

A Narrative Inquiry Study of the Impact of International Placement Experience on Graduate Occupational Therapy Practice

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Abstract

Aim and Background: Globally, there is movement towards the internationalisation of allied health care. Many universities across the globe are offering international student placements as part of the movement to create therapists equipped to participate in a dynamic, borderless environment. This narrative study sought to contribute to the developing body of knowledge exploring these longer-term impacts. **Design and Methods:** Seven occupational therapy graduates who completed an international placement as part of their studies were recruited. Narrative data were gathered via in-depth semi-structured interviews, and thematically analysed by coding and grouping similar concepts to develop themes. **Results:** The overarching themes were the influence of international placement on participants' paths and practice as therapists. Sub-themes included developing relationships, representing occupational therapy, working with interpreters, cultural sensitivity and empathy, reflective practice, resourcefulness and autonomy. **Conclusion:** The study identifies ongoing impact of international student placement on occupational therapy practice. Participants gained a range of experiences during their time overseas that has influenced their practice as therapists. Future studies would provide further knowledge to inform universities and students of the benefits of undertaking international student placements.

Keywords: international educational exchange, professional practice, professional competence

Introduction

Over the years, there has been a growing trend toward the internationalisation of health care (Taylor, 1995). Various health care professions, including nursing and allied health, are communicating and collaborating to develop internationally recognised education standards and accredited programs to facilitate benchmarking and international mobility of health care (Barker, Kinsella & Bossers, 2010; Taylor, 1995).

The development of the World Federation of Occupational Therapists (WFOT) allowed for occupational therapy to move toward a borderless existence. Having an international governing body allows for occupational therapy university programs across the globe to be internationally recognised, facilitating the international transferability of credentials (Barker, Kinsella & Bossers, 2010; Taylor, 1995). The minimum standards articulated by the WFOT affords graduates of approved programs the opportunity to globalise their skills and practice internationally.

Internationalisation has become a priority for universities, with many articulating their commitment to globalisation in their mission statements, and augmenting their programs to prepare graduates to participate globally in the profession (Kinsella, Bossers & Ferreira, 2008). Incorporating internationalisation into curricula can occur through the learning that occurs locally, and through activities that occur abroad, namely international field placements, with many universities offering international opportunities consistent with the emphasis on globalisation (Kinsella, Bossers & Ferreira, 2008; Knight, 2004). The impact of international field placements on learning has been documented in nursing and social work literature, but there pertains a paucity of literature accounting for occupational therapy (Barker, Kinsella & Bossers, 2010; Clampin, 2008). Moreover, the existing literature primarily focuses on the immediate outcomes of having undertaken an international

placement, rather than the ongoing influence on practice (Barker, Kinsella & Bossers, 2010; Haro et al., 2014; Sim & Mackenzie, 2016).

Literature reporting learning outcomes for students who undertook international placements often describe an increased breadth and depth of thinking, lateral and flexible thinking, increased cultural sensitivity, creativity and flexibility, increased confidence, enhanced interpersonal skills, and confidence to be autonomous in practice (Barker, Kinsella & Bossers, 2010; Haro et al., 2014). A richer understanding of occupational therapy and an enhanced ability to practise the core roles of an occupational therapist are also reported (Haro et al., 2014).

The benefits and ongoing impacts of international placements in occupational therapy have been briefly researched, highlighting the importance of understanding how these placements influence therapists throughout their professional practice. Furthering this understanding encourages universities to offer international experiences, augment placements to reflect learning outcomes identified by research, and provides insight for future students of the ongoing advantages of undertaking an international placement (Barker, Kinsella & Bossers, 2010; Zorn, 1996).

This study focussed on the following research question: How does the experience of undertaking an international student placement influence graduate occupational therapy practice?

Methods

This study was conducted as part of a bachelors with honours degree in occupational therapy. A narrative design was chosen for this research study. Narrative inquiry explores the lives of individuals, the experiences they encounter and the meanings they draw from these experiences through the telling of stories (Howie, 2013). While many authors have slightly different interpretations of narrative inquiry, it is widely agreed that story is central to the

methodology, and that data is gathered through the telling of stories in which significant events are plotted along an evolving timeline (Clandinin, 2006; Howie, 2013; Josephsson & Alsaker, 2014). The concept of meaning-making is also integral to the methodology, as people draw meanings from past events to understand present circumstances (Howie, 2013). This is particularly relevant to this research, as the study seeks to unfold the narratives that reveal the significant moments along an occupational therapist's pathway from their time on an international placement to their current day practice, and understand how the meanings they have drawn from those significant events on their placement influence them as a therapist today.

