School of Medical and Health Sciences
Public Health and Exercise and Sports Science Honours Projects

All eligible Honours students are invited to review the following project titles that have been offered by staff within the School of Medical and Health Sciences as potential Public Health and Exercise and Sports Science Honours projects. You are advised to consider projects that may be of interest to you, review any references that are provided to gain some additional insight into the area, and to then contact the nominated supervisor for additional information related to this project. Interested students are encouraged to contact this staff member as soon as possible, so they are well prepared to commence their Honours journey.

To ensure students have the best chance of success, it is important an Honours project is something that can be completed in the required period of time, with the appropriate supervision and with the necessary resources. As such the projects below have been assessed as meeting this criteria. However, if you have other interests that you believe may be suitable we would encourage you to speak to one of our academic staff with an interest in the area, or contact Dr Julie Dare (Public Health and Exercise and Sports Science Honours Coordinator) for further assistance.

We hope you find something that will excite you and allow both you and your supervisor to make a valuable contribution to the area of research.

For more information please contact:

Dr Julie Dare
Honours coordinator, Public Health and Exercise and Sports Science
j.dare@ecu.edu.au

Professor Mel Ziman
Associate Dean, Research
m.ziman@ecu.edu.au
<table>
<thead>
<tr>
<th>Supervisor/s</th>
<th>Project title</th>
<th>Research question/s</th>
<th>References</th>
</tr>
</thead>
</table>
| A/Prof Amanda Devine Ms Ros Sambell | An examination of food provision in Early Years Education Services (long day care), in metropolitan Perth, Western Australia. | 1. To determine the proportion of centres that are meeting 50% of the recommended servings of food groups based on the Australian Dietary Guidelines | Australian Children’s Education and Care Quality Authority (ACEQUA). (2013). Introducing national quality framework, 2013. Retrieved from http://www.acecqa.gov.au/national-quality-
<table>
<thead>
<tr>
<th>A/Prof Amanda Devine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking for Kids – a nutrition education/cooking skills intervention for Early Years food coordinators.</td>
</tr>
<tr>
<td>NB The Honours student should have an interest in nutrition</td>
</tr>
</tbody>
</table>

1. To determine if a nutrition education/cooking skills intervention lead by a chef/cook increased the nutrition knowledge and confidence of Early Years food coordinators.


<table>
<thead>
<tr>
<th>A/Prof Paul Chang</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish through focus groups if a new innovative IT tool that allows motivational self-programmed messaging is of interest and value to adults who are trying to lose weight.</td>
</tr>
<tr>
<td>NB The Honours student should have an interest in nutrition</td>
</tr>
</tbody>
</table>

1. What is the level of interest in a new innovative IT tool that allows motivational self-programmed messaging in adults who are trying to lose weight?
2. What types of auditory messages could be personalised?
3. Would this concept provide support to achieve weight loss goals?


<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sophia Nimphius</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Tania Spiteri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/Prof Sue Reed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/Prof Jacques Oosthuizen</td>
<td>A/Prof Sue Reed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Assessment of whistle noise output and noise exposure of referees. | 1. Do referees perceive whistle noise levels as excessively high and potentially damaging?  
2. What are the acoustic characteristics of commercially available referee whistles?  
3. What are the personal levels of noise exposure for referees? |


| A/Prof Annette Raynor | Dr Erin Godecke  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Fiona Iredale</td>
<td>The effect of exercise on cognitive and communication outcomes in people with chronic post stroke aphasia.</td>
</tr>
</tbody>
</table>

*NB. The Honours student must be an exercise scientist or accredited exercise physiologist with experience in exercise prescription and delivery and an interest in motor control and neuroscience.*

The primary aim of this study is to investigate the effects of a supervised eight week exercise program on executive function, communication activity and communicative quality of life for people with aphasia (PWA) after stroke. Specifically the following research questions will be addressed:

1. Does increased physical activity improve executive function in those with post stroke aphasia?
2. Does increased physical activity improve activity and impairment based communication outcomes in people with chronic aphasia?


