

JORDANA MANUSPICO
AJ

FOLIO – RESEACH PROJECT B

	Planning	Development
A	<p>P1 Thorough consideration and refinement of a research question.</p> <p>P2 Thorough planning of research processes that are highly appropriate to the research question.</p>	<p>D1 Thorough and highly resourceful development of the research.</p> <p>D2 In-depth analysis of information and exploration of ideas to develop the research.</p> <p>D3 Highly effective development of knowledge and skills specific to the research question.</p> <p>D4 Thorough and informed understanding and development of one or more capabilities.</p>
B	<p>P1 Consideration and some refinement of a research question.</p> <p>P2 Considered planning of research processes that are appropriate to the research question.</p>	<p>D1 Considered and mostly resourceful development of the research.</p> <p>D2 Some complexity in analysis of information and exploration of ideas to develop the research.</p> <p>D3 Effective development of knowledge and skills specific to the research question.</p> <p>D4 Informed understanding and development of one or more capabilities.</p>
C	<p>P1 Some consideration of a research question, but little evidence of refinement.</p> <p>P2 Satisfactory planning of research processes that are appropriate to the research question.</p>	<p>D1 Satisfactory development of the research.</p> <p>D2 Satisfactory analysis of information and exploration of ideas to develop the research.</p> <p>D3 Satisfactory development of knowledge and skills specific to the research question.</p> <p>D4 Satisfactory understanding and development of one or more capabilities.</p>
D	<p>P1 Basic consideration and identification of a broad research question.</p> <p>P2 Partial planning of research processes that may be appropriate to the research question.</p>	<p>D1 Development of some aspects of the research.</p> <p>D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research.</p> <p>D3 Superficial development of some knowledge and skills specific to the research question.</p> <p>D4 Basic understanding and development of one or more capabilities.</p>
E	<p>P1 Attempted consideration and identification of an area for research.</p> <p>P2 Attempted planning of an aspect of the research process.</p>	<p>D1 Attempted development of an aspect of the research.</p> <p>D2 Attempted collection of basic information, with some partial description of an idea.</p> <p>D3 Attempted development of one or more skills that may be related to the research question.</p> <p>D4 Attempted understanding and development of one or more capabilities.</p>

Your depth of research has been a real strength throughout the whole Research Project Jards! The analysis of your sources, the way you validated your information to come to unbiased key findings & the amount & relevance of your planning was outstanding. Well done!

Topic Selection

When I began the Research Project process, there were numerous possibilities and I wasn't precisely sure which of my interests I could use to form a Research Question. I began with a lotus

Black holes	Ships	Living in Space	Changing the world through science	Advances in space & technology	Space exploration	Freedom of Speech	Racism
National Geographic's article	SPACE	NASA	Likeness - television newsman	HEALTH	Flemish's culture	Young Age	Freedom of Religion
History of the world	No more moon exploration	New/ recent discoveries	Health, working	Supernatural	Gender & employment	Concepts of religion	Equality in Australia
Over fishing/ overfishing	Climate change	Products from space exploration	SPACE	HEALTH	HUMAN RIGHTS	How modern machines are changing music	Modern "country" music
Endangered animals	NATURE	Super Populations	NATURE	AP 2016	MUSIC	Individual composers	MUSIC
Controversial historical events	2008 - year of the financial crisis	Controversial events in history	HISTORY	PETS	FILM/ PHOTOGRAPHY	Music marketing	Pop in 1950s vs today
Effects on today	Revolutions in history	Civil Rights	Psychological Help	Drugs - old people	Old & old people	Social media's effects	Directing/ producing
American Revolution	HISTORY	World's history	People and their pets	PETS	Controversial events	Popular photographs	Photography - making a film
Invention of the computer	Software - how it works	AI - chat bots	Old dogs	Help dogs (Australia)	Animal Cruelty	Controversial events	Modern film/ TV

diagram. In the middle I wrote "RP 2016", and around this I wrote eight broad topics that I am interested in. These topics comprised of

space, disorders, human rights, nature, music, history, pets and film/photography. I began expanding on these. I found that the topic that appealed to me the most and had the most thought-provoking sub-topics was pets. I went on to a computer to search some options in depth and ascertain what information was already available. I first looked into the topic of the effect of pets on various ages, and this was a very plausible topic to pursue. I looked at various other things, such as; psychological effects, pets throughout history, & animal cruelty.

After briefly looking into many topics I followed a link to the Guide Dogs SA website and quickly decided that I would most like to investigate Guide Dogs as a topic as it contained the most diverse and interesting content out of all the topics I had looked at. To further refine the topic of Guide Dogs, I created a mind map showing



various areas of this topic that I briefly researched. The things I found most interesting were the subtopics "owners" and "discrimination". A way to combine both of these topics into one question was to look at how owning a Guide Dog impacts on living a 'normal' life. I felt this was something I would like to know more about and researching this should be achievable and manageable.

Consideration and Refinement of Research Question

Considering and refining my research question was relatively complex, as it required a lot of time, thought and research. Something that helped a lot when trying to decide on my question was to explore my interests and curiosities, as I could expand on these to find a specific topic to research. It was helpful to use analysis tools, like the lotus diagram and mind map mentioned in the Topic Selection section, to help discover a topic to explore and investigate. These analysis tools gave ideas and helped to expand on topics that I am interested in, which assisted in finding a specific research topic to form my question on. To create a question I had to look at a very specific subsection of a general topic. Once I had a definite idea of a precise topic to research into, I could form my question from this.

So, as my topic is the life of a Guide Dog owner, and I am particularly looking in to the effects on normal living; my question could now be formed.

My question started out as:
1. What are the effects on life of owning a Guide Dog? (18/01/2016)

This question was too broad, would not be manageable to research and lacked specific interest. After some short preliminary research and consideration, mainly of the Guide Dogs Australia websites, I found myself drawn to the psychological aspects of owning a Guide Dog. I wanted to know how having a Guide Dog impacted on a person's social life and general daily living. Therefore, I added this to my question, as follows:

2. What are the psychological, social, and practical effects of owning a Guide Dog? (31/01/2016)

The reason psychological, social, and practical sectors were chosen was because of the first two sources (which were on discrimination and life before and after a Guide Dog). These showed me that these are the three types of life that are most affected when someone acquires a Guide Dog. This question was very restrictive because it is a simple "what" question. I decided to expand the limitations of this question and change it.

3. To what extent are psychological, social, and practical parts of life affected by owning a Guide Dog? (02/02/2016)

Next, I needed a specific location to look at, so I am not focussing on the effects throughout the whole world, as this would be unmanageable. I am most interested in Australia as it is the most accessible and relevant to me. Therefore my question became:

4. To what extent are psychological, social, and practical parts of life in Australia affected by owning a Guide Dog? (04/02/2016)

"To what extent" is very broad and more an evaluative phrase. Hence, I decided to change this to make it more specific and relevant to research.

5. How does owning a Guide Dog impact a blind person in Australia socially, psychologically, and practically? (04/02/2016)

After some research and annotation (sources 1 to 4) I discovered that many of the sources refer to these particular people as vision impaired rather than blind. As this seems to be less offensive and more inclusive of people with minor vision impairments, I decided to change my question.