Participants

Purposive sampling was used to consciously recruit those with specific rich data relevant to a particular topic that cannot otherwise be obtained (Liamputtong, 2013). An advertisement was placed on the 'Occupational Therapy at University of South Australia' Facebook© page, advertising for participants who met the following criteria; current practising occupational therapists with at least three years' practice experience who undertook an international placement as part of their university studies. Three years' practice was chosen as it was deemed a suitable amount of time for therapists to have noted the impact of their placement on their practice. Participants were invited to email expressions of interest to the primary researcher. Snowball sampling was also used by inviting participants to invite others eligible therapists to participate in the study. Three participants were recruited via the Facebook© advertisement, and a further four via snowball sampling. An eighth eligible person contacted the primary researcher, however did not respond to follow up emails and subsequently did not participate in the research. Participants were provided with an information sheet following expression of interest, and signed a consent form prior to participating in the interview.

Data collection

The first author conducted in-depth semi-structured interviews with each participant. Josephsson and Alsaker (2014), suggest data should be storied, and so the interview process should elicit stories, rather than be gathered through open-ended questions that may prompt information or facts rather than rich narrative data. Interviews occurred in-person, except for one interview that occurred via telephone, and interviews lasted for 45-75 minutes. A list of open-ended questions guided interviews, however, for the purpose of developing a narrative, participants were encouraged to share their stories rather than answer interview questions. The interview was piloted with a recent graduate who completed an international placement, but did not qualify for participation in this study, and was adapted as necessary to clarify wording and re-order questions. Interviews were audio recorded and transcribed verbatim by the primary researcher, at which point they were de-identified.

Data analysis

Thematic analysis is a common method of describing narrative data (Patsiopoulou & Buchanan, 2011; Ronkainen, Watkins & Ryba, 2016; Ross & Green 2010). Thematic analysis allowed the researchers to identify codable moments within the narrative, that would later be compared, contrasted and grouped to identify larger themes across the data set. Each transcript was coded line by line. Codes were grouped based upon common concepts, and as themes emerged and evolved, consolidated into final themes. Checking of the coding by the third and fourth authors, and confirmation of the themes by the second author ensured rigour. Saturation of the data was reached as no new concepts emerged. The data presented includes the experiences of all participants.

Rigour

A reflective journal was kept by the primary author to record assumptions, thoughts and reflections throughout the interview process, to reduce the influence of researcher bias on

the interpretation of the data during analysis. The interview was first constructed based on literature with similar research aims to this study (Sim & Mackenzie, 2016). The interview was piloted and adjusted prior to beginning the formal interviews and was refined throughout the formal interview process. The primary researcher, who completed the interviews, was completely independent of the participants and had no influence on those involved in the study. Two researchers were involved in independently extracting and analysing data.

Results

Description of participants

The sample was comprised of six females and one male who undertook international placements via one Australian university in their fourth year of study. One participant began their international placement in their third year, and continued into their fourth, the others were in their fourth and final year of study. Six participants travelled to Cambodia, and one to Thailand. Placements ran for 9 weeks, with one participant's placement continuing for three months. Participants had varying degrees of previous international experience, with some never having been overseas before, and one participant having lived and studied in a developing nation. At the time of the interview, six of the participants were practising in a range of clinical roles, and one in an education role, with time since their international placement mostly ranging six to eight years, with one participating having participated in their international placement nineteen years prior to being interviewed.