| **Assoc Professor Annette Raynor**<br>Ms Fiona Iredale | **Use of visual feedback in clinical populations**<br><br><em>This Honours project will be suited to an Exercise Science or an Exercise Physiology graduate.</em> | 1. Does the type of visual feedback provided to a client affect their ability to modify their movement pattern when performing a sit to stand task. | Lusardi, M.M. (2004). Functional performance in community living older adults. Journal of Geriatric Physical Therapy, 26(3): 14-22.<br>Magill, R., and Anderson, D. (2012). The roles and uses of augmented feedback in motor skill acquisition. In N. Hodges and M. Williams (Eds.), Skill Acquisition in Sport: Research, Theory and practice (pp. 3-18). London: Routledge. |
| Dr Dianne Hawk<br>Prof Donna Cross (Telethon Kids Institute) | **The CyberSavvy project: Electronic image sharing (EIS) and young people.**<br><br><strong>Project 1</strong><br>Part 1 of this project involves the Honours student analysing data which has been collected with focus groups of Year 9 students, exploring their perspectives on | **Part 1**<br>1. What do young people perceive to be the benefits and risks of EIS, between two individuals and within groups?<br>2. What is the influence of age, sex and school differences, relationship status, and image type on EIS between two individuals and within groups? | Further information about the CyberSavvy project can be found at [http://telethonkids.org.au/our-research/projects-index/c/cyber-savvy/](http://telethonkids.org.au/our-research/projects-index/c/cyber-savvy/) |
electronic image sharing. Depending on the results of this data analysis, the Honours student may conduct supplementary original research focusing on:
(a) Environmental scan of current organisations and services that provide support to young people on EIS;
(b) Investigation of attitudes, beliefs and norms surrounding appropriate and inappropriate EIS, in relation to age, sex, school characteristics, relationship status, image type (in-depth interviews or short survey);
(c) Investigate potential sex differences that emerge in the findings (may be qualitative or quantitative);
(d) What is the role of bystanders to EIS? Outcome to inform communication strategy and/or curriculum materials;
(e) What are the major issues facing young people supporting their friends when they experience a negative outcome from EIS? Outcome to inform a practical resource re how to

3. What is the role of bystanders in EIS, between two individuals and within groups?
4. What advice and support regarding EIS do young people see as most and least effective?
5. What do young people perceive as practical support and advice from peers and friends re EIS, and how could this be improved?
6. How do young people think that adult support re EIS could be improved?
7. What current gaps (e.g. resources and support) currently exist?

Part 2
Research questions will be developed depending on the nature of the supplementary research in Part 2.
effectively support a friend in trouble/distress.

There is additional scope for this supplementary research (Part 2) to fit with the Honours student’s own interests.
The CyberSavvy project: Electronic image sharing (EIS) and young people.

Project 2
Part 1 of this project involves the Honours student analysing data which has been collected with Year 9 students during their participation in a design process in which as groups, they designed apps to address an aspect of electronic image sharing.

Depending on the results of this data analysis, the Honours student may conduct supplementary original research focusing on one of the following areas:

(a) Literature review of on the use of design thinking processes to collaborate with young people to identify and solve important issues in their lives;
(b) Investigation of how young people’s decision making about sending electronic images could be influenced ‘in the moment’ as they are engaged in a Part 1
1. What do young people perceive to be the benefits and risks of EIS?
2. How do they prioritise or rank the benefits and risks in terms of level of concern or importance?
3. For each of the principle concerns, what is the range of potential approaches to addressing this using an app?
4. To what extent do their solutions rely on changing their own behaviours or influencing other’s behaviours? How?
5. To what extent do their solutions rely on changing their own behaviours or influencing other’s behaviours?
6. To what extent do young people’s solutions incorporate support and advice from peers and friends?

<table>
<thead>
<tr>
<th>Dr Dianne Hawk</th>
<th>The CyberSavvy project: Electronic image sharing (EIS) and young people.</th>
</tr>
</thead>
</table>
| Prof Donna Cross | Project 3  
Part 1 of this project involves the Honours student conducting a multi-disciplinary literature review on the role of reflection time or imposed ‘pauses’ to influence decision making in daily life activities. This review will be undertaken to inform further inquiry into the need for and how to create such reflection time or pauses in the online environment in which communications and actions occur in a very rapid time frame. |
| (Telethon Kids Institute) | Part 1  
1. What disciplines are most relevant to this inquiry (in addition to psychology, organisation/management, design/architecture)?  
2. What is the role of reflection or pause in decision making?  
3. How is reflection embedded or structured into the psychosocial and physical realms?  
Part 2  
Research questions will be developed depending on the nature of the supplementary research in Part 2. |

Part 2  
Research questions will be developed depending on the nature of the supplementary research in Part 2.  

Depending on the results of this review, the Honours student may conduct supplementary original research focusing on one of the following areas:

(a) Investigation of how young people's decision making about sending electronic images could be influenced 'in the moment' as they are engaged in a communication exchange on social media? Does this involve an opportunity to reflect? What form might that take? (in-depth interviews or short survey)
Outcome to inform communication strategy and development of information and communications technology (ICT); or
(b) a related piece of supplementary research (Part 2) to fit with the Honours student’s own interests.