2022 Global Change Youth Research Project Description

Please use this template to create a description of each research project, eligibility requirements and expected deliverables. Project details can then be uploaded to each faculty, school, institute, and centre webpage prior to the launch of the program.

Project title:	Theory of Mind Development in Children with Neurodevelopmental Disorders and Children who are Deaf/Hard of Hearing
Project duration, hours of engagement & delivery mode	4 weeks during Winter Vacation and 1 day a week during semester 2, 2022. Hours of engagement must be between 24hrs per week (during winter vacation and 1 day per week during semester) On-site attendance is required for the majority of project related tasks.
Description:	**Youth Research Priority:** This project is aligned with the "Equity and Diversity' Youth Research Priority. **Project Details:** Theory of Mind (ToM) is the ability to represent one's own and others' mental states. The development of ToM understanding is a foundational for children's social development. Research has demonstrated a strong link between ToM and language development, such that delayed or disordered language hinders the development of ToM. *Study 1:* Children who are Deaf or Hard of Hearing (D/HoH) and exposed to sign language from D/HoH parents develop ToM typically, yet D/HoH children born to hearing parents experience difficulty accessing verbal language input and demonstrate ToM delay (Peterson, Wellman & Slaughter, 2012; Peterson & Wellman, 2009). This study will examine whether exposure to early intervention mitigates ToM delays for children who are D/HoH. This is imperative given that advancements in hearing technology (e.g., cochlear implants) and improved access to early intervention. *Study 2:* Maternal mental state language is associated with ToM development in children who are typically developing. Specifically, mothers who mention and explain desires, thoughts and emotions have children who demonstrate more advanced ToM understanding. Currently,

	there is limited evidence regarding the nature of maternal mental state language to children with a range of neurodevelopmental disorders.
	This study will examine the nature of maternal mental state language to children with neurodevelopmental disorders and its relationship with ToM development.
	Through these studies we aim to better understand diversity in ToM development and inform interventions for children who experience social skills difficulties.
Expected outcomes and deliverables:	Applicants may have opportunity to undertake the following tasks: - Review of relevant literature - Strategic literature searching - Completion of transcripts from video/audio files - Data coding - Data entry
Suitable for:	- Students with an interest in Developmental Psychology. - This project is open to applications from students enrolled within the School of Psychology, UQ.
Primary Supervisor:	Dr Aisling Mulvihill
Further info:	Should potential applicants have questions about the scholarship, they are welcome to contact Aisling Mulvihill via email (a.mulvihill@uq.edu.au) prior to submitting an application

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Project title:	**Understanding the dynamic relationships between young people's music listening, mental health, and loneliness in the time of COVID-19: An experience sampling study.**
Project duration, hours of engagement & delivery mode	This project will be conducted for 4 weeks during Winter Vacation and 1 day a week during semester 2, 2022. The days worked can be flexible, but the scholar is expected to be available for 20 hours per week during Winter Vacation and then 7.25 hours a week during semester 2. On-site attendance at project meetings is preferred, however, the project will be conducted online with colleagues in other sites in Australia and overseas. It is therefore viable even in the event of further COVID-19 restrictions to on-campus activities.
Description:	Previous research (Dingle et al., 2020; 2021) established that the COVID-19 pandemic was associated with a marked increase in loneliness and mental health symptoms among young people attending university (approximately 50% of school leavers in Australia). There is an urgent need to expand young people's access to affordable mental health prevention strategies. Music listening is one such strategy that has been found to help young people understand and regulate stress (Vidas et al., 2021), sadness (Larwood et al., 2021), anger (Sharman & Dingle, 2015), and support their wellbeing (Papinczak et al., 2015). During COVID-19, university students' life satisfaction was positively associated with music listening and negatively associated with watching TV/videos/movies (Krause et al., 2021). Research also indicates that music listening can act as a social surrogate to relieve feelings of loneliness (Schafer, Saarikallio, & Eerola, 2020). However, music can be used in both adaptive and maladaptive ways, and its effects are mediated by music cognitive variables (Juslin et al., 2008; 2010) and moderated by contextual and individual factors (Carlson, Saarikallio et al., 2015; Larwood et al., 2021). The most accurate and ecologically valid way to understand relationships between person-level, contextual, and music-related variables is to use experience sampling methods (ESM). The MuPsych app was developed to capture such dynamic relationships using ESM (e.g., taking 2 entries per day over 2 weeks) (Randall & Rickard, 2017). This study brings together researchers Randall, Saarikallio (Jyväskylä University, Finland), Dingle (University of QLD), Krause (James Cook University) and colleagues to understand how music listening relates to young people's emotional states and loneliness over time using the MuPsych app with online surveys. The study will replicate previous studies of music listening and emotion, paying particular attention to the social

	context of music listening, loneliness, and how music may act as a social surrogate during COVID-19.
Expected outcomes and deliverables:	The scholar will be working closely with Dr Dingle and colleagues to set up and conduct the study. The scholar will be supervised to conduct a critical literature review, develop the study protocol and ethics application, and set up systems for participant recruitment, data collection, and management at the University of QLD site. The scholar will be expected to write a summary report of their work on the project.
Suitable for:	This project is suitable for scholars who are in 3rd or 4th year of an Arts, Science, or B Psych Science degree who can demonstrate a genuine interest in music and psychology.
Primary Supervisor:	Dr Genevieve Dingle Associate Professor and Director of the Clinical Psychology Programs, School of Psychology and Director of the UQ Music, Dance & Health research group.
Further info:	Potential applicants can see Dr Dingle's publications on https://researchers.uq.edu.au/researcher/30 There is no requirement to meet with Dr Dingle before applying, but potential applicants can email any questions to dingle@psy.uq.edu.au