Findings

The main theme that emerged from the data; *my practice as a therapist*, elicited the following subthemes: *my path as a therapist, developing professional working relationships, representing the occupational therapy role, working with an interpreter, culturally sensitive practice, empathetic practice, reflective practice, resourceful and responsive practice, and autonomous practice.*

My practice as a therapist

My path as a therapist

Before reflecting on how their international placement experience had influenced their practice as a therapist, many participants spoke of how their placement impacted the career path they took and the kind of occupational therapist they wanted to be. Following her placement, even when challenged by others about the career path they planned to take, Participant 4 reflected; *'I knew that was sort of OT that I wanted to be after that ... it's certainly accelerated for me 'yep, this is what I want to do'*. Other participants spoke similarly of how their experiences cemented the role they wished to work in, and found themselves in similar contexts and working with similar client groups. Participant 4 described the placement as the *'springboard'* that jumpstarted their career path, reflecting a definite link among participants between experience and career path as a therapist. Following Participant 2's placement experience, they knew they wanted to continue working in a community development role, and immediately sought similar jobs. When asked if their placement experience had influenced that decision, Participant 2 reflected it had *'hugely'* contributed; *'my first job out of uni, the job title was primary healthcare worker, and so I'd say that was directly a result of doing that placement ... I think it's changed my career path for sure.'* Participant 5, however, shared that while they found themselves subconsciously gravitating towards roles that align with the values they developed during their placement experience, the placement experience itself has had no direct influence on their career path.

Developing professional working relationships

Participants spoke fondly of the professional and therapeutic relationships they built with peers and clients, and reflected on how the experience of developing these relationships has translated into their practice. Many felt their student partners were a valuable support, that appeared to help the participants in having positive and productive placement

experiences. Working closely with a partner supported some to develop communication skills that would prepare them for the workplace; *[it] taught me a lot of skills about how to communicate with people. If we didn't agree on something, we'd really nut it out and be like 'why don't we agree on something?' ... So it was more, I think more reflective of what you'd be like in the real workplace'* (Participant 7). Participant 5 reflected that the communication skills built have been *'really helpful'* for working and communicating within a team in the workplace back home.

Having the opportunity to work with a diverse range of people and developing effective relationships with those in their host country has also translated into the practice of the participants. While some participants reflected their international placement experience did not develop clinical skills in the same capacity as their Australian placements, many reflected that their international experience allowed them to build broader transferrable skills that could be carried into any workplace; *'I don't know if I necessarily got the clinical OT work as such, but got a lot more of those broader skills ... just confidence in talking to lots of different communities'* (Participant 3); *'Working with all different people has been a lot easier, having had that experience'* (Participant 7).

Representing the occupational therapy role

Participants spoke of their experience of learning in a country with limited understanding of occupational therapy (OT), and of explaining and advocating for the occupational therapy role in this context; *'[locals] were still getting used to what OT is, because OT doesn't exist over there ... they know physio, but OT is a foreign concept ... I think they were still kind of learning what we are, what we could do to help them'* (Participant 3). Participant 4 reported the lack of understanding of occupational therapy didn't impact negatively on the ability to effectively complete their placement. Others reported challenges, however a common theme noted was the impact of this experience on

the ability of the participants to represent and advocate for the occupational therapy role in different practice settings now; *'Because we were representing the OT profession in very core professional meetings, I kind of took that skill through to my ... so often in a lot of network meetings, like meetings with education staff, I'm pretty confident in talking about OT and what our role is with that setting, and ... willing to voice that clinical reasoning, based in occupational therapy models'* (Participant 2).

The participants' ability to effectively represent the occupational therapy role has not only encouraged them to apply for jobs outside their comfort zone, but supported them in advocating for positions by proving the value of occupational therapy in settings beyond conventional therapy; *'I've even had job interviews where they're like, 'we don't really understand what an OT can do'. And I end up selling OT to them'* (Participant 4). Similarly, Participant 2 reflected; *'I think my confidence in representing the OT profession in settings outside of occupational therapy ... was improved as a result of the placement ... definitely those first two jobs, actually those first three, I had to really explain what the link was between OT and community development'*.

Working with an interpreter

Each of the participants had the opportunity to work with an interpreter during their placement. Many participants reported forming close relationships with their interpreters, as they acted as cultural guides and even pseudo-supervisors. Many participants spoke about their experience of working with an interpreter as positive, and which has allowed them to be more confident and able to work effectively with interpreters in their work now; *'working with a translator ... gotta work out 'okay, you know, who am I looking at? How much information am I delivering at one? How am I considering what I'm saying? ... And I use that over here as well, because I've got a few families I see that are ESL, so we need to use translators, or interpreters, so I guess I felt more comfortable going into that'* (Participant

3). Participant 3 also reflected on how they've been better able to support co-workers in current practice to work with interpreters by sharing knowledge and experience.

