**UQ Winter Research Project Description**

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| **Project title:** | **Preparing students and graduates for the National Disability Insurance Scheme and Private Practice settings** |
| **Project duration, hours of engagement & delivery mode** | Number of students: 2 students, ideally from disciplines within SHRS  Duration of the project: 4 weeks  Hours of Engagement: ~ 30 hours per week  Engagement/Delivery Mode: Project can be completed under a remote and/or on-site working arrangements |
| **Description:** | Despite an increasing proportion of allied health practitioners in private practice and working within the NDIS, previous reports have suggested that few placements occur in these settings (Sokkar et al., 2019; Peiris et al., 2019; Wells et al., 2017). The current lack of relevant placement opportunities may have significant implications for the workforce readiness of new graduate allied health professionals. There is currently limited research examining graduate preparedness for the NDIS, however research has been completed for private practice settings. This research indicates that new graduates are challenged with entering private practice settings, especially meeting expectations of employers (Jones et al., 2010; Wells et al., 2017), with reports suggesting that they are underprepared for both clinical and non-clinical aspects of private practice work, including clinical reasoning, time management, and knowledge of funding providers (Jones et al., 2010; Wells et al., 2017). These issues are reportedly compounded where students have not had relevant placement experiences during their training (Atkinson & McElroy, 2016; Wells et al., 2017).  The aim of this specific study is: To explore clinical educator perspectives on student preparedness for engaging in NDIS funded services and private practice settings and provide recommendations for student pre-clinical training.  Research Questions/Hypotheses:  What are clinical educators’ perspectives on student preparedness for engaging in NDIS funded services and private practice settings?  Methodology:  This study will recruit clinical educators who have supported SHRS students in block placement in the previous two years. These educators will be asked to participate in a focus group/s to gather qualitative data. The focus group/s will be conducted via video conference and discuss perspectives on student’s preparedness for practice. Thematic analysis will be undertaken on the focus group transcriptions. |
| **Expected outcomes and deliverables:** | Scholars will gain skills in qualitative data collection, including conducting focus groups, and analysis of both quantitative (demographic) and qualitative data. Students will also have the opportunity to participate in a research team working towards generating publications for research and will likely be asked to produce a report or oral presentation that presents the findings to interested parties at the completion of the project.  As this is a cross-disciplinary project, scholars and supervisors will promote the use of cross-disciplinary research within SHRS. |
| **Suitable for:** | This project is open to applications from UQ enrolled School of Health and Rehabilitation students. Some knowledge of qualitative and quantitative data analysis would be highly regarded. |
| **Primary Supervisor:** | Roma Forbes & Melanie Hoyle |
| **Further info:** | Further information can be sought from either Roma Forbes - r.forbes2@uq.edu.au or Melanie Hoyle – m.hoyle@uq.edu.au. It is not a requirement to contact the supervisory team prior to applying. |