My FINAL research question became:

6. How does owning a Guide Dog impact people with vision impairment in Australia socially, psychologically, and practically? (17/02/16)

PMI of Final Research Question

PLUS - This question is definitely an interesting and stimulating one for me. It is relevant to many people around Australia, and affects a wide range of people; not only those with vision impairment, but their families and people building links with vision impaired people. The wording of this question is also useful as it allows room to discover the negatives and positives. Improvements can then be identified and suggested. This makes my research helpful for many people's lifestyles and for the general improvement of Australia's fairness and equality.
MINUS - A disadvantage of this question is that it involves information that may be very personal, meaning people may be hesitant to share information. The Guide Dogs Association is

already very highly developed. I may find that there are minimal negatives. I am also limited as I don't know of many primary sources and it could be difficult to contact primary sources given their vision impairment.

INTERESTING - The research gained from this investigation will be very interesting, as there is a lot of room for diverse information. The personal accounts that I hope to obtain will provide a fascinating insight on a different way of life. I may also be able to provide information for those contemplating acquiring a Guide Dog, or even people with or involved with Guide Dogs.

Planning of research processes appropriate to the research question

Safety and Ethical Considerations

As I will be working with those who are affected by visual impairments, this topic may be very personal to them, and sometimes may include things they would not like to share. After some research on the Guide Dogs Australia website, however, I found that many people seem happy to share their personal experiences. I will still have to be careful by asking for full consent, rather than conducting an obtrusive interview, and in wording and communicating my interviews and discussions respectfully so I don't offend or upset anyone. Communicating the reason for my research and how I will use the information will also be important. I will give people the opportunity to remain anonymous if they would prefer. I also need to ensure all my research is conducted honestly and sources are referenced correctly so as to avoid plagiarism or copyright issues.

Capabilities

I plan to develop both the Personal & Social Capability and Ethical Understanding, as I feel these two things are very important for me to improve on whilst living in today's society. Being able to understand all types of people without bias and judgement is a personal goal of mine, especially in situations such as this which include the rights of other humans. I aim to do this by developing empathy for and understanding of others. I hope to increase my awareness of life as a visually impaired person by interviewing those involved in this situation. I intend for this to make me more aware of these people in our community and even perhaps to use contacts and information gained to investigate future employment in an area of human need. In researching this topic I will be exploring and developing an understanding of the obligations and rights of the visually impaired and determining what rights could be improved on. I hope to use any ethical issues I discover that affect visually impaired people to impact my research and outcome, and to raise awareness. I will pursue ethical and safe research processes by correctly wording and communicating my interviews and discussions. I plan to respect the rights and privacy of those I communicate with and to acknowledge all my sources.

Research Process

To undertake thorough research, I decided to highlight the various sections of my question and use this colour coding when highlighting and annotating my sources. Below is a copy of the fully highlighted question:

- How does **owning a Guide Dog** impact Dog impact people with vision impairment in Australia **socially, psychologically, and practically?**

I also have to consider the **RELIABILITY** of each of the sources used, and as not all information found will fit into the specific

subtopics, I also included **INTERESTING**. I will also have **QUESTIONS** in many of the sources.

This will help me in my research as the separate parts of the question are now organised in a manageable way.

Time Management

To make sure I was using my time wisely, I constructed a timetable of the various things that needed to be done. This was not always followed exactly, as some due dates changed and primary sources took a long time to obtain, but it was helpful as a basic guideline.

WEEK	DATE OF MONDAY	ASSIGNMENT GUIDELINES	PERSONAL PLAN
6	16 th November		Begin Topic Selection.
2	8 th February		Start annotating secondary sources.
3	15 th February		Continue annotation.
4	22 nd February		Make sure notes and journal is on track. Begin folio.
5	29 th February		Complete up to the question refinement stage of folio. Make interview for primary source.
6	7 th March		Find a primary source. Continue folio. Finish up to the planning of processes stage.
7	14 th March		Finalise primary source interviewing. Continue folio. Research analysis stage.
8	21 st March	FIVE WEEKS = DUE	Continue folio. Research analysis stage.
9	28 th March		Begin planning outcome. Continue folio.
10	4 th April		Finalise folio. Begin writing outcome.
11	11 th April		
HOLIDAYS (2 WEEKS)			Complete any last parts of the research folio. If completed, continue research outcome.
1	2 nd May	RESEARCH FOLIO DUE	Hand up folio. Write plan for 3 minute thesis. Continue written outcome.
2	9 th May		Film 3 minute thesis. Continue written outcome.
3	16 th May		Finalise research outcome – ready to hand up.
4	23 rd May	RESEARCH OUTCOME DUE	Hand up outcome. Begin evaluation.
5	30 th May		Continue evaluation.
6	6 th June		Continue & finalise evaluation.
7	13 th June	EVALUATION DUE	Hand up evaluation. Research Project complete.

Folio Planning

To make sure I had organised thoughts and developments to incorporate into my folio at the end of the research process, I kept a research journal. In the journal, I documented question refinement, research processes and personal development. Most of the information documented has been included in this folio.

Interviews

The questions for the interviews were gained after most of the secondary source annotation. This allowed for the questions to fill in any holes in the information. The interview was split up into three socially relevant questions, three psychologically relevant questions, and three questions relevant to practical parts of life. Any extra information I felt was needed was placed in the "Extra" section, which is made up of four questions. Each section was designed to gain ample information and personal perceptions on living with a Guide Dog. Any insights and experiences will provide useful and relevant information. The interview questions created are found on the following page.

The people I interviewed were found by means of ethical and unobtrusive contact via comments on the Guide Dogs SA/NT Facebook site. On the following page is the message that was sent to any relevant subjects. I had to clarify that I was Debbie's daughter as I was using my mother's Facebook account. The tone used is more informal as that is the typical method of communication via Facebook. I thought that people would much prefer to be approached in this way, as it is less confronting.

P2 Good planning

P1

P2

P2

P2

DA

INTERVIEW QUESTIONS

SOCIALLY

- When you go into a social situation without your Guide Dog do you feel any of the following?
 - Social seclusion/isolation
 - Dependence on other people
 - Insecurity
 - Like you would much prefer your Guide Dog present
- Does your Guide Dog add benefits to your social situations (such as strangers asking about your dog, etc.)? If yes, what are these benefits?
- Are there any specific social situations where your Guide Dog has improved your experience that you could tell me about?

PSYCHOLOGICALLY

- Would you say you feel more or less confident with your Guide Dog around? Why do you think this is?
- Do you feel accepted by other people with your Guide Dog around? Why/why not?
- What is the relationship between you and your Guide Dog like?

PRACTICALLY

- In daily life, what things does your Guide Dog assist you in when navigating?
- Do you feel like you have more safety with your Guide Dog around? Why/why not?
- Are there any specific times in life where your Guide Dog has helped you practically that you could tell me about?

EXTRA

- What does your Guide Dog mean to you?
- What parts of your life do you feel are most improved by owning a Guide Dog?
- Are there any negatives of owning a Guide Dog?
- Is there anything else you would like to tell me?

CONTACT MESSAGE

Hi _____!

Sorry to land in your inbox like this but I came across your comment on the Guide Dogs SA/NT page.

My name is Jordy Mansfield (the daughter of Debbie) and for a research project for my Year 12 studies I am looking at how Guide Dogs change people's lives.