Working with an interpreter was not without its challenges. Of working with an interpreter to translate a workshop the students had prepared, Participant 3 shared; *'it was quite exhausting ... you had to pause after every few sentences for [the interpreter] to translate'*. This experience, however, made participants more aware of their communication styles, and the need to adapt for different client groups; *[working with an interpreter] taught me to really slow down and think about what I was saying. So that's been helpful here as well'* (Participant 7).

Culturally sensitive practice

Many of the participants spoke of the impact their experience of being in a country so culturally different to Australia has had on their practice as a therapist. Several of the participants listed a want to be immersed in, and learn about another culture, as a motivator for undertaking an international placement. Participant 3's first thoughts on being in a new and culturally different country reflect the initial reactions of many of the participants; *'I've been overseas to Bali a couple of times, and that was basically the extent of my travel history, so it was definitely eye opening ... getting used to the busyness. You don't even cross the road, you've just gotta go because otherwise they'll get you ... it's just very different'*. Even a participant who grew up overseas reflected on the culture shock experienced upon arriving in the host country.

Once participants processed their initial shock, they developed an increased awareness of culture that they had not been exposed to or conscious of before. Working across different cultural contexts prompted participants to consider the transferability of their skills, and supported them to become more responsive and aware; *'I think understanding different cultures and having that awareness of things that we might do here, or Western*

society ... it doesn't always work that way, and having that understanding and awareness of why that might be, from a cultural perspective, I think has been a huge thing for me ... working in rehab, being able to tailor therapy, now, around people and being really open minded, and wanting to hear more about someone's cultural needs, is really important to make things meaningful ... I think going [on an international placement] helped me understand and open my eyes up to the world that I never knew existed'. Similarly, Participant 7 reflected that cross-cultural exposure prompted them to consider things they had not before, but noted it is on Participant 7's 'radar' to consider cultural differences and its impact on practice now.

Participants reflected on how this exposure to different cultures and their opportunity to work with people from different backgrounds has translated into their ability to be sensitive and responsive to those they work with in practice now; *'the biggest thing would have been the cultural side of things. And I guess it really highlights the significance of our work in occupational therapy in the significance of culture. And that's definitely something that I've carried through ... one of the biggest learnings I think from that is ... that every single family that I work with, has a different culture and a different system ... so it's something you have to take into literally every situation, not just assuming ... it was highlighted in such a big way I guess during that placement' (Participant 1).*

Empathetic practice

Several spoke of how their experience of being a foreigner during their international placement not only increased their understanding of culture, but their empathy for others, particularly those who may be newcomers in the participants' home country. Participants shared how their experiences of being an outsider has supported them to better understand the similar situations of those they may work with in practice; *'It was quite isolating being in an in a country where no one else speaks English' (Participant 6); 'understanding the*

perspective of what it's like for people who are immigrants or refugees ... and knowing what it feels like to not be where you're used to, and to not have any insight into something until someone actually tells you about something' (Participant 7).

Conversely, others spoke of their experience of being a foreigner in a more positive light. Participant 4 spoke of being viewed as a 'novelty' and a 'rock star' by the local people. Participants reflected on how the experience highlighted to them their privilege of living in country with access to disability services and supports, unlike those they met in their host countries. This experience was undoubtedly significant on many of the participants; when asked whether they still felt their international placement experience was relevant today, Participant 5 shared '*[it has] definitely made me more empathetic towards marginalized communities ... having that empathy for different people now and different groups has kind of stuck with me'.*

Interestingly, one participant, whose current role includes supporting students, spoke of empathy in a different light. Participant 2 spoke of how the experience of long-reach supervision during the international placement prepared them to support students undertaking placements with similar supervision models; '*I felt as though, because I had that experience, it was a really good way to relate and say it is really hard and I completely understand where you're coming from'.* This reflection demonstrates the variety of ways that the empathy the participants demonstrate in their practice now has directly translated from their international placement experience.

Reflective practice

Having limited direct occupational therapy supervision, and infrequent contact with their university supervisors back home, afforded participants the opportunity to develop a range of skills that have translated into their practice today. Many spoke of how their experience of relying on themselves and their student partners for reflection has supported

them in current practice, as they are more self-reflective and better able to take responsibility for their learning, even in the absence of regular support from senior therapists. For most participants, peer and self-reflection were a main form of supervision; *'when there's no one else, you know, that speaks English around you often you are reflecting and debriefing a lot [with a student partner]'* (Participant 3). Participant 2 reflected that skills in self and peer reflection were *'really pushed'* as opposed to on local placements, highlighting how this experience is unique to international placements.

