. Finally, I offer our thanks and congratulations to all of our presenters for taking the time to share your work with all of your colleagues in this way. Best regards, SHAE BROWN

Day One: Thursday 23rd June

8.30	Room C.105: Registrations Open <i>Arrival Morning Tea until 11.00am will be provided in Marquee between Buildings A & C before you walk into the Theatres in Building C.</i>		
9.00	Welcome to Country: Uncle Ted Williams Opening by SCPA President Shae Brown		
Session 1A		Room C.105	Chair: Jodie Jarrat
9.30	Emma Babbage In person	Faculty of Business, Law & Arts	<i>The places of law in a self-employed person's wellbeing at work</i>
9.50	Kelly Humphrey In Person	Faculty of Education	<i>My culture – My research, My place, a theoretical framework.</i>
10.10	Denise Mannix ZOOM	Faculty of Education	<i>Taking a deep-dive into the 'zero-sum game' of gender equity in the workplace.</i>
10.30 BREAK			
Session 2A		Room C.105	Chair: Alison Watts
Session 2B		Room C.106	Chair: Katie Hotko
11.00	Maddison Orpin-Patrick Faculty of Health In person <i>Cannabidiol (CBD) and Autism Spectrum Disorder: Systematic Literature Review of Reviews</i>		Yagia Gentle Faculty of Health Zoom <i>Various interventions with a client who displays violence to herself and others focusing on yoga, singing, community, and autonomy.</i>
11.20	Matthew Holmes Australian Chiropractic College In person <i>Can Self-Administered Localised Vibration with a Hand-held Device Improve Balance in Older Adults - A Pilot Study.</i>		Curtis Rigney Faculty of Health In person <i>Reasons for early resignation from the Australian chiropractic profession: A protocol of a mixed methods cohort study.</i>
11:40	Megan Lee Faculty of Health In person <i>Wrapping Up a PhD on Dietary Patterns and Depression.</i>		Joel Alcantara Faculty of Health Zoom <i>The chiropractic care of pregnant women: a scoping review of the literature.</i>
12.00	LUNCH Room A405		
1:00	SCPA Annual General Meeting & Elections: Room C105		

Day One: Thursday 23rd June continued

Session 3A STUDY SLAM				Room C.105	Chair: Craig Wilson
2.00	Nelini Jayathilake Zoom	Faculty of Business, Law & Arts	<i>Hit Pay Dirt! An Index to Identify Useful Online Reviews</i>		
	Lisa Siegel In Person	Faculty of Education	<i>Re/storying the Earth: can intra-connective research and education help solve the complex challenges of a warming planet?</i>		
	Anneliesa Austen In Person	Faculty of Science and Engineering	<i>Transformative approaches in beekeeping for development: A case study of women in Papua New Guinea and Fiji.</i>		
	Kiran Magar Zoom	Faculty of Health	<i>Consequences of Slam writing</i>		
2.30	Break				
Session 3B				Room C.105	Chair: Megan Lee
3.00	Katie Hotko In person	Faculty of Education	<i>Art making and creative self-belief: An a/r/tographic exploration of generalist primary teacher's creative self-belief and how this affects the teaching of the Visual Arts</i>		
3.20	Teresa Carapeto In person	Faculty of Education	<i>Steiner Teacher Educators' Nature Conceptions and their Enactment through Curriculum and Pedagogy</i>		
3.40	Jubilee Smith In person	Faculty of Education	<i>The challenges of early childhood educators' decision making with digital interactive technology; balancing current and future use considerations, an opportunity for transformation?</i>		
4.00	Finish				

6.30 – 10.00pm Conference Dinner
Ridges Gold Coast Function Centre (Ground Floor)

Day Two: Friday 24th June

9.00	Room C.135: Registrations Open Arrival Morning Tea until 11.00am will be provided in Marquee between Buildings A & C before you walk into the Theatres in Building C.	
Session 4A Room C.105 Chair: Hannah McGuigan		Session 4B Room C.106 Chair: Jodie Jarratt
9.30	<p>Shae Brown Faculty of Science and Engineering In person</p> <p><i>Complexity Patterning: A language and strategy for the teaching and learning of complexity competence.</i></p>	<p>Tanja Glucina Australian Chiropractic College ZOOM</p> <p><i>Defining Chiropractic Professional Identity: A Concept Analysis.</i></p>
9.50	<p>Katharyn Baltrosky Faculty of Health In person</p> <p><i>Evaluation of a Brief Attachment-Based Parenting Program with Playful Discipline.</i></p>	<p>Craig Short Australian Chiropractic College In person</p> <p><i>Morphology, function and consequences of abnormality of the pyramidalis muscle.</i></p>
10.10	<p>Irani De Alwis Kamburawala Kananaamge Faculty of Business, Law & Arts In person</p> <p><i>The Balancing of Minimum Viability and Innovation in Information System Development Context.</i></p>	<p>Joel Alcantara Faculty of Health ZOOM</p> <p><i>The chiropractic care of women in the perinatal period: A cluster analysis to detect similarities and differences among chiropractor responders.</i></p>
10.30	BREAK	
Session 4C Room C.105 Chair: Alison Watts		Session 4D Room C.106 Chair: Craig Wilson
11.00	<p>Tamsin Thomas Faculty of Health In person</p> <p><i>Social Prescribing of Forest Therapy for Severe and Complex Mental Illness.</i></p>	<p>Megan Kelly Faculty of Education In person</p> <p><i>Reimagining pedagogical approaches to foster student engagement</i></p>
11.20	<p>Mark Henderson Faculty of Education In person</p> <p><i>The unexpected counter-culture, yet genuine experience of voluntary male mentorship</i></p>	<p>Jason van Tol Faculty of Education In person</p> <p><i>Education, economy, and ecological sustainability in conflict: Youth understandings of power and agency.</i></p>
11.40	<p>Carl Hotko Faculty of Education In person</p> <p><i>Teaching while the black dogs bark: Vicarious Trauma in Secondary teachers, a research design.</i></p>	
12.00	LUNCH Room A405	