2022 Global Change Youth Research Project Description

Project title:	**Facilitating Self-Compassion to Build Mental Health Resilience**
Project duration, hours of engagement & delivery mode	This project will run for 4 weeks (20-26 hours per week) during the mid-year winter break, and then 7 hours a week during Semester 2, 2022 (flexible schedule). This project can be undertaken remotely if necessary.
Description:	Self-criticism is a pervasive trait that increases the vulnerability to depression and anxiety, and is frequently targeted in clinical interventions. However, cognitive training to treat oneself kindly is a difficult process. Unsurprisingly, empirical evidence shows we are unwilling to act in a kind way to those that we dislike, and individuals with low self-worth similarly find it difficult not to view themselves unkindly. However, recent research indicates that we are much more willing to act *compassionately* to others even if we hold low opinions of them. The recognition of suffering in others appears to facilitate empathetic helping behaviour, regardless of likeability. As self-criticism and external criticism share similar neural underpinnings, fostering self-compassion is a promising avenue for reducing self-critical thoughts. This research program aims to extend previous work by investigating the roles of likeability and self-worth in willingness to act compassionately (to alleviate suffering) versus kindly (to improve happiness). The research scholar will be involved in developing and implementing self-report paradigms to investigate compassion to others and the self, and assisting in a brain imaging study investigating the neural basis of compassion. The findings will inform the next iteration of compassion-based interventions to be used in clinical contexts to improve mental health and wellbeing, as well as strategies for embedding mental wellbeing resilience in educational contexts to assist the next generation.
Expected outcomes and deliverables:	The successful applicant will gain insights into psychological experiment design and implementation, learn skills in human participant data collection (survey, behaviour, and magnetic resonance imaging), and data analysis. They can expect to produce a manuscript suitable for publication in an international journal.
Suitable for:	This project is suitable to students interested in clinical psychology, social psychology, or social/cognitive neuroscience. The ideal candidate will have a foundational understanding of psychological research methodology (2nd - 3rd year statistics)
Primary Supervisor:	Dr James Kirby Dr Chase Sherwell
Further info:	For further details, please contact j.kirby@psy.uq.edu.au or c.sherwell@uq.edu.au

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Project title:	**A consumer informed study to develop a professional development program that promotes sustainability education**
Project duration, hours of engagement & delivery mode	1/2022-10/2022. Hours of engagement: 20-36 hrs per week Remote work is possible, but preferable at least one day in the office.
Description:	Sustainability was introduced in 2011 in the Australian Curriculum as a cross-curriculum priority (S-CCP). Ten years on, the implementation of S-CCP remains minimal. Teachers often lack understanding, confidence and competence to embed sustainability across curriculum. Training programs developed to address this concern largely centre on environmental education and focus on providing information rather than equipping teachers with skills needed to transform knowledge into action. This project seeks to understand the current status of S-CCP education in Queensland schools; identify the key determinants of teachers' uptake of S-CCP and the skills/competence needed for such integration.

Expected outcomes and deliverables:	Please highlight what applicants can expect to gain/learn from participating in the project, and what they will be expected to complete as a part of the project.
	
	Students will learn to:
	    (1) Coding and analysing of data (both qualitative and quantitative)
	    (2) Coordinating a project
	    (3) Working with interdisciplinary team
	Expected deliverables:
	    (1) Support collecting and analysing of data
	    (2) Contribute to writing up report

Suitable for:	Please highlight any particular qualities that individual supervisors are looking for in applicants to assist with the selection process. *This project is open to applications from students with a background in psychology or education who are in their 3rd or 4th year or HRD students; having good working attitude, committed to the task given*
Primary Supervisor:	Dr. April Hoang
Further info:	If you have any question, please feel free to contact Dr.Hoang at a.phuong@uq.edu.au

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Project title:	**The Digitalization of Evidence-based Professional Training**
Project duration, hours of engagement & delivery mode	1/2022-1/2023 4 weeks during Winter Vacation and 1 day a week during semester 2, 2022. Hours of engagement: 20-36 hrs per week Project can be completed remotely
Description:	Consultation skill is a core component of effective intervention in medical and health. It is important however to note that it is not easy to teach or assess consultation skills training. Currently, the majority of interaction analysis systems in medical and health training are operationalised by trainers using checklists or their own judgements without computer support. Consequently, the training capacity is often limited. With online training, this human-dependent method of assessment becomes even more challenging. This project aims to (1) explore the efficiency of different professional training approach for the online environment and (2) develop an (AI) agent to support the process of skill training and assessment. By adopting cutting-edge AI technologies, we aim to develop an automated feedback system (AFS) to mimic the role of a trainer to assess trainees' consultation skills and provide them with appropriate feedback.

Expected outcomes and deliverables:	Please highlight what applicants can expect to gain/learn from participating in the project, and what they will be expected to complete as a part of the project.
	
	Students will learn about:
	    (1) The Triple P (Positive Parenting Program)
	    (2) The self-regulation framework and how it would be applied in the professional training context
	    (3) Running an experimental study
	    (4) Coding and analysing of observational data
	    (5) Working with interdisciplinary team
	Expected deliverables:
	    (1) Support collecting data for an experimental study exploring the application of self-regulation framework in online training
	    (2) Contribute to writing up report

Suitable for:	Please highlight any particular qualities that individual supervisors are looking for in applicants to assist with the selection process. *This project is open to applications from students with a background in psychology or public health with good working attitude, committed to the task given*
Primary Supervisor:	Dr. April Hoang
Further info:	If you have any question, please feel free to contact Dr.Hoang at a.phuong@uq.edu.au