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| ***Enhancing language learning in ageing with exercise.*** | |
| **Project duration** | * 4 weeks * 20 hours per week |
| **Description** | Ageing is associated with cognitive changes such as memory decline, which influences the ability to learn new words. Acute exercise (one single session of exercise) is thought to influence cognition through a temporary increase in biomarker levels or through a generalized effect on arousal. The aim of this research project is to investigate the effects of acute exercise on new word learning in healthy older adults. This interdisciplinary research project combines the fields of language neuroscience, ageing and exercise. The first part of our project will consist of recruiting 75 healthy adults aged 60-85 meeting specific eligibility criteria. Participants will be asked to attend three visits and will undergo a cognitive and fitness assessment, blood draws, a stretching or exercise session (of either moderate or high intensity), a word learning task, and recall and recognition task. |
| **Position/s available** | 2 |
| **Primary supervisor** | Professor David Copland  [d.copland@uq.edu.au](mailto:d.copland@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Application of eHealth within paediatric and adult hearing services.*** | |
| **Project duration** | * 4 weeks * 21 hours per week |
| **Description** | The successful applicant will have the opportunity to be involved in two nation-wide research projects currently funded by the HEARing CRC. Both projects aim to develop and evaluate a new application of eHealth within paediatric and adult hearing services and therefore the types of tasks the student may be involved in include: resource development, participant recruitment, data collection, and data analysis (qualitative and/or quantitative, depending on student preferences). |
| **Position/s available** | 1 |
| **Primary supervisor** | Carly Meyer  [carly.meyer@uq.edu.au](mailto:carly.meyer@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Person- and family-centred speech pathology practice.*** | |
| **Project duration** | * 4 weeks * 21 hours per week |
| **Description** | The successful applicant will have the opportunity to assist with the finalisation of a new text book entitled: A Practical Guide to being a Person- and Family-Centered Audiologist and Speech-Language Pathologist; and be involved in the development and evaluation of a new website designed to support parents/caregivers of children with Down syndrome. The types of tasks the student may be involved in include: resource development, participant recruitment, data collection, proof reading, and editing of audio-visual materials. |
| **Position/s available** | 1 |
| **Primary supervisor** | Carly Meyer  [carly.meyer@uq.edu.au](mailto:carly.meyer@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Qualitative analysis of interviews with people living with aphasia using Leximancer text analytics software.*** | |
| **Project duration** | * 4 weeks * 21 hours per week |
| **Description** | The successful applicant will have the opportunity to be involved in a project trialling the use of Leximancer text analytic software in the qualitative analysis of interview data with people living with aphasia. The student will have the opportunity to be involved in tasks including: transcription of interview data, analysis using Leximancer software, literature searching and review. |
| **Position/s available** | 1 |
| **Primary supervisor** | Sarah Wallace  [s.wallace3@uq.edu.au](mailto:s.wallace3@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Understanding impairments and consequences of ankle sprains.*** | |
| **Project duration** | * 4 weeks * 20-35 hours per week |
| **Description** | Ankle injuries are the most common lower extremity injury, accounting for approximately 15%-30% of all sporting injuries. It is estimated that up to 74% of individuals who sustain an ankle sprain go on to develop chronic ankle instability (CAI), which is characterised by repeated sprains, instability and/or ‘giving way’ at the ankle. Impairments in balance and local dysfunction at the ankle in CAI are well understood. However, sensory and motor function of the entire lower kinetic chain requires further research. The aim of this study is to investigate differences in lower limb kinematics and sensory and motor function in individuals with and without chronic ankle instability.  This project is open for 2nd, 3rd and 4th students with a background in health or medical sciences. 1st year students with previous study or work experience will also be considered. Scholars will gain skills in questionnaire and laboratory based data collection methods, and data analysis. |
| **Position/s available** | 2 |
| **Primary supervisor** | Michelle Smith  [m.smith5@uq.edu.au](mailto:m.smith5@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Client-centred goal setting in outpatient rehabilitation settings after acquired brain injury.*** | |
| **Project duration** | * 4 weeks * 20 hours per week |
| **Description** | Goal setting is a core rehabilitation practice which guides rehabilitation efforts, can be a motivational tool, and client engagement in goal setting is related to better outcomes. This project seeks to explore the process of client-centred goal setting in outpatient rehabilitation settings after acquired brain injury (ABI). Goal setting with clients with ABI can be challenging due to injury related changes (i.e. cognitive and communication changes) and in clinical practice is primarily an informal, individualised process. Data collection has been completed using mixed quantitative (surveys and questionnaires) and qualitative (semi-structured interviews and audiotaped goal setting sessions during clinical practice) methods with 44 participants with ABI and their multidisciplinary therapists across 2 public and 5 private brain injury outpatient rehabilitation services. The qualitative data will be analysed to explore the processes used by clinicians to conduct effective, client-centred goal setting (i.e. communication exchange, strategies for engaging clients in goal setting). The quantitative data will be analysed to explore relationships between key influences on goal setting (i.e. client, therapist, setting) and goal setting practice including development of therapeutic alliance and client engagement in goal setting (client-centred practice). It is anticipated that the findings of this project will inform goal setting practice including key strategies for engaging clients in goal setting after ABI as well as understanding factors which may facilitate and be a barrier to effective goal setting after ABI. |