Day Two: Friday 24th June continued

Session 4E Poster Presentations: Room C 105 Chair: Shae Brown	
1.00	<p>Teagan Armstrong Faculty of Education Pre-record + ZOOM</p> <p><i>The educational leader: An investigation into influential factors.</i></p>
	<p>Jane Mosco Faculty of Health Pre-record + Zoom</p> <p><i>Wellbeing for students with Dyslexic Type Challenges (DTC).</i></p>
Session 5A Room C.105 Chair: Jodie Jarrat	
2.00	<p>Mathew Doyle Faculty of Health ZOOM</p> <p><i>The application of chiropractic philosophy in tertiary chiropractic education: a critical inquiry through the lens of constructivist and pragmatic philosophy.</i></p>
2.20	<p>Gurmeet Kaur Matharu Faculty of Business, Law & Arts In Person</p> <p><i>Understanding the buying behaviour of Australian consumers towards plant-based foods using the COM-B model.</i></p>
2.40	<p>Conference Wrap Up and Close</p>

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Abstracts

The SCPA wishes to acknowledge that abstract content remains in its original form as supplied by the presenters.

Anneliese Austin

Transformative approaches in beekeeping for development: A case study of women in Papua New Guinea and Fiji

Despite advances in adopting gender-equitable practices and programming in agricultural research for development initiatives, there remains a lack of evidence that describes practical strategies to enhance women's agency and improve women's representation and engagement across all areas of agricultural value chains. This is particularly the case in low/middle-income nations where complex social, cultural, religious and political factors influence the perception of gender and the accepted roles of women and men in a community. Beekeeping is an activity that has been recognised for its potential to enhance livelihood security and contribute to women's socio-economic empowerment in rural Papua New Guinea and Fiji. While no cultural or social taboos prevent women's engagement in beekeeping in these nations, there has been little effort to promote women's participation and gender equality in the growing Pacific honey bee sectors. This research aims to apply a gender transformative lens to beekeeping for development initiatives, using PNG and Fiji as case studies. This study will explore strategies such as mentorship, the introduction of new hive technologies and the diversification of beekeeping income to enhance women's engagement in beekeeping and challenge the gendered power dynamics which influence women's participation in agricultural research for development initiatives

Carl Hotko

Teaching while the black dogs bark: Vicarious Trauma in Secondary teachers, a research design.

This inquiry seeks to understand the impacts of Vicarious Trauma experienced by secondary teachers in a digitally saturated age. Teachers find themselves teaching a generation of young people that the literature suggests are experiencing trauma more intensely due to their digitally disrupted lives.

The literature suggests that through increased online exposure to global trauma, young people's resilience to the trauma in their own lives is being eroded. The prevalence of cyberbullying and other forms of online abuse is also serving to drastically colour the experience of young people and their ability to deal with trauma and trauma-related mental health. This in turn leads teachers to be at greater risk of Vicarious Trauma. However, Teachers are often not equipped to appropriately recognise, or respond to student trauma, hence the emergence of the Trauma-Informed Classroom in recent Educational Research. Although research regarding Trauma-Informed Practice in schools highlights significant developments in education, there has been little application of Vicarious Traumatization research in relation to the wellbeing of secondary teachers.

Given the complex and uncertain times we find ourselves in, further research into the specific risks, impacts and mitigation of Compassion Fatigue and Vicarious Trauma in Secondary Teachers is vital for healthy and effective educators and in turn, classrooms. This presentation will explore my proposed research design for just such an exploration.

Craig Short

Morphology, function and consequences of abnormality of the pyramidalis muscle

Sports related groin pain, caesarean sections, hernias. Could the Pyramidalis muscle hold all the secrets? The Pyramidalis is a triangular shaped muscle located in the lower aspect of the anterior abdominal wall. Its functional purpose is currently not well understood, nor is the clinical presentation of pyramidalis abnormality. As a result, it is disrespected by surgeons, and ignored by anatomists. Using sophisticated, validated methodology (shear-wave elastography, electromyography, force strain gauge, human cadaveric dissection and CT datasets), this study aims to uncover the true functional significance of Pyramidalis and clarify areas of uncertainty relating to its macroscopic and microscopic anatomy (blood supply and immunohistochemistry) At present, our cadaveric analyses (n= 14) have shown that the vessel once thought to be main source of blood supply to pyramidalis is not, and that a previously unreported artery is in fact the hero. We are currently confirming this finding through CT analysis of individuals undergoing an array of abdominopelvic treatments (n = 50) before functional analyses in a human cohort study (n=50) What does this all mean? Should we be successful in uncovering a functional purpose for the pyramidalis muscle, not only will this bring a greater understanding of the anterior abdominal wall, pelvis and hip biomechanics in health and disease, but assist in identifying the link between dysfunction and common clinical signs and symptoms in conditions like sports related groin pain, hernia(s), and stress pelvic floor dysfunction post caesarean.