I was wondering if you'd be happy to either fill out a small interview I've made or maybe to meet up and I can conduct the interview that way?

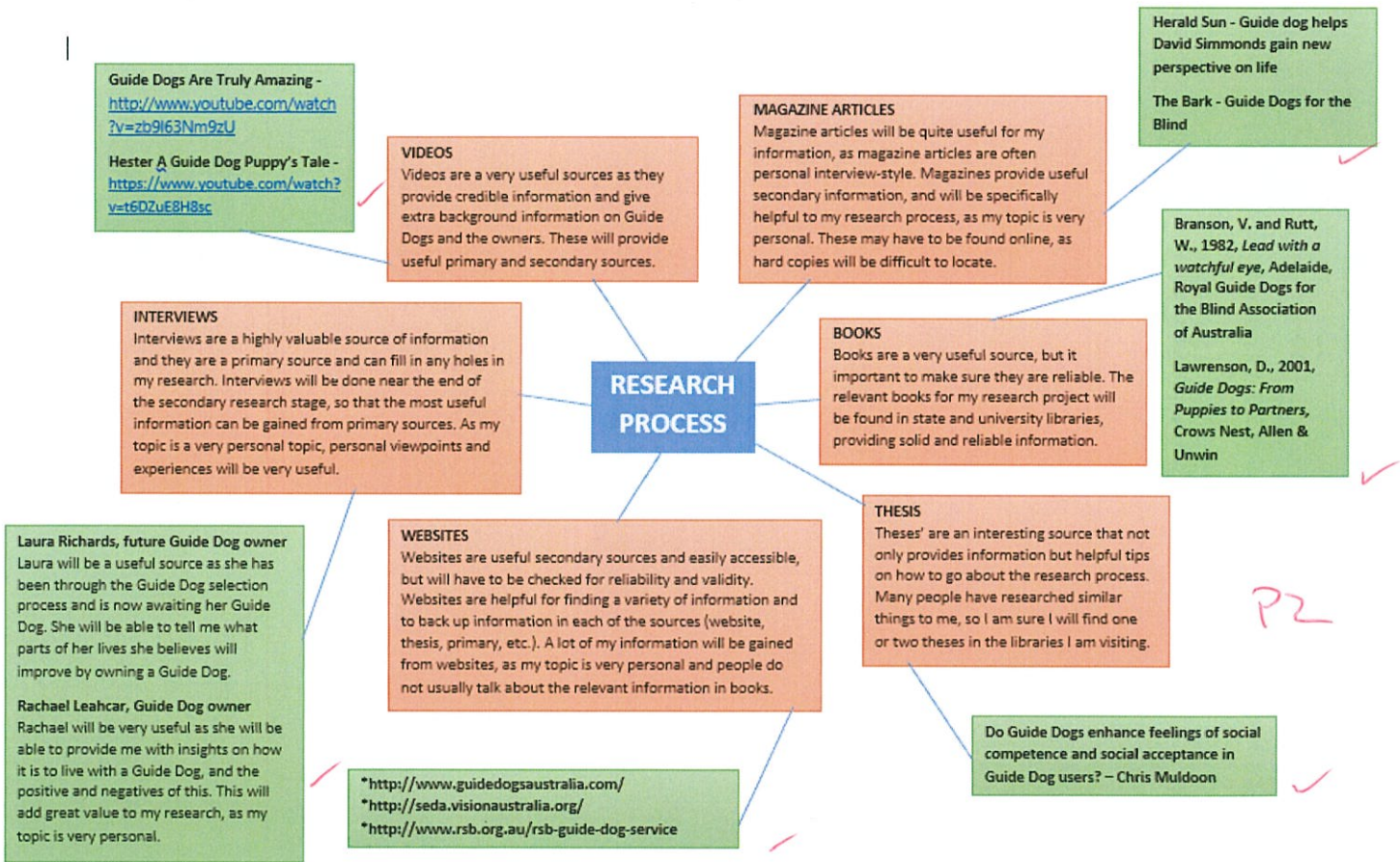
It would be great if you could get back to me.

Have a lovely week!

P2

Source Diversity

To successfully get a wide variety of reliable sources I needed to plan what I was going to use. This was done by brief preliminary research and most of the source examples listed were used in the research process. Below is an image of the source diversity planning.



ANALYSIS OF PLANNING FOR INTERVIEW PROCESS AND EXPLANATION OF CONTACT WITH THOSE INTERVIEWED

Something I hadn't factored into my planning was the difficulty involved in contacting a visually impaired person to interview as a primary source. I first tried emailing Guide Dogs SA through their contact page on their website. They were unable to pass details of Guide Dog owners onto me due to confidentiality reasons which was completely understandable. I wondered what to do next as I realized most visually impaired people would not use email or social media. (I later found out this is actually possible by using voice to text software.) I decided to look through the comments on the Guide Dogs SA/NT Facebook page and try to contact people that way. I sent ten messages (as above) but only ended up getting three responses. Charlotte Germaine did reply with excellent answers but others were not so reliable. One only answered a few of the questions very briefly, one never responded to the questionnaire and the final contact ended up being the daughter of Peter Green. Thankfully she passed on her father's details and I contacted him the following day. A meetup was then planned and the interview was conducted at the food court in the Colonnades Shopping Centre in Noarlunga. Laura Richards was easy to contact as her visual impairment allows her to use her phone and she is already an acquaintance of mine from New South Wales. Laura was asked via WhatsApp if she'd be happy to fill out the interview and send it on to my email, and she was very happy to share her insights and experiences. Thus, despite the sight barriers, confidentiality and lack of responses, three interviews were still conducted with exceptional answers that provided abundant information.

D1

A. J. J. J.

P2

Source – Interviews

Green, P., 2016, Interviewed by Jordana Mansfield, Adelaide, 07/06/16 ...
 Richards, L., 2016, Interviewed by Jordana Mansfield, Newcastle, 01/06/16 ...
 Germaine, C., 2016, Interviewed by Jordana Mansfield, Adelaide, 11/06/16
 (this interview can be found on the following page)

USEFULNESS/LIMITATIONS

The interview questions were structured to gain insights and experiences of those living with Guide Dogs, which would provide highly useful information. The information I gathered from Peter was useful and relevant, as it covered all aspects of my question in an understandable and very personal approach. A limitation of this process was that the interview was recorded and then had to be typed out. This took a very long time and was not highly efficient.

LEADS

As can be seen in a few of the comments in the margin to the left, minimal relevant questions were found. This occurred as any questions that came up in the interview process could be asked and understood immediately. There were several cross references discovered in this process. These were noted and later compared with all other sources, as can be seen in the systematic review. As the interview was designed to fill any holes in the secondary information gained no leads were discovered as much of the information for the research process had already been found. D1

RELIABILITY/RELEVANCE

Peter is a blind man and has been this way since birth. He has owned Heidi, a Guide Dog, for two and a half years. He has had many experiences of practical and social benefits and/or negatives, and has personally felt the psychological transitions from before owning a Guide Dog and after. This means that the information and personal insights gained from this interview is reliable and credible. D2

grandmother Whenever they're with us, she doesn't walk any faster than what the gram is being pushed. So she just only watches out for me but she watches out for him in the gram as well. I wouldn't go without her now. I wouldn't be able to do without her. There's times where I can't take her with me, but I'd say 95% of the time she goes with me everywhere. So yeah. We go everywhere, don't we Heidi? She loves the family, she loves us all. Like when we're on our own, when we're with family, she likes to follow what they're doing. But when we're on our own, she watches either side just in case. If anything's there that I'll walk into and if there is she'll just walk around it and she'll walk around it with her.

