**UQ Winter 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.

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| **Project title:** | **First Nations’ patient-reported experiences of interventions in secondary and tertiary healthcare settings in Australia, Canada, Aotearoa me Te Waipounamu New Zealand and the United States of America countries: a systematic mixed studies review** |
| **Hours of engagement & delivery mode** | Students can work between 20 and 36 hrs per week between 30 June and 25 July 2025.  The project is offered on-site (3 days a week if choosing 20 hours a week), hybrid (3 days a week if choosing 36 hours a week) or remotely, tailored to the student’s needs. |
| **Description:** | We conducted a systematic review investigating First Nations’ patient-reported experiences of interventions to improve anti-Indigenous bias, racism, discrimination, prejudice or cultural awareness, appropriateness, competence, humility, responsiveness, safety, security or sensitivity in secondary and tertiary healthcare settings in Australia, Canada, **Aotearoa me Te Waipounamu** New Zealand and the United States.  Improving the cultural safety of care is a priority in both Australian and Canadian international policy documents, and these can only rightly be evaluated by care recipients.  We searched APA PsycInfo, Cumulative Index to Nursing and Allied Health Literature Complete, PubMed and Scopus from inception to 11 to 13 February 2024. Study quality was assessed with the Mixed Methods Appraisal Tool and a modified version of the Aboriginal and Torres Strait Islander Quality Appraisal Tool.  Qualitative and quantitative data were synthesised with qualitative meta-aggregation. Fourteen studies with 1,437 Indigenous patients were included. There were 7 qualitative, 5 quantitative and 2 mixed method studies. All quantitative outcomes were unique. Five studies were cultural training for health professionals. The qualitative meta-aggregation produced seven synthesised findings: feeling safe and respected, acknowledgement of culture, navigating the system, emotional support, creating rapport, health improvements and improved access to healthcare.  Quality appraisal revealed no discussion of existing and newly created intellectual property. Study limitations included ill-defined terminology, terms being used interchangeably, and few studies from **Aotearoa me Te Waipounamu** New Zealand and the United States of America.  We will use the findings from this review to advocate for more mixed method intervention studies assessing patient-reported experiences, especially those assessing anti-Indigenous bias, racism, prejudice and discrimination.  However, the search for this review is now over 12 months old, so before we finalise the study, because of the low number of studies retrieved, we would like to update searches to include the rest of 2024. |
| **Expected learning outcomes and deliverables:** | Applicants can expect to gain/learn from participating in the project:   * An understanding of the importance of Indigenous Data Sovereignty * Further understanding of the principles, processes and practice of searching for and selecting studies in systematic reviews * Experience with using Covidence systematic review software * Further understanding of the different stages and processes of a review * Further understanding of the purpose and value of meta-research (research about research) in Aboriginal and Torres Strait Islander health research * An understanding of the operational and academic processes of an Indigenous health research centre. * An understanding of the experience of being supervised by a senior research fellow (SRF) and Principal Research Technician (PRT), yet also able to engage in two-way learning with the SRF and PRT * Opportunities to meet academic, professional and operational Aboriginal, Torres Strait Islander, Māori and non-Indigenous staff, since we have an open-plan office.   Scholars can contribute to:   * Re-running searches in databases * Exporting searches and importing into Covidence * Piloting study screening with the other screener * Screening studies and resolving conflicts in screening decisions   Note that students typically give a brief, informal overview of what they did during their placement at a morning tea at the end of the program. |
| **Suitable for:** | This project is suitable for any students interested in the learning outcomes. Applications from First Nations students are highly encouraged. |
| **Primary Supervisor:** | Stuart Leske. Co-supervisor: Jane Wallace |
| **Further info:** | [s.leske@uq.edu.au](mailto:s.leske@uq.edu.au)  Stuart is more than happy to answer any questions that students may have, so please do not hesitate to contact him. However, students do not need to contact Stuart before applying. |