Curtis Rigney

Reasons for early resignation from the Australian chiropractic profession: A protocol of a mixed methods cohort study.

Aims: (1) To identify underlying causes for professional resignations in a cohort of 2010 Australian chiropractic graduates and (2) to compare the attitudes of those who leave with those who have remained in practice. Background: The attrition rate from the chiropractic workforce has anecdotally been estimated to be between 50-80% within the first 5 years post-graduation. If substantiated, these statistics may reflect upon the chiropractic profession and could represent a significant shortfall in the health care workforce. A review of the literature revealed a dearth of published information about attrition in chiropractic. The study results can inform the Australian chiropractic profession and educational institutions on reasons for attrition from the profession.

Methodology: The class of 2010 Australian chiropractic graduates were selected as the representative population because they were the first cohort of graduates to register in the national registration scheme (AHPRA). All graduates will be invited to complete a novel questionnaire that was informed by the literature, evaluated by experts, and piloted. Graduate contact information will be obtained through the national registration agency, professional associations, social medial, and through peer networks (snowball sampling). Comparisons between those who have remained in practice and those who have left the profession will be analysed statistically for quantitative data. Qualitative data obtained from open-ended responses of the resignation subgroup will be analysed thematically and interpreted through the lens of Critical Realism.

Significance: Professional reflection through investigating the reasons for new graduate attrition offers an opportunity to enhance the chiropractic profession and its cultural authority.

Denise Mannix

Taking a deep-dive into the 'zero-sum game' of gender equity in the workplace.

I am now into my second year of my full-time PhD program, interrogating the topic of 'what is learnt about and through the principles of power, agency, difference, and resistance in the stories of women and men pursuing executive leadership careers in the androcentric workplace'. I look back on my original topic, abstract, and proposal and am embarrassed at my naivete in setting a research topic and researching in a PhD context. I realize how far I have come (and more importantly, still to go) and this presentation reflects this passage. Perspectives on gender equity in the workplace must incorporate the discussion not only of diversity (and inclusion) as is so well highlighted in both education research and corporate programming. It is however, the interface of 'difference' in relation to equity that demands a sharper focus in an investigation that must be both conceptual and pragmatic if my research is to be well constructed and honed. Deep-diving into the 'zero-sum gain of gender equity in the workplace', will be a relevant and essential concern contributing to my research and will provide perspectives that,

- ♣ challenge what can often be mundane thinking in the equity space
- ♣ enables emergent and divergent thinking to add value to the discussion, and
- ♣ invites opportunity for suggestions around different outcomes to shift the needle on the current gender debate.

No longer as naïve, I look forward to sharing my ideas!

Emma Babbage

The places of law in a self-employed person's wellbeing at work

As individuals and organisations enter the post-COVID world, ways to wellbeing remain elusive. Workplace illness, injury and death continue to pervade the world of work. The research aims to explore the places of law in a self-employed person's wellbeing at work. The research adopts Davies' (2017) conceptualisation of law as plural material, which is seen on an expansive view not only of liability, but the everyday practice of law and legal consciousness, as well as the ways in which law comes to be understood culturally. The research asks (how) self-employed participants plurally materialise the self- primary duty of care in their wellbeing at work. The research adopts Olson's (2014) methodology of legal narratology to juxtapose the participants' vignettes with the state law. The juxtaposition materialises three strands of legal argument of: (1) an outer cloak of liability for 'health' and/or 'welfare' that at least partially covers the signified of participant self-employed persons' wellbeing; (2) an inner slip of intention for 'welfare' materialised through participants' everyday practice of congruent risk management for 'health and safety' and wellbeing and/or promoting wellbeing as risk management for 'health and safety' (Tooma 2020); and (3) a legal consciousness for the legal self-regulation of wellbeing materialised through participants' self-recognition of their own desires. Just as clothing signifies place, these plural materialisations of law signify the places of law in a self-employed person's wellbeing and pose implications for doctrinal and experiential knowledge. The research analogously offers lessons for PhD candidates about ways to wellbeing.

Gurmeet Mathura

Understanding the buying behaviour of Australian consumers towards plant-based foods using the COM-B model

Plant-based (PB) foods have many health and environmental benefits and avoid issues of animal cruelty. However, in recent years, the percentage of vegetarians and vegans in the Australian population has not been improved to a great extent. Previous literature mainly stressed studying the consumer behaviour-related factors leading to meat-reduced diets. Moreover, the literature on transitioning consumers from meat-based to PB diets is theoretically disjointed and also there is a lack of an overarching theoretical framework. Most of the studies in this area have focussed on motivational factors and have overlooked capability and opportunity factors. The quantitative data have been collected from Australian consumers through an online structured questionnaire designed and distributed in Qualtrics. 825 completed questionnaires have been received through an online survey via social media platforms (Facebook, Instagram, Twitter, LinkedIn, and WhatsApp). Questions were asked about different domains of the COM-B model such as skills, knowledge, behavioural regulation, social/professional role and identity, optimism, intentions, beliefs about consequences, beliefs about capabilities, emotions, reinforcement, environmental context and resources, and social influences. The research will provide knowledge about the relationships between 16 constructs of the COM-B model (12 domains across the three COM components, three second-order COM components, and the behaviour component) in the PB foods context for the first time.