PRACTICALLY

1. In daily life, what things does your Guide Dog assist you in when navigating?

Yeah, that's part of their training. Like as young pups they're house trained and all that and their puppy trainers actually take them down to the supermarkets and shopping centres, to get them used to that. So when they actually get their final family and their final owners, part of their training is to learn to navigate through and around objects that are in the way. Like if there's any footpaths that have like the signs that are at the front of the door or whatever, part of their training is actually to guide the people around the outside of them so they won't actually walk into them. So navigation is a very big part of their working life. Once they know the route that you would take, they get to know it and they go. It doesn't take them long to know the route. Like we used to live up on South Road and she knew the route, we'd walk around the block, and she'd know to go to some of the shops, she would know to go to the vet, and right alongside the vet there was what used to be a fish aquarium store, and she knew where that was, and she knows where the bus stops are where we used to go, and which one we'd stop at to get to university. Once she learnt her way around the uni, there was no hassle for her, she'd be right.

2. Do you feel like you have more safety with your Guide Dog around? Why/why not?

Yeah, definitely. It's not to say I don't feel safe with family members. I do! It's just that when I'm not with them and not with Heidi there's a sense of insecurity, and I'm not sure where I am. I might know the like, shopping centre, like I know where we are but the confidence is so much higher with her than what it is without.

3. Are there any specific times in life where your Guide Dog has helped you practically that you could tell me about?

Um, yeah! Like at the shops, at university. Just recently, because it's a new area down at Victor Harbor, she's got to learn it. And walking along the beach front, she sort of gets herself distracted with all the birds that are out on the coast. But once she gets to know it, they'll just become second nature and she won't worry about them. There's specific shops that she knows we need to go to, depends which area of a shopping centre. Here where we are (Colonades Shopping Centre, Noarlunga) she'll just go to the right shops and she knows which ones we've got to go to, because they're the main ones we go to. Like the clothing shops we don't go in because I don't worry about that. The jewellery shops I don't worry about. So we just don't go in them! Do we, hey Heidi?

EXTRA

1. What does your Guide Dog mean to you?

Ah, she means a great deal. I wouldn't be able to part with her. I've had her now for two and a half years. She's a part of my life, she'll always be a part of my life until it comes time for her to retire. Yes, I'll get another dog when she retires. But that's in another, say, five years. They have a working life between seven to nine years, depending on her health. If she's not able to work after that, we have the opportunity to keep her, and pay for her vet bills and all that afterwards and we get the dog. Or she gets to retire to a new family, those that can look after her. We just don't know how we'll go yet.

Comments:
 Commented [JM1]: Care for others – not just Peter.
 Commented [JM2]: Business – not just a dog, but a big part of her life.
 Commented [JM3]: Heidi and Peter are almost always together – doesn't get sick of his Guide Dog.
 Commented [JM4]: Help with practical walking – watches out for obstacles that vision impaired people cannot see.
 Commented [JM5]: Practically helping people is part of the training.
 Commented [JM6]: Very practical help – show with vision impairment would have increased confidence that they will not walk into anything.
 Commented [JM7]: Dog control navigation to memory – get to linear routes and common courses.
 Commented [JM8]: Very intelligent Dog! Trained very well.
 Commented [JM9]: Much more safety with Guide Dog around.
 Commented [JM10]: Backed up by a lot of sources (see on page).
 Commented [JM11]: Increased confidence with Guide Dog around.
 Commented [JM12]: Takes the dog a bit of time to learn a new area – may get distracted in this time – would be hard.
 Commented [JM13]: Guide Dog is quick to learn common courses and areas (as mentioned above) – JM2, JM3.
 Commented [JM14]: Lots of communication between Peter and Guide Dog throughout the interview – see how people talk to a normal dog but there is a noticeable level of friendship and trust here.
 Commented [JM15]: Repeated above (JM2, JM3).
 Commented [JM16]: Mentions above (JM2, JM3).
 Commented [JM17]: EXTRA INFORMATION – interesting – would be good for dogs to be able to not working their entire lives.
 Commented [JM18]: Peter was not unhappy to talk about Heidi's retirement – it was quite star off – it would be interesting to see how many people keep their Guide Dogs even though their working life is over.

CAPABILITIES AND SKILLS DEVELOPED

The interviews conducted developed my understanding of another individual's rights and experiences and enabled me to gain an understanding of others. This process helped me to make progress in my ability to approach others and to build links with people through conversation. My awareness of respecting others was also developed as I thought through how to ethically obtain information with full consent. D4

SOCIALLY

1. When you go into a social situation (at the moment while you do not have a Guide Dog) do you feel any of the following?

- Social exclusion/isolation

Yes, I often feel "different" and like I can't join in as much. Often feel very lonely – no one knows how I feel.

- Dependence on other people

VERY often I have to depend on others for many things. For example, if I don't have my cane at hand I have to ask to link arms with people to be lead around, or even ask for help just doing the general things most people can do and I just be able to do.

- Insecurity

Yes I often feel insecure that I look different to others. There's a big lack of self-confidence (which I'm out and about).

- Like you would much prefer a Guide Dog present

Yes 100%. My guide dog would make my life 10000 times better!

2. Do you think your Guide Dog will add benefits to your social situations (such as strangers asking about your dog, etc.)? If yes, what will these benefits be?

Yes, I believe having my guide dog will be a massive benefit, especially to my social life/situations in public it will create an awareness to the public of my vision issues. Strangers may feel more comfortable coming up to ask about a dog and how it helps etc. Usually the cane tends to "scare" people away they tend not to ask questions.

3. Are there any specific social situations where your Guide Dog might improve your experience?

The places my guide dog will mostly help would definitely be:

- School – e.g. getting around school grounds, helping me to not feel so alone (companion), create an awareness in the other children that I have a vision impairment.
- Shopping centres/general public places: create an awareness to the public
- Having a companion
- Help guide me around obstacles

PSYCHOLOGICALLY

1. Would you say you will feel more or less confident with a Guide Dog around? Why do you think this is?

Definitely more confident. Because I wouldn't feel as weird with a guide dog as I do with a cane. As my cane makes me feel extremely isolated. A dog would definitely boost my confidence and make me want to go and visit new places.

2. Do you think you'll feel more accepted by other people with your Guide Dog around? Why/why not?

Comments:
 Commented [JM1]: Laura feels all of these things! Peter only made specific mention to one of these things.
 Commented [JM2]: Massive psychological effects.
 Commented [JM3]: This would make practical and psychological parts of life very hard – feel less competent – especially for a 16 year old.
 Commented [JM4]: Laura used to have full vision and has lost a lot of her self-confidence.
 Commented [JM5]: Lack of self-confidence and insecurity without a Guide Dog.
 Commented [JM6]: Perceived feelings – Laura doesn't even have a dog yet and yet she knows it will improve her life.
 Commented [JM7]: Guide Dogs make people aware that there is a problem! A person with invisible visual impairment would benefit from this greatly.
 Commented [JM8]: Guide Dogs improve interaction with other people.
 Commented [JM9]: As a school, a Guide Dog will help Laura socially, psychologically and practically!
 Commented [JM10]: Psychological help.
 Commented [JM11]: Practical help.
 Commented [JM12]: Guide Dogs give a feeling of acceptance and normality.
 Commented [JM13]: Confidence to do new things.

