

Melbourne, Victoria

## Profile

Psychology student at the University of Melbourne with hands-on experience across clinical and health systems research. Currently a Research Intern at the Murdoch Children's Research Institute and a Registry Administration Assistant at The Florey Institute of Neuroscience and Mental Health, supporting the Australian Stroke Clinical Registry. Trained in quantitative research methods with independent research experience in cognitive outcomes and ADHD.

## Research & Clinical Skills

### Research & Technical Skills

- R (data cleaning, regression, ANOVA)
- Quantitative research design and statistical analysis
- Survey design (Qualtrics)
- APA scientific writing

### Clinical & Practical Skills

- Participant communication and coordination
- Working With Children Check (WWCC certified)
- Informed consent procedures
- Data management and organisation

## Research Experience

### Registry Administrative Assistant and Researcher

#### The Florey

#### May 2026 – Present

- Supporting the operations of the Australian Stroke Clinical Registry (AuSCR) at The Florey, Australia's largest brain research centre.
- Assist in the collection of patient-reported outcomes data to enhance registry accuracy and reliability.
- Conduct stakeholder surveys to gather insights and improve registry processes, fostering collaboration among healthcare professionals.

### Research Intern

#### Murdoch Children's Research Institute (MCRI)

#### March 2026 – Present

- Supporting The COGNITION Study, a longitudinal clinical study examining cognitive development in children and adolescents
- Assisting with participant screening, scheduling, and communication with families
- Contributing to structured data collection and data management processes
- Training in the administration of cognitive assessments, including WASI-II, WRAT-5, CANTAB, and WPPSI
- Supporting research operations within a clinical setting at the Royal Children's Hospital

### Independent Research Project

#### University of Melbourne

#### February 2026 – June 2026

- Investigated the relationship between generative AI use and academic competence in university students, using the Basic Psychological Needs Satisfaction Scale (BPNSS) competence subscale as the primary outcome
- Examined the moderating role of ADHD traits, measured continuously via the ASRS-6, on competence-related outcomes
- Designed and implemented a survey-based cross-sectional study using Qualtrics under academic supervision
- Applied statistical analysis methods, including regression and moderation analysis in R

### Group Research Project

#### University of Melbourne

- Contributed to a quantitative research project examining neurodivergent traits, psychological need fulfilment (Self-Determination Theory), and well-being in university students
- Assisted in survey design and administration
- Conducted data analysis in R (data cleaning, descriptive statistics, regression)

- Co-authored a full empirical research report and research poster

### **Research Methods and Human Inquiry (RMHI)**

#### **University of Melbourne**

- Designed quantitative studies and translated research questions into measurable hypotheses
- Performed regression and ANOVA analyses in R
- Evaluated reliability and validity of psychological measures
- Produced APA-style research reports

### **Laboratory Research Experience**

#### **University of Melbourne**

- Cognitive Psychology: categorization, attention, memory, and misinformation in news perception
- Personality and Social Psychology: Big Five traits and psychological need fulfilment
- Developmental Psychology: executive function, inhibitory control, and developmental change trajectories
- Produced over five laboratory research reports involving quantitative analysis across cognitive, developmental, and social psychology

### **Clinical & Developmental Support Experience**

#### **Peer Mentor**

Melbourne, VIC

#### **CHASE Program**

2025

- Facilitated weekly small-group sessions supporting developmental, wellbeing, and engagement needs in under-resourced student populations.
- Delivered small-group learning support for primary students with diverse learning needs
- Adapted teaching approaches based on developmental stage and individual cognitive profiles
- Supported inclusive classroom environments and student engagement
- Assisted with classroom management and wellbeing-focused activities
- Maintained compliance with Working With Children Check requirements

#### **Teacher Support Assistant**

Melbourne, VIC

#### **Collingwood Primary School**

2024

- Supported inclusive classroom learning and small-group instruction
- Assisted students with diverse learning needs
- Observed behavioural regulation strategies and adaptive teaching methods for students with diverse cognitive profiles

### **Education**

#### **University of Melbourne**

Melbourne, VIC

Bachelor of Arts (Psychology)

Expected completion: 2026

Relevant Coursework: Research Methods and Human Inquiry, Developmental Psychology (I & II), Cognitive Psychology, Personality and Social Psychology, Development of the Thinking Child, Biological Psychology, Psychopathology

#### **Study Abroad Program: Japanese Language and Culture**

Ritsumeikan University

January 2026 – February 2026

Kyoto, Japan

Completed an intensive academic program in Japanese language and culture. Developed adaptability and cross-cultural communication skills in a fully immersive academic environment.