Irani De Alwis Kamburawala Kankanamge

The Balancing of Minimum Viability and Innovation in Information System Development Context

The proliferation of digital technologies provides endless opportunities for intrapreneurs within the organizations to innovate. The rise of intrapreneurial spirit within organizations is crucial for them to stay competitive in the highly turbulent industry such as the information system development (ISD) industry. Therefore, ISD organizations should not miss the opportunity to innovate through the intrapreneurial spirit of the employees. This runs contrary to the common principles of the minimum viable product (MVP) approach that is adopted to deliver products and services with minimum effort. This balancing relationship between intrapreneurship and MVP is especially tenuous in the ISD organizations, which must maintain both price sensitivity and innovation simultaneously. This research provides early insights as to how ISD organizations should maintain a balance between minimum viability and intrapreneurial spirit, by reducing the frictions between these two opposing views for the success of the organizations. This study aims to extract the salient characteristics of the intrapreneurs and the MVP in the ISD context from previous literature and identify the tension points that arise due to the diametrically opposing priorities of these two concepts. The preliminary results of the study reveal an a-priori model that will cater as a research model to unfold the process of balancing intrapreneurship and MVP by critically reflecting on the identified tension points. On the base of this purpose, the model will be refined using multiple ISD case studies and tested using the interview results of an adequate sample of ISD employees.

Jane Mosco

Wellbeing for students with Dyslexic Type Challenges (DTC)

This study explored wellbeing of students with Dyslexic Type Challenges (DTC) by hearing from students and teachers. An increasing body of research demonstrates that students have insightful contributions about factors that help and hinder school wellbeing. Hence, the opinions of school students experiencing DTC, self-identifying as struggling with reading and spelling, are critically important. Research has shown that mental health and wellbeing are likely poorer for these students, who face considerable difficulties thriving in a high school environment equating success with literacy achievement, yet few studies have captured their viewpoints. This study, informed by Recognition Theory and Childhood Studies, privileges the voice of students using participatory methods to elicit student views about school experiences. Enablers and constraints for wellbeing, including what students wanted teachers to know, were captured as text-based messages and student artworks in focus groups. These student stimuli were used in creative interviews with teachers, creating the conditions for a dialogic encounter between student and teacher perspectives. The findings highlight struggles faced by students with DTC in interpersonal interactions and teaching and learning experiences. Significant impacts on wellbeing illustrate the complex struggle for students to keep up and achieve at school and their teachers' difficulties in knowing how to respond effectively. Inadequate recognition of individual students' needs may lead to misrecognition and non-recognition by schools and has costly and discriminatory implications, including significant implications for students' poor wellbeing and mental health. This study identifies the potential for multidimensional recognition to enhance the wellbeing of students with DTC.

Jason van Tol

Education, economy, and ecological sustainability in conflict: Youth understandings of power and agency.

One of Australia's overarching national educational policy goals is that all young Australians become active and informed citizens, a key characteristic of which is that they "work for the common good, in particular sustaining and improving natural and social environments". Accompanying this is another broad educational policy goal of preparing young people for employment, where, by definition, an employee is someone who "performs work, under the direction and control of their employer, on an ongoing basis". I argue that these are two radically different conceptions of work, and thus purposes of education, that are in tension with another, especially in the neoliberal era of the deliberate creation of rising un- and underemployment, which impacts young people in particular. In parallel with these developments in educational policy, from the end of World War II, western governments have generated employment opportunities through the Keynesian principle of economic growth. While the formerly successful policy of full employment has been abandoned, the pursuit of economic growth persists globally today. Yet the relentless pursuit of economic growth has caused dramatic rates of ecological degradation, including climate change and biodiversity loss, and evidence strongly suggests that it is in conflict with the goal of ecological sustainability and cannot continue indefinitely. The overarching research question is: How do young people negotiate the tensions between a capitalist economy and ecological sustainability, and what are the implications for education? More specifically, the subsidiary questions ask: To what extent do young people understand and respond to the perceived tension between education for employment and citizenship education, and How do young people understand and respond to the tension between economic growth and ecological sustainability? Despite abundant research that critically evaluates these two tensions, very little is known about how young people view them. Social ecology provides a theoretical framework for understanding them while a critical visual ethnographic methodology is proposed within a youth-framed research paradigm in responding to them.

Joel Alcantara

The chiropractic care of pregnant women: a scoping review of the literature

Background: To date, no consolidation of the peer-reviewed literature on the chiropractic care of pregnant women has been performed. To address this deficit, we performed a scoping review to summarize and identify themes and key concepts, and gaps in the existing literature. **Methods:** The literature review was conducted from 1978 to 2022 using PubMed, AMED, EMBASE, CINAHL, MANTIS and Index to Chiropractic Literature. The search terms were “chiropractic AND pregnancy” and related words. Eligible studies for review were manuscripts: (1) involving pregnancy chiropractic care, 2) peer-reviewed; and (3) written in English. We utilized Natural language Processing and K-means Cluster analysis to identify themes and key concepts and gaps and deficits in the literature. **Results:** A total of 128 manuscripts from 725 titles met inclusion criteria for review. These were three RCTs, seven prospective and 11 cross-sectional cohorts, one case control, 49 case reports, 13 case series, one qualitative study, 34 commentaries, 8 systematic reviews, and one best practice recommendations document. K-means cluster analysis defined four clusters of literature: (1) musculoskeletal (MSK) care, (2) MSK care with pregnancy comorbidities, (3) the Webster Technique and (4) advocacy for chiropractic and collaborative care. Gaps in the literature include lack of robust study designs, lack of characterization studies (i.e., practitioners and patients) and the use of outcomes beyond pain. **Conclusions:** This scoping review revealed the literature on pregnancy care as lacking with four patterns or themes. We encourage continued research on chiropractic pregnancy care to inform research, practice and policy.

