

ACU Teaching Development Grants 2019

Application Form

Context

Please refer to the Teaching Development Guidelines before you complete this application form. The guidelines contain important and relevant information to assist you with your application.

The closing date for TDG applications is **Wednesday 7 August 2019**. Applications are to be submitted as one document to awards&grants.LTC@acu.edu.au.

The Application Form for the current year must be used. The completed application has the following sections:

1. The Application Form requires the Head of School approval, the signed project team signatures and other relevant information.
2. Project Proposal (max 4 pages, 2.0 cm margins, Calibri font 11 point)
3. Budget (one page)
4. Student survey form (1 page) if applicable

Please combine the 3 sections (plus draft student survey form if applicable) and submit as one PDF document. Further advice can be sought from the Awards and Grants Team, Learning and Teaching Centre at awards&grants.LTC@acu.edu.au

Funding Categories (refer to the TDG guidelines)

Funding categories	Tick which funding category you are applying for:
Up to \$5,000	X
Between \$5,000 – \$12,000	
Between \$12,000 - \$15,000	

Priority Areas

Indicate which priority area your application addresses:

- Using technology to improve the student experience and enhance teaching practice
- Work-integrated learning, including developing enterprise and entrepreneurial skills, to enhance student employability
- Innovative strategies for facilitating student progression, retention, success and completion rates
- Assessment to promote student learning
- Integrating Catholic Intellectual Tradition into the curriculum

Project Title and Project Leader

Project Title:	Disrupting Queerspace Silence: exploring the impact of a heteronormative curriculum on LGBTQI students
Project Leader:	Dr Georgia Clarkson
Project Leader Contact Details: Title, Position, Phone, Email, Campus	Senior Lecturer, Paramedicine Course Coordinator – Paramedicine, Melbourne Campus 03 9953 3540 Georgia.Clarkson@acu.edu.au
Relevant Experience:	Completed PhD in 2014 focusing on LGBTQI issues Leadership of or involvement in funded 10 TDG projects at ACU Experience in project leadership and management within FHS and LTC Experience in curriculum design and academic development at SoNMP, FHS and university (LTC) levels Senior Fellow of HEA

Previous Teaching Development Grants

Please list previously funded Teaching Development Grants (OLT, ACU and Faculty)

Name of Project	Year Awarded	Final Report Submitted Y/N	Did this project require an extension Y/N
Exploring the impact of an authentic assessment on the wellbeing and career longevity of graduate paramedics (LTC TDG)	2017	Yes	No
Enhancement of career preparation for paramedicine and exercise science students through an authentic learning experience (FHS TDG)	2015	Yes	No
Midwifery PALs: Midwifery in paramedicine, interdisciplinary peer assisted learning (FHS TDG)	2015	Yes	No
Translating concept into practice: Enabling first year health sciences teachers to blueprint effective flipped learning approaches (OLT Funding UofAdelaide led)	2014	Yes	No
Exploring the effectiveness of a community of practice approach to improving implementation of flipped and blended learning in the Faculty of Health Sciences (FHS Funding)	2014	Yes	No
Keeping paramedic students connected while on road placements (HEPPP Funded)	2013	Yes	Yes
Community Ambulance Response Trolleys (CART): Building peer relationships in paramedicine practical classes (FHS TDG)	2013	Yes	No
Using iPads to enhance student centred learning, engagement and critical thinking in Paramedic practical classes (FHS TDG)	2012	Yes	No
Blended learning pedagogy for health care ethics education: Redevelopment of the HLSC 220 Health Care Ethics undergraduate unit for	2012	Yes	No

Faculty of Health Sciences (FHS TDG)			
Exploring the benefits of a validated nursing framework for post0simulation debriefing for undergraduate midwifery and paramedical students (LTC TDG)	2012	Yes	No

Project Team Members


List Team Members and Contact Details:	Dr Floraidh Corfee Lecturer, Deputy Course Coordinator (Brisbane) Nursing flora.corfee@acu.edu.au 07 3623 7870
Relevant Experience	Dr Floraidh Corfee completed her PhD exploring othering, stigma and power for marginalized people. Research strengths – sociology, qualitative and critical theory. Flora has been at ACU for nine years and has been actively engaged in curriculum design, e-learning and LEO innovation over this time. She has led unit development and re-designed major first year nursing and inter-professional health units. She has been involved in three successful grants associated with learning and teaching at ACU and is experienced in project management and delivering successful outcomes.

In-kind Support (LTC)





Advice and Guidance is available for up to 15 hours in total. Please choose from the four areas listed below.