KEY FINDINGS FROM PETER AND LAURA'S INTERVIEWS

All of the information gained from the interviews can be listed as key findings but some major points that are repeated throughout many sources and add value to my research are (KEY: Peter = Red, Laura = Blue):

Relying on other people makes visually impaired people feel insecure. Guide Dogs are great conversation points. Guide Dogs care for family and other people, not just their owners. Guide Dogs add many benefits to life but especially **CONFIDENCE**. Guide Dogs become best friends and a normal part of life – they go with you almost everywhere. A lot of practical help comes from Guide Dogs; crossing roads/going new places. Training the Guide Dog is a thorough process and mainly involves practical help. One of the only negatives of owning a Guide Dog is that the dogs can sometimes misbehave.

Being visually impaired without a Guide Dog, it is possible to feel insecure, dependent on others, social isolation and like you would much prefer a dog around. Guide Dogs can make the public aware that the person does have a vision impairment, if it is one that is not immediately obvious. Guide Dogs improve interaction with new people. Guide Dogs help in a variety of places, unlike a cane. With a Guide Dog, there is confidence to do new things. Guide Dogs provide feelings of safety and they also provide companionship. D1

RELIABILITY/RELEVANCE

Laura Richards is a sixteen year old girl in NSW who is living with a vision impairment that is a result of a stroke. She is on the waiting list to get a Guide Dog, and she knows a bit about what will change when she obtains her dog. As Laura is speaking from her personal views, there may be some bias. But the purpose of the interview was to gain personal insights into living with a Guide Dog, and this interview fulfilled that purpose. D1

LEADS

As mentioned above, the interviews were designed to fill any holes in the secondary information gained, no leads were found, as much of the information had already been found. D1

USEFULNESS/LIMITATIONS

This interview provided me with an insight to the perceived views of the positive life changes of obtaining a Guide Dog. Laura was also happy to provide very personal information. A limitation may be that Laura's perceptions do not match up to reality, but as most of her information can be backed up by other sources (through cross referencing/systematic review), this information is mostly useful. Another limitation of this source is that it was done over email, so no impromptu questions could be asked, and therefore no extra information was discovered. D1

KEY FINDINGS FROM CHARLOTTE’S INTERVIEW

Can have negative social affects – people always stopping her to talk about Guide Dog. Much more confidence with Henry – can go anywhere and talk to anyone. People can still act strange around Guide Dog. Much prefers to have Guide Dog always with her. Obeys helpful commands. Excellent navigation help. Much more safety with Guide Dog. Increased independence. Only negative Charlotte sees with owning Henry is his retirement.

RELIABILITY/RELEVANCE

Charlotte has owned Henry for two and a half years. Throughout this time she has seen the changes that happen before and after owning a Guide Dog and she has talked to many people about her experiences. As the purpose of the interviews was to gain very personal insights and experiences, Charlotte shows no bias that could be critical to the reliability of her information. Hence, the information gained is both reliable and relevant.

LEADS

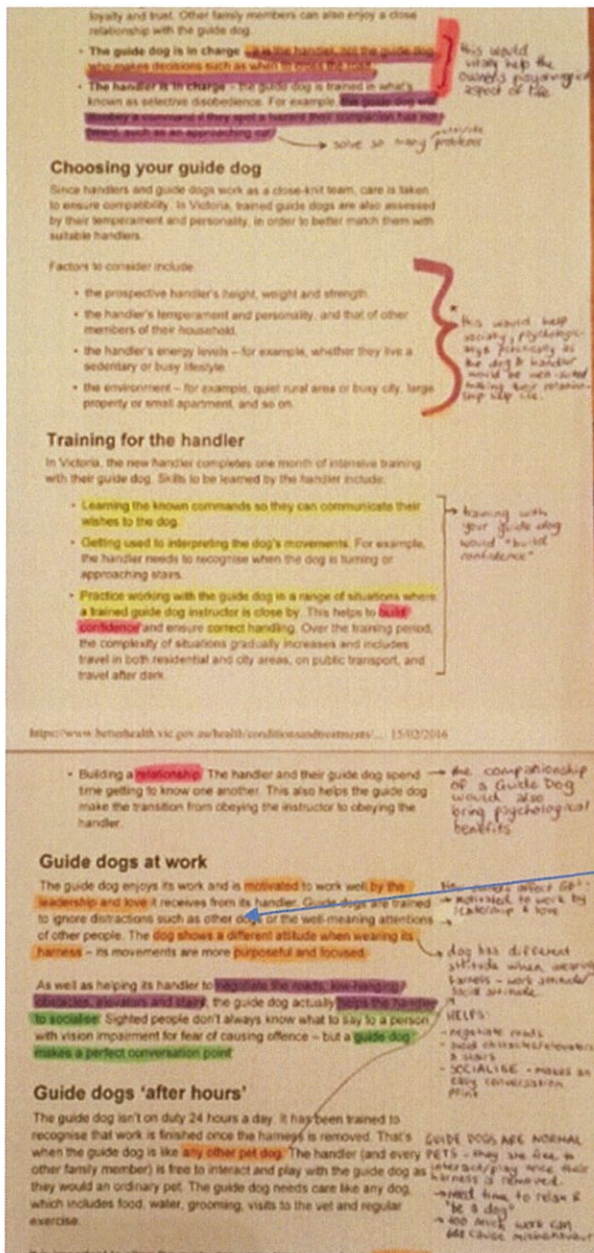
No leads were discovered in this source.

USEFULNESS/LIMITATIONS

This interview provided me with thorough and very interesting information. Charlotte has done many talks and presentations to raise awareness of the RSB and Guide Dogs, so her information was well thought out and very relevant. Charlotte’s information can be backed up by a number of sources and will be very useful for my outcome.

Source – Internet

State of Victoria, 2012, *Vision loss - living with a guide dog*, <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/vision-loss-living-with-a-guide-dog>, accessed 15/02/2016



KEY FINDINGS

Guide dogs are specially bred and trained to enable people who are blind or vision impaired to regain their independence." Guide Dogs disobey commands if they spot hazards that their companion has not heard – such as an approaching car. Guide Dogs and handlers are assessed by their temperament/personality so that the pair is a good, suitable match. This would help socially, psychologically and practically as the dog and handler would be well-suited, making their relationship a beneficial one. Assessments of dog and human include: Weight, height, and strength; Temperament & personality (including family members); Energy levels – human... busy lifestyle?; Environment of human’s life – e.g. rural area or busy city. Guide dogs make a good conversation point. The handler, not the guide dog, makes decisions (e.g. when to cross the road) – this would help the psychological aspect of life. Training builds CONFIDENCE and the companionship of a guide dog would also bring psychological benefits – less loneliness. Training with the dog includes: learning the commands that the dogs know so the handler can communicate their wishes to the dog, getting used to interpreting the dog’s movements, and practice working with the guide dog in a range of situations where a trained guide dog instructor is close by – correct handling. Guide Dogs help to negotiate roads and avoid obstacles/elevators/stairs. Guide dogs are only working when they’re wearing the harness, and they enjoy their work. They are intelligent animals that thrive on the challenge of helping their handlers and are motivated to work by leadership and love. Guide dogs are loved members of the family – like any other pet – they are free to interact and play once their harness has been removed, and they need time to do this else they may misbehave. Guide Dogs have a different attitude when they are wearing the harness – work/social attitude.