Joel Alcantara

The chiropractic care of women in the perinatal period: a cluster analysis to detect similarities and differences among chiropractor responders.

Background: Among alternative therapy practitioners, chiropractors comprise the most established healthcare system in the world and third only to medicine and dentistry. Despite the popularity of chiropractic, particularly for pregnant women, the literature on chiropractic perinatal care is wanting. To address this deficit, we performed a sub-analysis of survey responses to examine similarities and differences on the chiropractic care of pregnant and postpartum women.

Methods: Members of a chiropractic professional organization with postgraduate training and clinical experience in the care of pregnant and postpartum women completed a 136-item questionnaire to characterize practitioners and their patients, their practices and management protocols, safety attitudes and collaborative care of efforts. A hierarchical clustering analysis was performed to understand similarities and differences among chiropractors based on their responses. **Results** We found two clusters of practitioners. Both clusters dominantly provided the highest rating of safety for the application of various spinal manipulative therapy (SMT) techniques in pregnancy care, a lack of decline in patient volume during the covid-19 pandemic and the primary use of the Webster Technique in perinatal care. Differences between the two clusters were in their clinical work-up with a pregnant woman with comorbidities (i.e., gestational diabetes) and patient motivation (i.e., wellness care versus to symptom care).

Conclusion: We hope that our characterization of chiropractors will inform the safety and effectiveness, chiropractic education and research, practice and policy in the care of women in the antenatal and perinatal period.

Jubilee Smith

The challenges of early childhood educators' decision making with digital interactive technology; balancing current and future use considerations, an opportunity for transformation?

This is a working abstract based upon the discussion chapter of my PhD study.

Kathryn Baltrotsky

Evaluation of a Brief Attachment-Based Parenting Program with Playful Discipline

An 8-week pilot study evaluated a brief attachment-based parenting intervention, Aware Parenting, for parents of children aged 2 – 4 years. The cornerstone of Aware Parenting is playful discipline, and this is a first evaluation of the approach. Thirty-three parents were randomly assigned into either the intervention group (n=17) or control group (n=16). Descriptive statistics found that the intervention group scores for Parent Efficacy and Empowerment Measurement (PEEM) improved 15 points, and parents' reports of total difficulties as measured by Strengths and Difficulties Questionnaire (SDQ) decreased 1.4 points. Exploratory ANOVA modelling found a trend towards a significant difference in PEEM scores between the groups, favouring the intervention, when controlling for baseline measures of the outcome, age of the youngest child, and the number of children in the family. Findings from this study will be useful in developing the study design, recruitment, screening process, retention, study length, measurement tools, and intervention design for a brief attachment-based online parenting program in future research. Qualitative findings from this study will also be presented.

Katie Hotko

Art making and creative self-belief: An a/r/tographic exploration of generalist primary teacher's creative self-belief and how this affects the teaching of the Visual Arts

This presentation will report on the findings from my PhD inquiry that used a/r/tography as both a methodology and a theoretical framework to explore how art making impacts primary generalist teachers' creative self-beliefs and their visual arts teaching. This study found that art making impacts teachers' creative self-belief and expands their understanding of creativity. Art making together as a collective created a safe and supportive atmosphere for creative action. This atmosphere, combined with enabling constraints, increased creative self-efficacy and creative self-concepts across all co-inquirers. This increase was seen in ongoing self-reported changes to pedagogical approaches in their classrooms and shifts in attitude and personal art making praxis. A significant methodological implication of this research includes the development of a/r/tography as a theo-methodology guided by six a/r/tographic principles. This inquiry experimented with a series of analytical propositions that contribute new ways of engaging the renderings of a/r/tography. These propositions offer future researchers open-ended ways to explore a/r/tographic research that opens up generative yields. I argue that process-informed arts praxis experiences are essential for generalist primary teachers in both their in-service training and initial teacher education to develop their practical creativity. These experiences are crucial to developing an understanding of their creative potential and self-belief, and this contributes to the likelihood of teachers providing authentic creative visual arts experiences for students in their classrooms.

Kelly Humphrey

My culture, – My research, My place, a theoretical framework

As part of the doctoral journey in writing theory for my confirmation of candidature, I asked how I as an Aboriginal woman and researcher, do I find my connection to the academy through theory. My proposed research will explore the self-reported factors that impact Aboriginal and Torres Strait Islander teachers advancing to school leadership roles. I am an Aboriginal researcher, influenced by the 'underrepresented group' of Aboriginal teachers, researching from an Indigenous standpoint. Yunkaporta and Shillingworth (2020) suggest when working with an Indigenous research paradigm to work with a cultural metaphor (p. 44). These metaphors are words, images, actions and objects that carry meaning, perhaps layers of contextual meaning, that we can co-create systems and events in the existence of our spiritual history. Aboriginal methodical applications of storying and yarning are integral to this research as proposed, embedded through a theoretical framework understood through a cultural metaphor. By defining key concepts relating to Aboriginal ways of knowing and being, this presentation explores connective, intertwined and relational standpoints underpinned by a personal paradigm and cultural metaphor of Aboriginal basket weaving. Therefore, I explain that the theoretical framework through which I enquire emerges from the intersecting planes of my mother, my culture, and my privilege, in exploring my understanding of theory and scholarship. This presentation will explore the basket weaving theoretical framework I have developed for this proposed research. It forms my way of sharing the challenges and complexities of understanding theory and its application as an Aboriginal doctoral student.