Technology Enhanced Learning	<input type="checkbox"/>
Educational Design	<input type="checkbox"/>
Developing an Ethics application	<input type="checkbox"/>
Project Evaluation	<input checked="" type="checkbox"/>
Approval received from Director LTC	<input type="checkbox"/>

Head of School Statement of Support for Project Leader and Project

Name of Head of School				
The applicant has discussed this application with me	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
I support this application	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Head of School (of Project Leader) please provide a statement of support for the project.				
Click here to add statement of support				
(HOS) Name: Professor Karen Nightingale (NHoS SoNMP)			Date:	
(HOS) Signature: 			05/08/2019	

Supervisor Support for Project Team Members

Team Member(s)		Supervisor(s)
1	<p>Name: Dr Georgia Clarkson</p>  <p>Signature:</p>	<p>Name: Associate Professor Alicia Evans</p> <p>Signature:</p> 
2	<p>Name: Dr Floraidh Corfee</p>  <p>Signature:</p>	<p>Name: Associate Professor Paula Shultz</p> <p>Signature:</p> 
3	<p>Name:</p> <p>Signature:</p>	<p>Name:</p> <p>Signature:</p>
4	<p>Name:</p> <p>Signature:</p>	<p>Name:</p> <p>Signature:</p>

ACU Teaching Development Grants 2019

Project Proposal

Leading social change by addressing the impact of othering through curriculum reform: Experiencing paramedicine as an LGBTQI student

Aim

This project offers a unique and valuable opportunity to engage early with an emerging social and ethical imperative to explore the inclusivity of Lesbian, Gay, Bisexual, Trans*, Queer and Intersex (LGBTQI) people. In particular, this project aims to explore inclusivity in the Bachelor of Paramedicine. To achieve this, Marsh and Willis's (2007) conceptualization of curricula is adopted as a framework. Using this framework of the intended, enacted and experienced levels of curricula, this exploration will seek perspectives on the planned curricula through document analysis, the enacted curricula through interviews with teaching academics and the experienced curricula through an anonymous online student survey.

The data gathered will give insight into the level of inclusivity of LGBTQI perspectives within curricula and the impacts of this on the student experience. It is anticipated that evidence acquired from this project will inform future curriculum development and implementation processes, contribute to professional development activities around teaching and development of an online resource to support academic staff in appreciating and teaching LGBTQI perspectives. Ultimately, a more robust approach to addressing LGBTQI issues in curricula has the potential to improve the mental health and learning experience of LGBTQI students, retain LGBTQI students and have a positive impact on all students and those with whom they interact

Rationale

One of the primary functions of higher education is to assist students to transcend barriers to social progression. In line with the values of Catholic Social Teaching, facilitation of social mobility for students assists them to flourish as individuals and contribute to the common good. This transformative power of higher education is reflected in the way ACU values diversity and welcomes students from all walks of life to grow through learning.

In line with sector wide initiatives social justice, ACU recognizes a number of marginalized groups in endeavors to reform curriculum. Such curricular reform programs improve engagement with these groups through recognizing their values and differences thereby improving feelings of inclusion. In line with ACU's Strategic Plan, which aims to improve "access and outcomes of equity groups" (ACU Strategic Plan 2015-2020), programs and resources allocated to Indigenize and Internationalize curricula provide current examples of this emphasis on equity and inclusion. However, despite evidence of disparities in clinical care (Bonvicini 2017) and documented mental health inequities (Baik et al., 2017), sector wide measures aimed at inclusion of LGBTQI perspectives fail to receive commensurate attention.

The grant applicants through both lived experience and long term academic experience, have drawn on an overwhelming amount of anecdotal evidence relating to the othering of LGBTQI people at ACU and the absence of representative stories in the curriculum. ACU is a reflection of broader society and therein hosts a significant number of LGBTQI students – often choosing to identify themselves to the grant applicants as members of this same community, but remain hidden to the general university population. The opportunity to explore this hidden population is in alignment with a broader social movement that acknowledges social ostracism and the deleterious effects of non-representative social organisations. ACU is strongly placed to lead in this field because of a strong social justice ethos and a commitment to the common good.

Although some examples exist of deliberate and overt inclusion measures within specific universities, courses and units, the 'official' curricula commonly remain silent in relation to LGBTQI people and perspectives (Carabez et al., 2015). This perpetuation of a hidden heteronormative curriculum risks marginalization of LGBTQI people through silencing, exclusion and othering. Within a university environment, silence in relation to LGBTQI issues and perspectives within curriculum can result in students feeling like they do not belong. Such feelings can contribute to poor mental health, poor academic performance and influence attrition (Baik et al., 2017). The transition pedagogy framework (Kift, 2009) highlights recognition of diversity within curriculum as an essential element in minimizing

such risks around attrition. Current approaches which rely on inconsistent, localized and ad hoc strategies to accommodate diversity pose an attrition risk to students within the LGBTQI group.