| **Position/s available** | 1 |
| **Primary supervisor** | Emmah Doig  [e.doig@uq.edu.au](mailto:e.doig@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Health behaviours, fitness, strength, flexibility and quality of life 12 weeks after a technology-enhanced exercise rehabilitation clinic in cancer patients and survivors.*** | |
| **Project duration** | * 4 weeks * 20-36 hours per week |
| **Description** | In semester one, 40 participants will have commenced a randomised controlled trial investigating the effect of a technology-enhanced exercise rehabilitation clinic in cancer patients and survivors. The aim of the winter project is to conduct the 12-week follow up assessments to investigate the long-term efficacy of the intervention.  The successful winter scholarship applicants will have the opportunity to carry out a battery of physiological, functional and psychosocial tests relevant to outcomes of the exercise clinic e.g. blood pressure, 1RM chest and leg press, grip strength, 400m walk test, disease specific quality of life questionnaires. The successful applicants will also gain experience in novel methods of measuring participants’ physical activity using two accelerometers (ActivPAL and Actigraph GT3X+) to measure sedentary behaviour and physical activity and a computer delivered self-report recall to assess use of time. Students will gain inter-professional experience as in addition to the primary supervision in the Division of Physiotherapy, they will also be working collaboratively with students and staff from the School of Human Movement and Nutrition Sciences. |
| **Position/s available** | 3 |
| **Primary supervisor** | Sjaan Gomersall  [s.gomersall1@uq.edu.au](mailto:s.gomersall1@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |
| ***Detecting cervical musculoskeletal and sensorimotor dysfunction in headache.*** | |
| **Project duration** | * 4 weeks * 30 hours per week |
| **Description** | Headache is a common disorder with huge socioeconomic burden, the causes of which are still not fully understood. A large number of people with headache disorders are not effectively diagnosed or treated. The cervical spine has potential to cause or contribute to several common headache types. Accurate assessment of the cervical spine and sensorimotor system is important so that appropriate management can be given. The aim of the project is to identify diagnostic criteria to direct management utilising retrospective subjective and objective measures as well as CT and MRI data. |
| **Position/s available** | 2 |
| **Primary supervisor** | Lucy Thomas  [l.thomas2@uq.edu.au](mailto:l.thomas2@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Participation of children and youth with cerebral palsy.*** | |
| **Project duration** | * 4 weeks * 20 hours per week |
| **Description** | The student, who should be a School of Health & Rehabilitation Sciences Honours student in year 2, 3 or 4, will contribute to data extraction, analysis and interpretation of interviews and/or questionnaires from a series of studies on participation involving children and youth with cerebral palsy and their families. The studies investigate the predictive ability of body functions, activity capacity, and facilitators and barriers in the physical and social environments and their impact on participation. The studies take an inter-professional approach to considering human performance and service provision in the medical and health sciences. |
| **Position/s available** | 1 |
| **Primary supervisor** | Leanne Johnston  [l.johnston1@uq.edu.au](mailto:l.johnston1@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |

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| ***Inter-professional and inter-cultural (IPIC) learning in developing countries*** | |
| **Project duration** | * 4 weeks * 20-36 hours |
| **Description** | The Inter-professional and inter-cultural (IPIC) placement program by the School of Health and Rehabilitation Sciences (SHRS) at The University of Queensland, Australia, provides inter-professional collaborative practice and cultural immersion opportunities to occupational therapy, physiotherapy and speech pathology students. These placements provide a unique, authentic experience to enable students to develop a wide range of skills that meet the desired objective of enhancing students’ understanding and awareness of global practice in the health professions. Student placements occur in Timor Leste and Vietnam during the final year of studies.  Research has been undertaken within the IPIC placement program since 2011 when placements first began in Vietnam. This research aims to understand experiences of the IPIC placement program from the perspectives of students, staff, clinical educators and local partners. Data has been collected using surveys, video diaries and student reflections over this time. |
| **Position/s available** | 1 |
| **Primary supervisor** | Anne Hill  [ae.hill@uq.edu.au](mailto:emma.crawford@uq.edu.au) |
| **Further information** | All applicants to contact the project supervisor prior to submitting an application.  Apply via [UQ Advantange](http://www.uq.edu.au/uqadvantage/wr-info-for-applicants). |