Kiran Thapa Magar

Consequences of Slam writing

Abstract to be advised

Maddison Orpin-Patrick

Cannabidiol (CBD) and Autism Spectrum Disorder: Systematic Literature Review of Reviews.

Background: Autism spectrum disorder (ASD) is neurodevelopment disorder which core symptoms are characterised by persistent deficits in social interaction, social communication and repetitive behaviours, interests and/or activities (stereotypes). Affecting approximately 1 in 100 children worldwide, the idiopathic origin and aetiological understanding of ASD is still vague. There are no pharmacological interventions to target the core symptoms of ASD. However, recent research suggests that Cannabidiol (CBD) is a safe and well tolerated intervention for managing challenging behaviours and potentially targeting the core symptoms of ASD.

Objective: The objective of this review was to conduct a literature review of reviews that focused on participants with ASD that received CBD intervention for trait and/or behaviour management. Identify the gaps in reviewed studies, review ongoing clinical trials and determine the gaps for future research. Methods: Databases including, MEDLINE/ PubMed, Embase, CINHALL (EBSCOhost), AMED (EBSCOhost) and Scopus were searched for reviews using search terms relating to “autism spectrum disorder” AND “cannabidiol” AND “systematic review”. Reviews were selected for full-text review based on a specific inclusion and exclusion criteria.

Results: We identified three reviews that followed a review protocol. Five reviews were extracted from literature relating to CBD and participants with ASD. Eight studies from within these reviews were excluded from our data analysis due to the nature of the intervention or outcome measures. The remaining five studies were cross examined, improvements in problem behaviours, sleep and reduction in concomitant medication were the most frequently observed outcomes from CBD intervention. Conclusion: This review focused on reviewing the available literature reviews that focused on participants with ASD and CBD intervention. The research is limited, however, the few trials conducted have shown positive outcomes in the ASD population and many clinical trials exploring ASD aetiology, CBD intervention and its safety and tolerability for children and adult is underway.

Mark Henderson

The unexpected counter-culture, yet genuine experience of voluntary male mentorship

Men volunteering to mentor other men is growing form of social engagement in Australia. Nearly anyone can be a voluntary mentor or a mentee. Masculine norms of non-disclosure are often set aside by participating in these one-to-one relationships. This presentation shares twelve voluntary male mentors personal experience of adult mentoring. It unpacks some of the counter-culture which facilitates male mentorship. Most mentors unexpectedly had a shift in their emotionality, with stated improvement in their well-being and a desire to contribute more. This experience has implications for men and women realising their ability to engage others.

Matthew Doyle

The application of chiropractic philosophy in tertiary chiropractic education: a critical inquiry through the lens of constructivist and pragmatic philosophy

This research investigates how philosophy of a healthcare profession is both valued and applied within education programs that aims to produce independent practitioners. No data currently exists that investigates the impact of chiropractic philosophy in chiropractic education for the successful transition from novice to advanced learner and to graduate practice. This research uses a convergent mixed methods design, with a quantitative survey followed by qualitative interviews with cohorts at three selected time points (novice and senior chiropractic student, early-stage graduate) from six Australasian educational institutions. The survey is built upon published international surveys and has undergone modification and pilot testing. The data will undergo descriptive and correlational statistical analyses, including comparative analysis between each selected time point and with previously published international survey data. The semi structured interviews will explore the lived experience of the learner through the selected time points. This interpretative analysis will be framed through a phenomenological lens. Integration and synthesis of the quantitative and qualitative data will provide deep perspectives on the application of chiropractic philosophy within chiropractic education. The findings aim to inform educational institutions and professional bodies on how the integration of philosophy in educational and curricula design impacts the transition from novice learner to early-stage graduate.

Matthew Holmes

Can Self-Administered Localised Vibration with a Hand-held Device Improve Balance in Older Adults - A Pilot Study

Falls are a major cause of mortality and morbidity, and can lead to feelings of isolation and social exclusion. Moreover, falls cause considerable financial cost to the healthcare system. The aim of this project is to develop and assess a vibration exercise protocol that older adults can self-administer to reduce falls risk. Research has found that locally applied vibration to the musculature of the legs may improve balance in the short and long-term when applied in a laboratory, but whether the efficacy is impacted by self-administration in the home has not been studied. Specifically, this project is investigating the feasibility of using self-applied vibration by a hand-held device administered to the musculature of the legs to improve balance. It is aiming to identify the optimal vibration dosage; i.e. frequency, amplitude and duration. This project will develop and assess a protocol for the delivery of the vibration. Factors examined include: dosage; participant compliance; training instructions on the use of the device; the muscle groups in which to apply the vibration; and the training protocol. This information will be used to inform the design of future research regarding the use of vibration to prevent chronic falls in the elderly.