The significance of this risk is magnified by evidence indicating disproportionately higher participation in higher education by students within the LGBTQI group where student disengagement translates to disproportionately high attrition risks (Leonard et al, 2012). Exacerbating this risk are factors including the known higher rate of mental health issues in the LGBTQI population and the timing of developmental challenges of 'coming' out around the stage that a student will typically engage in higher education. At ACU specifically, it is arguable that the institutional Catholic identity may exacerbate challenges around feelings of being 'othered' where students have a perception that religious beliefs are irreconcilable with their sexual or gender identity. Reliable and robust interventions at the level of the 'official' or 'intended' level of the curriculum can assist to address these challenges.

Beyond risks to LGBTQI students directly, failure to include LGBTQI perspectives in curricula poses risks to all students (including cisgender and heterosexual students). Such risks include lack of preparation for challenges students may face in the community and workplace when interacting with LGBTQI people. The impacts to the community are broad and include failure to understand unique needs and accommodate these in professional practice. In clinical contexts such as Nursing and Paramedicine, there is consequent risk around the level of care provided to LGBTQI people by graduates. Development of skills and understandings to accommodate the specific needs of LGBTQI people aligns to Graduate attribute 1, which requires students to 'demonstrate respect for the dignity of each individual and for human diversity'. Beyond the moral and social good of fostering understanding of LGBTQI lived experiences, statutory requirements of disciplinary registration bodies for our graduates require them to practice within a person-centred code of conduct in Paramedicine, Nursing and Midwifery. These practices include respecting differences associated with gender and sexuality and adopting practices which support inclusive care environments and practices.

The currently constrained resourcing environment within the higher education sector limits the resources available to extra curricula programs available to support students. Further, students engage with universities through increasingly online and virtual mediums. This combination of factors means that the curriculum is the one reliable and consistent element of student experience (Baik et al., 2017). As all students engage with the formal curriculum, this is arguably the best vehicle for promoting belonging through good design at formal, informal and 'hidden' levels (Baik et al., 2017). This is evident in studies into mental health of students which indicate that promoting inclusion and belonging enhances student mental wellbeing whereas poor curricula can exclude, misrecognize or offend students (Baik, et al., 2017). Therefore, where a sense of belonging is not embedded in the overall curricula, there are risks to mental health, engagement and retention (Baik et al, 2017).

Curriculum is developed, delivered and engaged with at a range of levels. These include the 'intended' level of design through the governance process, the 'enacted' level of resource development and teaching and the 'experienced' level at which students engage (Marsh & Willis, 2007). In order to ensure a reliable and robust approach to curriculum design and development and learning and teaching, a systematized approach needs to be integrated at each of these levels. Current ad hoc approaches to curriculum design at ACU do not reliably embed LGBTQI perspectives into the intended, enacted and experienced curricula (Marsh & Willis, 2007). This approach perpetuates the aforementioned risks in addition to being maligned with social inclusion measures.

Where measures to accommodate diversity are left to individual academic staff, there is a natural tendency for individuals to prioritize identity attributes based on lived experience. As most of the teaching is delivered through a heteronormative lens, such practices commonly silence LGBTQI perspectives. Robust and overt, institution and sector wide approaches to inclusion of LGBTQI people and perspectives (akin to those of Indigenization and Internationalisation of curricula) are required to promote social inclusion, good mental health and retention of LGBTQI students.

This investigation seeks to evaluate current practices around recognition and teaching of LGBTQI people and perspectives within the SoNMP. The proposed investigation will inform improved practices in this critical social justice space.

Project Plan

This enquiry sets out to investigate the extent to which the voices of LGBTQI people are reflected in curricula at intended, enacted and experienced levels (Marsh & Willis, 2007). It also aims to investigate the risks associated with failure to include these worldviews. The intent is to unearth some of initial evidence, justify further planned exploration of this issue and establish its significance by outlining the potential risks of failing to give voice to LGBTQI perspectives.

In order to ensure that a robust body of evidence is gathered, a range of perspectives will be sought through a number of data collection strategies.