Participants also spoke of how their experience of self-reflection and practice evaluation supported them to recognise and challenge assumptions. Reflecting on the people they were working with and what they were experiencing during their international placement has seen Participant 6 be more aware of the effect of personal assumptions in practice now; *'not to assume things about people I think, is really important. So- and I think that's something that you carry with you about any person'*. By being better able to reflect and monitor practice, participants are now able to be more responsive and adaptive in their therapy.

Resourceful and responsive practice

Broadly, participants reflected how their practice as therapists has been directly influenced by their international placement experience, particularly their ability to be adaptable and flexible in their thinking. The placement, compared to some of the participants' local placements, required them to think quickly and outside the box; *'so if something's not there staring you in the face, what are the different- how can I still have that outcome? Like I guess going through different channels ... I guess being a bit more resourceful ... the amount of thinking on our feet and how independent we had to become while we were over there definitely has sort of shaped the therapist that I am today'* (Participant 5). Similarly, Participant 7 reflected; *'I think I had to be very creative and innovative while I was in [host*

country], and so I've needed to do the same thing in all my roles, and that's really given me the confidence to do that'.

As well as needing to think quickly and laterally, participants were also required to be flexible and responsive during their placement. Many reflected on moments where unanticipated events or situations arose, or they were confronted with values and priorities that didn't coincide with their plans, and they were required to embrace the unexpected and be flexible in their approach; *'particularly it's been relevant in my current work [working with Aboriginal communities] ... because their world view was different, their needs and priorities at the time were completely different. And if we didn't meet them where they were at, then we weren't going to be able to do what we needed to do ... I reckon my placement definitely impacted on how I've been able to kind of go about work there and how I've been able to ... be a lot more flexible in that workspace'*. Participants also spoke of the need to be responsive to changes in plans during their placement, which has supported them to be increasingly understanding and flexible in their practice now.

Participants also reflected how their experience of having to work with limited resources has prompted them to be more creative in their practice today; *'where we were, they were not super well-resourced ... you did have to be creative with kind of what ideas you could come up with, what could you use that was already, you know, within the environment ... I now work in community practice in paediatrics, so with kids, and we kind of do a lot of that as well, because we work with a lot of families that are from lower socio-economic areas, and they're not necessarily the most well-resourced either.'*

Autonomous practice

The international placement experience provided all participants with the opportunity to build confidence and be autonomous in practice. For many, there was limited supervision, often having a direct supervisor in the host country that was not an occupational therapist and

having infrequent supervision via video call with their university supervisors. This model, however, encouraged participants to rely on their knowledge and clinical reasoning in the absence of a supervisor to fall back on; *'you didn't necessarily have an OT supervisor there on the ground every day being like 'okay, maybe consider this, maybe do this' ... you did have to take that initiative and kind of think on your own' (Participant 3); 'we took textbooks over with us, and we relied on our good training and clinical reasoning, and we were amazed with what we knew' (Participant 4).*

Being pushed beyond their comfort zone has supported participants in being more confident and autonomous in their practice now. Participants reflected how their confidence in themselves as practitioners, and their ability to show initiative and voice their reasoning in current practice has been directly influenced by their international experience; a skillset not afforded to them in the same capacity by their local placements; *'I think there's definitely some value in kind of not necessarily having someone on the ground, and having to kind of work stuff out ourselves ... I can push myself now' (Participant 1).*

Participants also reflected that, as a result of their overseas experience, they are more willing to take on challenging roles and give new experiences and roles a go; *'[international placement] allowed me to probably not be as afraid to adapt to different things. So my career, so I've only been out for seven years, but I've had lots of work in different places. I'm not afraid to give it a go as much' (Participant 6).*

Discussion

This narrative study provides further understanding of the ways by which international placement experiences have ongoing influence on the practice of occupational therapists. Each of the participants drew direct links between their experiences and their professional practice and way of being as a therapist, and reflected that their placement experience remains significant today.

Some of the learnings and on-going influences identified were expected and are documented in other studies, such as being more culturally sensitive and empathetic and understanding in practice (Barker, Kinsella & Bossers 2010; Sim & Mackenzie 2016; Haro et al. 2014). Other findings, however, were more surprising.