Megan Kelly

Reimagining pedagogical approaches to foster student engagement.

Student engagement is currently a topical aspect of teaching and learning in these complex and uncertain times, due to its influence on students' learning experiences and outcomes. The literature delineates student engagement as a malleable construct, involving a student's behaviours, emotions and cognitions, all of which are influenced by the learning context, and more specifically, by the teacher. Indeed, teachers are pivotal in fostering engagement in the classroom and their pedagogical decisions can significantly impact on a student's engagement. The aim of this ethically approved (ECN-17-238) research was to investigate secondary teachers' understandings of student engagement in relation to its three dimensions (behavioural, emotional and cognitive engagement), and how these understandings align with actual teaching practice. The mixed methods study collected data from secondary teachers using an online questionnaire (n = 223), and classroom observations and interviews (n = 8). Study findings indicated that teachers define student engagement, and describe an engaged student, in different ways. It was also found that some teachers hold views about student engagement that do not align with their practice. Additionally, the engagement strategies that teachers implement in the classroom, or feel they can implement, may be influenced by the socio-economic context of a school. In relation to this, a negative correlation was found to exist between the importance teachers place on strategies that support cognitive and behavioural engagement and the Index of Community Socio-Economic Advantage (ICSEA) value of their school. It was also found that teachers considered students' behavioural or emotional or cognitive engagement as a precursor, or catalyst, to other dimensions of engagement. These findings support the view that both context and conceptual clarity may play a key role in teachers' prioritisation and implementation of strategies to foster engagement in their classrooms. These findings contribute new insights to existing research prompting a reimagining of effective approaches to support student engagement in the classroom. Through this research, an innovative pedagogically-centred model that aligns with the tri-dimensional framework of student engagement is also presented. This model aims to support teachers' pedagogical approaches to improve engagement for all students in the classroom, in order to address emerging challenges and increasing socio-economic inequality in education. Further research will interrogate the efficacy of the model in developing teachers' understandings and implementation of effective pedagogies that support students' behavioural, emotional and cognitive engagement in the classroom.

Megan Lee

Wrapping Up a PhD on Dietary Patterns and Depression

More than 350 million people in the world experience the symptoms of depression. The new and emerging field of nutritional psychiatry suggests that diet and nutrition could play a large role in increasing or decreasing depressive symptoms. This presentation will take you through a PhD journey from conceptualisation of research ideas to interpretation of some of the surprising findings from a thesis exploring nutrition and mental health.

Nelini Chamali Jayathilake

Hit Pay Dirt! An Index to Identify Useful Online Reviews

There are billions of online reviews in review platforms, with hundreds of millions more adding each hour. The overwhelming number of online reviews, many that are fake, uninformative, or useless, potential review users (e.g., customers, service providers) exert a substantial hindrance to the efficient use of online reviews. The current solutions to identify useful reviews are limited and less pragmatic due to the use of advanced technologies employing data mining and text content analysis. This study proposes a theoretically grounded, platform-based, and pragmatic, assessment scales to identify useful online reviews. Using a sample of 300 online reviews from 3 online review platforms, the study develops and tests an online review usefulness index, with several theoretical and practical implications.

Shae Brown

Complexity Patterning: A language and strategy for the teaching and learning of complexity competence

Education is the main site for preparing young people for co-generative participation with the emerging future. Therefore, teaching and learning today needs to support students to gain knowledge and skills for effective responses to the challenges facing humanity. Complexity competence is one such skill, comprising complexity perception, thinking, knowing, and understanding, as well as practical strategies for application. This paper presents a project developed and implemented by the author for the teaching and learning of complexity competence. A simple patterns-based design called Complexity Patterning was developed and implemented as a language and educational process and strategy, to provide a foundation for reworking students' conceptual and practical engagement with and within complex phenomena. The patterning process can be adapted for any complex phenomenon of interest and focus, and has a low cognitive load, making it useful for a wide range of ages and groups. Complexity Patterning also forms an identity emergence approach to learning, and learning complexity, through using the relational becoming of identity as an experiential gateway phenomenon of focus. Initially emerging from attempts to disrupt reductive and linear temporalities in educational curriculum and practice, the patterns-based design was implemented with secondary students over several years in the developmental phase. Due to this focus, the design was originally described as the Patterns of Humantime (PHT) (Brown 2019). The design and process were then refined and implemented with four cohorts of undergraduate students in a recent doctoral inquiry project. Complexity Patterning provides a sound foundation of complexity competence for practical application, as well as for further teaching and learning in a wide range of knowledges and disciplines. Through nurturing capacity for co-generative engagement with complex phenomena, Complexity Patterning supports human emergence as attractors of coherence, as purposeful patterners of a healthy future.

Tamsin Thomas

Social Prescribing of Forest Therapy for Severe and Complex Mental Illness

Social Prescribing involves health professionals referring patients with mental illness to non-clinical community-based activities. These activities aim to address all aspects of mental illness including physical, psychological, and social wellbeing. Forest Therapy may be ideal as a socially prescribed activity as research has demonstrated improvements in physical and psychological wellbeing. However, social wellbeing (social isolation, social support, loneliness) has not been evaluated. Given Forest Therapy is conducted in groups and includes aspects of social interaction that have proven to improve group coherence (e.g. cooperation on tasks, group reflection) it is likely that Forest Therapy can improve social wellbeing. This PhD project has developed, implemented, and evaluated a Social Prescribing of Forest Therapy program for impacts on social wellbeing, and this 2022 Praxis presentation will outline some of these (exciting) results

Tanja Glucina

Defining Chiropractic Professional Identity: A Concept Analysis

Objective: There is continued intra-professional debate surrounding chiropractic professional identity (CPI), and to date, there is no clear definition of CPI and the constructs that characterize CPI. This research aims to create a coherent definition of CPI and formalise its conceptual domains.