1. Literature review, ethics (September 2019 – January 2020)– a comprehensive exploration on the literature will be undertaken to identify approaches to inclusivity within curriculum design and explore potential impacts of non-inclusivity in relation to a range of marginalized groups. Particular focus will be given to LGBTQI people and perspectives. Ethics clearance sought through ACU HREC.
2. Document analysis (September 2019 – January 2019) – approved governance level curricula of the Bachelor of Paramedicine program will be explored in relation to the level of LGBTQI content and learning outcomes. Content analyzed will include rationales, learning outcomes and assessments at course, generic unit outline level and extended unit outline levels.
3. Interviews with teaching academics (February – June 2020) – through a process of purposive and snowball sampling staff involved in teaching the Bachelor of Paramedicine will be invited to participate in unstructured interviews with researchers in relation to their experience with, approaches to and concerns around teaching LGBTQI focused content and perspectives. Experiences of staff interactions with LGBTQI students in classes will also be explored. It is anticipated that interviews will take approximately 30 minutes.
4. Student survey (February – June 2020)– a brief online survey will be developed. This survey will be distributed to all students to seek the perspectives of the historically hidden population of LGBTQI students. This anonymous survey will explore student views on the level of inclusivity of their perspectives and life experience within the curricula as they experience it and the impact of this (Refer Appendix 1).
5. Data analysis, reporting and workshop development (July – September 2020)
6. Dissemination (September 2020 onwards)

Ethics & Availability

<input checked="" type="checkbox"/>	In presenting this proposal I am aware that ethical clearance of this project may be required.
<input checked="" type="checkbox"/>	I have seen and read any comments which have been made by the Head of School.
<input checked="" type="checkbox"/>	I am not leading any other grant projects
<input checked="" type="checkbox"/>	I am not a named investigator on more than 1 additional grant project
<input checked="" type="checkbox"/>	I am a contracted or continuing member of staff for the period of the grant

Expected Outcomes and Benefits

It is anticipated that data obtained from the strategies proposed will give insight into the current practices around inclusivity for LGBTQI people and perspectives within curricula within the School of Nursing, Midwifery and Paramedicine. Multiple datasets will provide a range of perspectives on curricula in terms of the intended, enacted and experienced dimensions. This project has the potential to position ACU as a social leader in LGBTQI inclusive curricula.

Project outcomes have the potential to -

- inform those responsible for curriculum at the intended (design and development) in relation to LGBTQI content and learning outcomes
- support teaching academics responsible for development and delivery of curriculum at enacted (implementation) levels in relation to LGBTQI content and learning outcomes
- promote wellbeing, success for LGBTQI students by improving the level of inclusivity and belonging through presence of relevant content within appropriate curricular contexts
- improved mental health for LGBTQI students through greater recognition and inclusivity
- improve progression and retention rates for a known at-risk group
- improve clinical practices for students on clinical placements and as graduates as they engage with this LGBTQI identifying people in their practice
- inform practices in other health science disciplines within the SoNMP and FHS and external universities
- improve learning and teaching practice by drawing staff awareness to the benefits of the value of inclusivity for all groups within their practice
- 'future proof' academic practice by improving the agility of staff in terms of adapting teaching practices to accommodate the needs of emerging equity groups
- support students to develop graduate attribute 1 which requires them to 'demonstrate respect for the dignity of each individual and for human diversity'
- act as a vehicle for improving cross disciplinary collaboration within the SoNMP

Evaluation

A dynamic and continuous approach will be adopted to ensure this project remains on track and achieves various milestones. Strategies of evaluation against stated targets will include the following -

- Evaluation against the Australian Government Office of Teaching and Learning Project Evaluation Resource (ALTC Project Evaluation, 2011)
- Fortnightly Skype meetings of investigators
- Adherence to timeline
- Reflective journaling
- Reference to community groups and other universities
- Reference to experts in LGBTQI issues
- Preliminary dissemination of results within appropriate internal and external forums

Outcomes of the project will be measured using the data collection strategies outlined in the project plan. Impacts of the project will be evaluated through feedback from those to which outcomes are disseminated. This will take various forms depending on the audience. For example, informal discursive feedback will be sought from learning and teaching committees and more structured feedback sought from workshop participants and users of online resources.

Dissemination

Multiple dissemination strategies will be adopted. These align to the various SoTL 'tiers' within the School, Faculty, University and beyond and include the following –

- Presenting results at the SoNMP Learning and Teaching Committee and School Committee
- Presentations within the SoNMP seminar series and other relevant ad hoc forums arranged within the SoNMP
- Tabling results at the FHS Learning and Teaching Committee
- Presentations within the FHS forums
- ACU Learning and Teaching Conference
- LTC SoTL Community of Practice
- HERDSA Conference 2020
- Publications in relevant SoTL journals
- Workshops by request/ invitation

Reference List (max 8 references)