USEFULNESS/LIMITATIONS

This source had a lot of relevant information for each section of my question. As it was produced in consultation with the Guide Dogs Victoria Association, the information is reliable and relevant. This source had a lot of information that added to my knowledge and understanding, but it was not necessarily completely relevant to my specific question (the orange highlighting shows this).

RELIABILITY/RELEVANCE

This source is a Victorian government source so it can immediately be presumed as reliable. It has also been “produced in consultation with & approved by” Guide Dogs Victoria, showing that it is both reliable (as the Guide Dog Associations are highly consistent and dependable) and relevant. As this source is simply factual, there is not much room for bias. This source also provided its references at the end so that facts could be checked for validity.

LEADS

This source provided references and sources for more information at the end which were used as the next sources in the research process. This included the Justin D. Honsch and the Tom Harris sources.

CAPABILITIES DEVELOPED

This source further developed my empathy for and understanding of others, as it provided an insight into life with a vision impairment and also living with a Guide Dog.

Development and Analysis of Research

Source - Thesis

Muldoon, C., 2000, *Do Guide Dogs enhance feelings of social competence and social acceptance in Guide Dog users*, Adelaide, The Flinders University of South Australia, pp.69-70, 75-77, 80, 84, 94

KEY FINDINGS

When Guide Dog owners are without their dogs they feel social isolation, dependence on other people and/or insecurity (p.69)
 "Seventeen point six per cent (17.6%) of subjects stated that they were dependent on other people within the group when their Guide Dog was not present." (p.69) "Twenty nine point four per cent (29.4%) of subjects expressed all of the responses, perceiving feelings of isolation, insecurity, lack of independence when in a social group without their Guide Dog." (p.70) People have much better reactions to guide dogs than canes (p.76) Taxi drivers and restaurant owners show hostility to guide dogs (p.80) Unconditional trust between guide dog and owner (p.84) Feelings of safety and security that guide dog knows what to do (p.94) "Subjects interviewed described feelings of comfort, security, safety, and independence with their guide dog present." (p.94) "Thirty five point three per cent (35.3%) of subjects felt they were socially isolated within the group without their guide dog." (p.69) "100% of Guide Dog users interviewed would under acceptable circumstances choose to have their guide dog present if they were entering... social settings" (p.75) People are sympathetic when Guide dog is present (p.80) People seem to be more comfortable approaching guide dog owners when their dog is present (p.80) Guide dog = good conversation point - a lot of people are met just because of guide dog conversation (p.80) "Eleven point eight per cent (11.8%) of subjects expressed feelings of insecurity in the absence of their Guide Dog within a social setting." (p.70) Increased feelings of acceptance and participation when with guide dog (p.75) Feel more confident with guide dog because of independence (p.84) "She is my best friend. She is with me all the time. I am not scared of going out to places, she gives me confidence." (p.94) Feel much more confident with guide dog as they can move around freely (p.77)

RELIABILITY/RELEVANCE

This book was written by the Manager of the RSB Guide Dog Service and was published by the Flinders University. This source is completely based on the experiences of those with Guide Dogs which may cause it to be biased. But as it does not ask for opinions but rather experiences, no major bias is evident. Hence, the information gained from this source is valid, credible and reliable.

LEADS

A major lead discovered in this source was the author; Chris Muldoon. This led me to a radio source, and other RSB Guide Dog Service information.

Source – Newspaper Article

Gliddon, G., 2015, *Guide dog helps David Simmonds gain new perspective on life*, <http://www.heraldsun.com.au/leader/inner-east/guide-dog-helps-david-simmonds-gain-new-perspective-on-life/news-story/0afb3f671eabedd460824ebc8dbb65fc>, accessed 15/02/16

RELIABILITY/RELEVANCE

This source is from a local newspaper & would most likely be reliable as people can find out if it is false (as community newspapers are to a smaller range of people). It is from the end of 2015 so it is recent and therefore not irrelevant.

LEADS

No leads were discovered in this source.

SOURCE 9

QUESTION 3
 The third research question examined the perceptions of the subjects that are raised when hypothetically entering a social group without their guide dog (see Diagram 4).
 (speaking from experience)

DIAGRAM 4:
 Perceptions of a Social Group Without a guide dog Present

Diagram 4 illustrates that:
 Thirty five point three per cent (35.3%) of subjects felt they were socially isolated within the group without their guide dog.
 Seventeen point six per cent (17.6%) of subjects stated that they were dependent on other people within the group when their guide dog was not present.

CAPABILITIES DEVELOPED

This source allowed me to consider other research processes, including respecting the rights and work of other and acknowledging the source. It also helped me to appreciate the ethical and legal dimensions of research, which later helped me to create an empathetic, ethical and safe interview.

USEFULNESS/LIMITATIONS

This source was useful as it had very detailed information on one section of my question (social aspects) and also made mention of other sections. It also gave personal insights into the lives of Guide Dog owners, as it was a survey of those living with Guide Dogs. However, this source was quite long and a lot of the information was not entirely relevant to my topic.

KEY FINDINGS

According to David Simmonds, a Guide Dog owner for 8 years, Guide Dogs are much better than canes. Guide Dogs can concentrate for you. Guide Dogs bring freedom and independence to those with vision impairment. Guide Dogs can help if you're meeting up with people, as they can get you there quickly and efficiently. There is evidently a trust between owner & Guide Dog which would ease the mind. Guide Dogs can transport you to places you need to be.

USEFULNESS/LIMITATIONS

This source did not have a lot of information but it provided a personal insight into the positive life changes that occur when a Guide Dog is obtained.

CAPABILITIES DEVELOPED

This source helped me to develop empathy for and an understanding of what life must be like with a visual impairment, with and without a Guide Dog.

Source – Internet

NSW Police Force Facebook, 2015, *The Law, The Facts And The Fines That Come With Guide Dog Discrimination*, <http://www.bluemts.com.au/news/the-law-the-facts-and-the-fines-that-come-with-guide-dog-discrimination/>, accessed 31/01/16

KEY FINDINGS

Guide Dogs make people “safe and independent” - discrimination puts this safety/independence at risk. Being able to report discrimination and having the Police respond to this gives a feeling of personal human right and safety and independence. Guide Dogs are “highly trained to open up the world for people who are blind or vision impaired, not close it down, which is effectively what discrimination does”. They also “enable people with impaired vision to get around their communities safely and independently.” Guide Dogs are meant to reduce the negative practical and psychological and social effects/impacts of having a vision impairment. **Discrimination** affects social behavior. Guide Dogs know how to behave at a restaurant or café. Guide Dogs are calm and well-behaved around people. **Discrimination** affects the mind. **Discrimination** affects the person actually doing things (such as buying food or other necessities). Guide Dogs are trained to travel on public transport. Guide Dogs are calm and well-behaved around people. **Guide** Dogs is Australia’s most trusted charity, they rely on the money of the public via donations.