A finding unique to the international placement was the influence on participants of the supervision they experienced overseas. Oftentimes, students had limited on-ground supervision, often not supervised by an occupational therapist, and had limited contact with their home university. This was also an experience articulated by students in our meta-synthesis (Levitt et al., 2021). This supervision model required students to become more independent and more autonomous in their practice than what was often expected of them from their local placements. Participants spoke of how their ability to be autonomous and confident in their practice and clinical reasoning now was directly linked to their international placement experience. Participants also spoke of how this form of supervision taught them to take more responsibility for their learning. For many, peer support and self-reflection were primary methods of supervision, and in order to progress as student therapists, participants were required to find their own methods of self-development by evaluating their practice. This is another skill the therapists have carried through to their practice, allowing them to continue to develop as practitioners even in the absence of regular support from a senior. This is yet another aspect unique to international placements, as the opportunity for such intense self-reflection is not necessarily afforded on local placements where there is usually an occupational therapist supervisor providing regular feedback and facilitating reflection.

Another common theme described by participants was their experience of finding alternative methods of communication in an environment where verbal communication could not be relied upon. Few people spoke English in the participants' host countries, and while the participants learnt a small amount of the local language during their placement, they were

forced to find various means of building relationships with clients. One method of communication was via an interpreter. This experience taught students to speak slowly, shorten and simplify messages, and adapt language to ensure messages were being translated accurately. Participants reflected on how this experience has enabled them to better communicate in practice now, by being aware of the need to simplify or restructure messages while still ensuring concepts are not compromised. In our review conducted on the learning outcomes described by allied health students on international placements (Levitt et al., 2021), students also reflected on how the experience had taught them the value of communication and relationship building. It is particularly interesting to consider this in the context of the current study, indicating that immediate learning outcomes of international placements have long-term effects.

A common theme described by participants was their ability to effectively represent and advocate for the occupational therapy role in jobs since graduating. Participants spoke of how many people in the host country had limited or no understanding of occupational therapy, and so participants were challenged not only to explain the role and its relevance to the setting, but do so in such a way that could be effectively translated. International placement has supported therapists in being better able to communicate the occupational therapy role and advocate for its importance in the Australian setting. This experience too is unique to the international setting, as most local placements would see students placed in agencies familiar with occupational therapy, thus negating the need to explain and advocate for the role in such a way. Clark (2010) speaks at length of the importance of promoting the OT profession, particularly as the profession advocates for occupational in a range of settings by giving clarity to the role. Identifying promotion of the profession as a key aspect of the role is particularly interesting as participants were afforded the experience to develop this

skill during their international placements, whereas this may not have been supported in the same capacity during their local placements.

Study limitations

This study provides insights into the long-term effects of undertaking international student placements on professional practice, however the authors recognise the limitations of the research. While narrative inquiry only requires a small sample, and theoretical saturation was reached within the sample, future studies with a larger sample size may elicit further concepts. Furthermore, the sample of the current study limited its generalisability. This study recruited participants from one university, most of whom went to the same country on the same placement over different years. While this study included participants with a range of previous international exposure, and all were from cultures different to that in which they were immersed, future studies could further diversify samples by including more universities, males, mature age students and a wider scope of placement host countries.

Conclusion

Undertaking an international student placement has beneficial long-term effects for graduate occupational therapists. This study highlights both the challenges and advantages of these experiences on practice, by offering insight into influences unique to international placement. Several implications for practice are discussed in the context of the global movement towards the internationalisation of allied health, and particularly occupational therapy. International placements afford students rich experiences that support them to become more open, receptive and understanding therapists equipped to practice in a fast-paced and evolving world.

Key Points for Occupational Therapy

- International placements provide students with a unique experience and skillset that supports them in becoming more prepared and open in their role as a therapist.
- Ongoing learnings and skills unique to the international placement experience are applied across a diverse range of occupational therapy contexts, from clinical to community to educational settings.
- International placement experience influences both career path and therapeutic practice.
- Themes confirm therapists frequently reflect and draw upon their placement experience in current practice.

Conflicts of Interest

There are no conflicts of interest to declare for this study.

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Ethics Approval

Ethical approval for this study was obtained from the University of South Australia's Human Research Ethics Committee (protocol number: 201795).

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