- ACU Strategic Plan 2015-2020. Retrieved from <https://www.acu.edu.au/about-acu/strategic-plan-2015-2020>
- ALTC Project Evaluation (2011). Retrieved from <https://docs.education.gov.au/documents/altc-project-evaluation-resource>
- Baik, C., Larcombe, W., Brooker, A., Wyn, J., Allen, L., Brett, M., Field, R., & James, R. (2017). *Enhancing student mental wellbeing: a handbook for academic educators*. Melbourne, Australian Government Department of Education and Training.
- Bonvicini, K. A. (2017). LGBT healthcare disparities: What progress have we made? *Patient Education and Counseling*, 100(12), 2357-2361. doi.org/10.1016/j.pec.2017.06.003
- Carabez, R., Pellegrini M., Mankovitz A., Eliason M., Ciano M., & Scott M. (2016). "Never in All My Years...": Nurses' Education About LGBT Health. *Journal of Professional Nursing*, 31(4), 323-329. doi.org/10.1016/j.profnurs.2015.01.003
- Kift, S. M. (2009). *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education*. Australian Learning and Teaching Council.
- Leonard, W., Pitts, M., Mitchell, A, Lyons, A. Smith, A., Patel, S., Couch, M., & Barrett, A. (2012). *Private Lives 2: The Second National Survey of the Health and Well-Being of Gay, Lesbian, Bisexual and Transgender (GLBT) Australians*. Melbourne, Australian Research Centre in Sex, Health, and Society, La Trobe University. Retrieved from <https://www.glhv.org.au/sites/default/files/PrivateLives2Report.pdf>
- Marsh, C. & Willis, G. (2007). *Curriculum, alternative approaches, ongoing issues* (4th ed.). Englewood Cliffs: Pearson/ Merrill Prentice Hall.

**Leading social change by addressing the impact of othering through curriculum reform:
Experiencing paramedicine as an LGBTQI student**

What is your age (please tick)?

- 20 years or younger
- 21-25 years
- 26-30 years
- 31-35 years
- 36-40 years
- 41-45 years
- 46-50 years
- Over 50 years

What is your gender (please tick)?

- Male
- Female
- Non-binary
- Other – Please state _____

What is your sexual identity (please tick)?

- Lesbian
- Gay
- Bisexual
- Queer
- Fluid
- Heterosexual
- Other – Please state _____

What program are you studying?

What year level are you undertaking?

Please circle the number that best corresponds to the statements below –

Question 1

Learning activities in my classes include LGBTQI people and perspectives in relevant contexts.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 2

Where LGBTQI material is included, it is accurate.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 3

Inclusion of LGBTQI material makes me feel included in classes.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 4

Exclusion of LGBTQI material where it is relevant can make me feel like my views and experiences are not important.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 5

I would like to see more LGBTQI material included in classes.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 6

Failure to include LGBTQI perspectives in classes impacts in a negative way on my sense of belonging.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 7

Teaching of LGBTQI material would improve my clinical practice.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 8

I feel safe to discuss my gender or sexual identity where relevant in classes.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 9

I have confidence that teaching staff will understand issues related to my gender or sexual identity as they arise.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 10

There are genuine attempts to reflect and respect my individual needs within classes.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 11

I feel well prepared to deal with issues related to my gender or sexual identity on clinical placements.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

Question 12

I feel well prepared to deal with issues related to the gender or sexual identity of those with which I care for on clinical placements.

5	4	3	2	1
Strongly agree	Agree	Neutral/ No change	Disagree	Strongly disagree

Comments _____

ACU TEACHING DEVELOPMENT GRANT - BUDGET TEMPLATE

Item	Description	Cost per unit	No.units	TOTAL	In kind support (Faculty/Unit)
Personnel					
<i>Salaries, Wages and on-costs (up to 28%)</i>	Buyout of teaching <ul style="list-style-type: none"> Georgia Clarkson Flora Corfee 	Sessional 'Repeat tutorial' rate \$91.78	10 each = 20	\$1835.60	
	Buy in of research assistant Staff member TBC	Sessional 'other' rate with PhD \$52.75	20	\$1055	
	Buy in educational design for LEO resource	Sessional 'other' rate \$44.11	20	\$882.20	
Sub Total				\$3772.80	
Project Support					
	<i>Non-staff expenditure for the administration and day to day management of the project (eg. management meetings, stationery, travel and consumable. May also include an expert workshop presenter.)</i>				
	Meeting expenses	\$50	2	\$100	
Sub Total				\$100	
Project Activities					
<i>Costs which directly contribute to a specified activity or outcome, including evaluation</i>	Vouchers for participant incentive	\$50	20 (10/ campus)	\$1000	
Sub Total				\$1000	
TOTAL:				\$4872.80	

* Required if alternative appropriate software/platform solution is not available