CAPABILITIES DEVELOPED

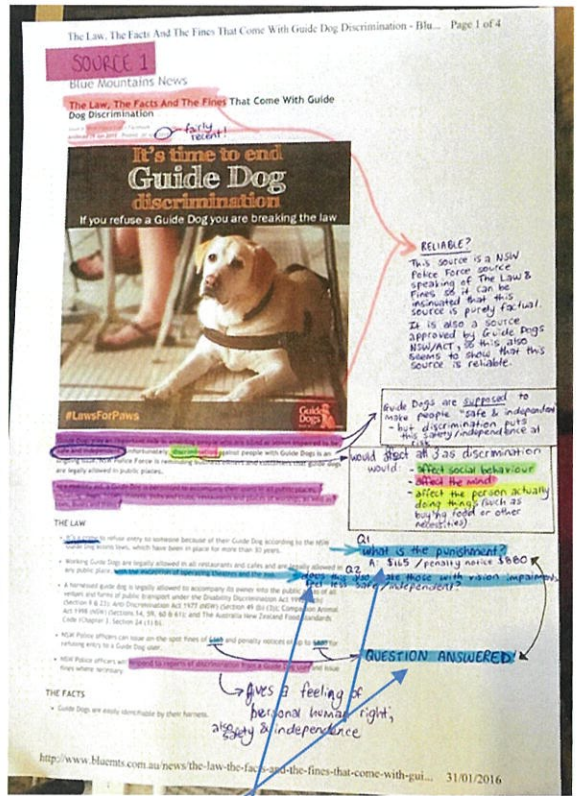
This source helped me to identify and inquire into ethical issues and develop an understanding of others rights. Throughout this source I learnt various laws and facts relevant to overcoming discrimination in the lives of those with Guide Dogs, which would improve their lives greatly. This helped me to understand experiences of those with Guide Dogs, and how serious discrimination is that laws have been made against it. This also helped me to develop an ethical position on these matters.

RELIABILITY/RELEVANCE

This source is a NSW Police Force source speaking of the law & fines, so it can be concluded that this source is purely factual. It is also a source approved by Guide Dogs NSW/ACT, so this adds to the reliability. This source is from 2015, so it can be assumed that the information is still relevant, and therefore reliable and accurate.

LEADS

Two questions were discovered in this source but one was answered within the source. The second question, “does this (exclusion from zoos and theatres when a Guide Dog is present) make those with vision impairments feel less safe/independent?”, was used as a lead. The answer (those with vision impairments do feel insecure without their Guide Dogs, and are likely to avoid places where they cannot go with their dog) was finally found in the thesis source that has been discussed.



Source – Book

Branson, V. and Rutt, W., 1982, *Lead with a watchful eye*, Adelaide, Royal Guide Dogs for the Blind Association of Australia, pp. 15, 26, 28, 31, 124-127

RELIABILITY/RELEVANCE

This source was produced by the Royal Guide Dogs for the Blind Association of Australia, a highly trustworthy and reputable source. It was, however, produced in 1982, so some of the information may be outdated. But as most of the information can be backed up by other sources (found through cross referencing/systematic review), so this source is mostly reliable and relevant. Also, a lot of the issues for vision impaired people do not change, so although it is an older source it is still relevant.

CAPABILITIES DEVELOPED

There were many personal stories in this source. As I read them, I felt my understanding and empathy for people with visual impairments developed further. I began to understand rights and obligations of the visually impaired.

KEY FINDINGS

Prejudice of dogs on transport has been gradually broken down (p.15). Guide dogs help overcome the want for an outing or a new place, as you can go almost anywhere with them (p.26). Guide dogs give confidence and safety (p.26). Increased independence and new activities are opened up with a Guide Dog (p.28). Guide Dog majorly increase independence and satisfaction (p.28). Guide Dogs are helpful in a home environment, even when they're not working, as they pick up things that have been dropped, or will protect the dropped thing if they can't pick it up (p.31). Personal story: Guide dog (Beau) stopped a woman (Elsie Mead) from stepping into an elevator. When Elsie went to ask someone for help, they came and said “the door is open but there’s no lift!” (p.124). **MANY MORE PERSONAL STORIES** (pp.124-127). **People** with Guide Dogs no longer feel like nuisances (p.26). **Guide** Dogs provide companionship, which benefits the owner greatly (p.26). Guide Dogs bring happiness, companionship, and independence to their owners (p.31). **Guide** Dog owners are able to go where they want when they want (p.26). People with Guide Dogs are able to get an occupation much easier (p.28). **In** the ideal ‘team’ the dog would take 75% of the responsibility and the blind person 25%.” (p.26)

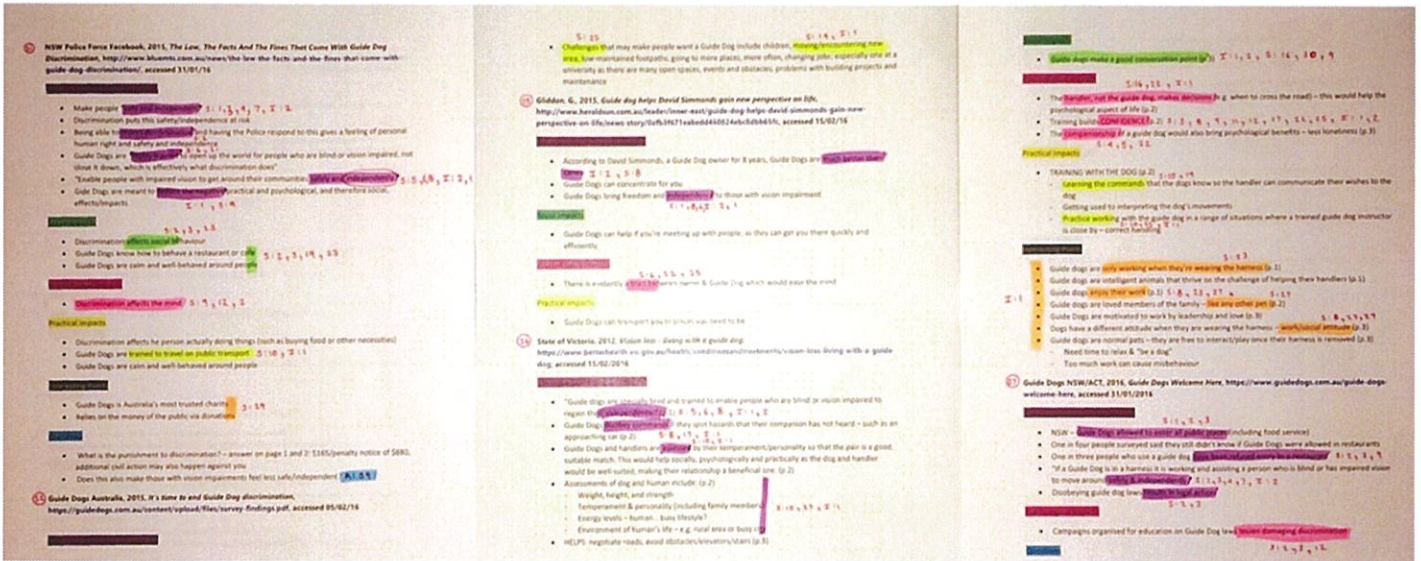
LEADS

After reading and annotating this book the Royal Guide Dogs for the Blind Association of Australia websites were researched, such as the Guide Dogs SA/NT website.