Methods: A concept analysis clarifies a vaguely defined notion by dissecting it into smaller elements. The eight-step method developed by Walker and Avant (2005) is employed in this research. This methodology includes concept selection, determination of the aims/purposes of analysis, and identification of all possible uses of the concept (CPI). Defining attributes of CPI are identified where model, borderline, and contrary cases are used to highlight what both CPI is and is not. Lastly, antecedents required to generate CPI, consequences of embodying a strong CPI, and ways to refer to or measure CPI empirically are also identified and evaluated.

Results and Conclusions: Inter-disciplinary professional identity literature has found that a clear identity increases confidence in practice, enhances wellbeing and self-esteem, promotes career success and improves professional satisfaction and success as well as enhances a profession's recognition in society.

This concept analysis identifies the theoretical strands of CPI to form a more coherent theory to produce a higher-level understanding of this concept of interest. There are six broad domains of chiropractic professional identity. From these domains, the following definition could be derived; chiropractic professional identity is 'A chiropractor's self-perception and ownership of their practice philosophies, roles and functions and their pride, engagement with, and knowledge of their profession'.

Teagan Armstrong

The educational leader: An investigation into influential factors.

Research has indicated a significant link between leadership and high-quality early childhood education and care (ECEC). Consequently, the role of the educational leader was established by the Australian Children's Education and Care Quality Authority (ACECQA) through the inception of the National Quality Framework in 2012. The role was established to improve the quality of ECEC services in Australia. However, nine years on, there is still a significant lack of understanding about the requirements of the role and the impact that educational leaders have on the provision of quality ECEC. This study will investigate the role of the educational leader in Australian long day-care and preschool services. Data will be collected in two phases: first through a nation-wide survey and second, a case study approach. The case study will include interviews and document analysis. Early childhood educators, educational leaders and centre directors will be interviewed in each case study site to gain an in-depth understanding of the educational leader's role and responsibilities, and the contextual factors which influence the role. This study will contribute to the limited research on the role of the educational leader and aims to inform policy and educational leadership practice.

Teresa Carapeto

Steiner Teacher Educators' Nature Conceptions and their Enactment through Curriculum and Pedagogy

The aim of this study is to understand and map Steiner teacher educators' nature conceptions, and how such conceptions are enacted through curriculum and pedagogy. It has become ever necessary to foster educators who are authentically connected as nature, supporting a renewed human-nature relationship. The importance of this study lies in the realisation that despite global policy directives toward sustainability (UNESCO, 2005), environmental education in mainstream teacher education curriculum continues to be neglected (Ferreira, Ryan & Tilbury, 2007). In contrast, Steiner teacher education policy (Boland, 2021; Stehlik, 2019), curriculum and pedagogy is centred on a nature-based framework (Childs, 1991, Haralambous & Nielsen, 2014; Woodard, 2005). Meanwhile, there is surprisingly limited peer reviewed research on environmental education in Steiner teacher education (Gidley, 2008, 2010), and how this might then be translated into mainstream teacher education. The underlying theoretical foundation of the study encapsulates the troubled and entangled marriage of spiritual ecology and posthumanism. These ideologies can be recognised as entailing the commonalities of a reverence to/as nature and an importance on the humanity/nature interconnection; and fused together, provide an ontological lens by which to explore and understand Steiner teacher educators' nature conceptions. Arts-based Goethean phenomenology constitutes the overarching methodology of this study, representing an entanglement of arts-based education research (ABER) and Goethean phenomenology, whereby Goethean science (Bortoft, 1996, Holdrege, 2005) assumes the existence of a physical reality as well as a spiritual world.

Yagia Gentle

Case study

A presentation of the various interventions with a client who displays violence to herself and others focusing on yoga, singing, community, and autonomy.

NOTICE & AGENDA

10th ANNUAL GENERAL MEETING



DATE: Thursday 23 June, 2022

TIME: 1.00 pm

VENUE: Building C Lecture Theatre
SCU Gold Coast Campus

AGENDA

1. Open, acknowledgement of traditional custodians and welcome by President (Shae Brown)
2. Attendance & Apologies
3. Minutes of previous AGM held Thursday 21 June 2021

Motion required:

"This meeting adopts the minutes of AGM 21 June 2022, as circulated and tabled, as a true and accurate record of the proceedings of that meeting."

4. President's Report
5. Financial Report to 31 December 2021

Motion required:

"This meeting adopts audited annual financial statement to 31 December 2021 as a true and accurate account of the association's finances for 2021."

6. Election of Returning Officer and assistants
7. Election of Management Committee
 - a. President
 - b. Secretary
 - c. Treasurer
 - d. Vice President
 - e. Three (3) Ordinary members of Committee

8. Thanks & Close of Meeting

On behalf of the Management Committee

CRAIG WILSON

PUBLIC OFFICER