SYSTEMATIC REVIEW

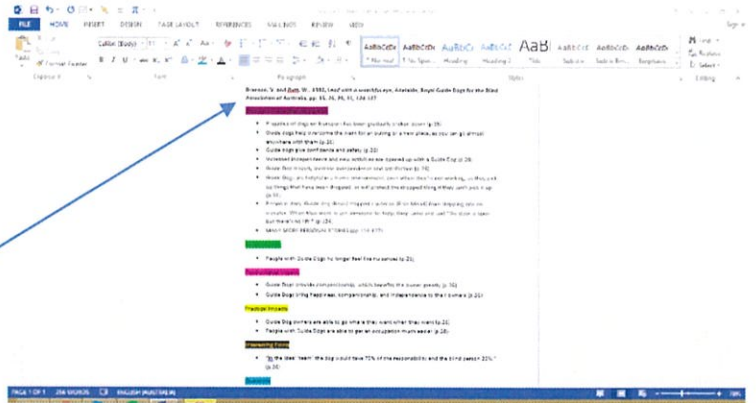
At the end of the research and annotation process, each source was compiled and then cross references that were discovered were annotated. Each source and each interview was given a number. This helped to show which points were completely valid, and arranged all my key findings in an organised way.

Excellent Analysis!
At school. D2



Organisation of Key Findings

Throughout the research process, I gathered a lot of information. It was important to organise this information so that only the relevant findings were kept. Using the specific highlighting system that was created in the planning process, each subtopic could be documented in an organised manner. All the significant information could be summarised and placed under the relevant parts of the question. To the right is a screenshot of the organisation of the key findings for source 8. This will help when creating my outcome, and also helped to find cross references between sources.



Leads/Answering Questions

Leads were common throughout the research process, where sources would provide a question to follow up or another source that could be researched. As mentioned, in most of the sources there was a question that was discovered. For example, the second internet source discussed in the Development and Analysis of Research section, a question was discovered in the annotation stage. The answer for this question, "Does not being allowed access to theatres and zoos make those with vision impairments feel less safe/independent?", was later found in the thesis source, which showed that those with vision impairments do feel insecure without their Guide Dogs, and are likely to avoid places where they cannot go with their dog. Each question was used as a lead to find a new source and discover the answer. This helped in developing my knowledge and understanding, and it showed consistency between sources and aided cross referencing.

Cross Referencing

During the research process and documentation of key findings, notes of cross references were made. In the interviews, a lot of information gained was backed up by the internet and book sources annotated in the research process. Information from less reliable websites could still be used as the information was backed up by a number of sources. Cross-referencing leads to more reliable information, which will lead to a more comprehensive, trustworthy and helpful outcome.

Understanding and Development of one of more Capabilities - Personal & Social Capability and Ethical Understanding

Developing an understanding of, and exercising, individual and shared obligations and rights - This section of the Personal & Social Capability was developed all throughout the research process. Initially I had a vague idea that individual rights and obligations would be covered through researching this topic. As I began research I found that in each source, especially those on discrimination (e.g. source 2: time to end discrimination) or the law (e.g. source 1: the law, the facts, and the fines), there was mention of the rights and obligations of those living with Guide Dogs. This helped me to develop an understanding of the rights of others that I did not know much about.

Developing empathy for and understanding of others - I felt very open to developing empathy and understand for those living with Guide Dogs. As my knowledge of their lives increased, I obtained a new awareness of their daily life and felt my empathy and understanding deepen considerably I think this will impact on my life in general, as I now have a broadened view of how life is for others, especially those with vision impairments, and people living with Guide Dogs.

Building links with others, locally, nationally, and/or globally - I felt slightly nervous about linking up with people but as it was

At school. D3

At school. D2

D4

necessary to obtain some primary information I went ahead and did it. My confidence grew as time went on and I found I enjoyed the contact with people and could more easily frame the wording for requests. It became easier for me to build new links with the people I needed to, helping with my personal development and my research process.

Identifying and discussing ethical concepts and issues - During the research process, ethical issues were discovered regarding the lives of those with Guide Dogs, such as how they are often not allowed to enter restaurants. I found myself thinking and talking about these a lot. In interviews and even in conversation with family, classmates and teachers these issues were discussed, looking at both sides of the issue and identifying the right side.

Considering ethical and safe research processes, including respecting the rights and work of others, acknowledging source, and observing protocols when approaching people and organisations - I already had a basic knowledge of these processes but felt this section of the ethical understanding capability was developed a lot throughout the research process, especially with the interviews and the theses. The interviews helped me to consider ethical and safe research processes that I had not thought too deeply about before beginning my research project, like observing protocols when approaching people and organisations, such as asking for full consent. I had to approach people in an acceptable way, that was both respectful and sensitive. Rights were also respected in the interview processes as they were discussed in a friendly and supportive manner with no coercion. The theses helped me to respect the work of others and acknowledge the source, as in the outcome I will have to always make mention to the author if I reference their work. Developing this capability should also prove very useful in my tertiary studies.

Appreciating the ethical and legal dimensions of research and information - I had a basic knowledge of this capability coming into the research process, from assignments in my Year 11 studies, but going through the research project has shown me the importance of referencing and acknowledging others works. By referencing all the information I have discovered I am keeping within the legal dimensions of obtaining information. If the information was copied exactly, it was put in quotation marks so that the referencing of the research was legal and ethical. I have developed a fuller understanding of the importance of integrity in researching and of avoiding plagiarism. It is important to give credit to those whose words you are using and to respect their rights and ideas.

Exploring ideas, rights, obligations and ethical principles - Throughout my research project I was constantly coming across information to do with ideas, rights, obligations and ethical principles. These factors play a huge part in the life of Guide dog owners. I assumed they would but it was very beneficial to develop my knowledge further. I discovered that discrimination is quite an issue in the life of Guide Dog owners, with a lot of education of the public still needed as to the rights of Guide Dog owners to have their dogs in public places. It was good to become aware, through my research, of our obligations to provide safe passage for Guide dogs and their owners, for example by not cluttering footpaths and by being more aware of their presence. I

became aware of the ethics of not taking away the right to independence of those who need a Guide Dog to live a normal life.

Inquiring into ethical issues, selecting and justifying an ethical position, and understand the experiences, motivations and viewpoints of others - Before the research project, I did not really have a major knowledge of the ethical issues relating to those with Guide Dogs, let alone a standing on what is right or wrong. I also didn't have a lot of understanding of the experiences and viewpoints of Guide Dog owners. Throughout the research process, the ethical issues discovered were thought about and discussed with peers and elders. By doing this, viewpoints of various people were heard, and my own viewpoints were developed. For example, by discussing and thinking about the ethical issue of Guide Dog discrimination, such as how they are often disallowed to enter cafés and restaurants, I developed a position that it was wrong and people should be educated on this issue, so that it happens much less throughout Australia. The interviews conducted also helped me to develop my understanding of the experiences, motivations and viewpoints of people living with vision impairments, especially those living with Guide Dogs.

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