

HLTH1306 ASSESSMENT EXERCISE 2: GROUP PRESENTATION GUIDELINES

DUE DATE: Week allocated by tutor

GRADE VALUE: 20%

ASSIGNMENT INFORMATION

In weeks 4-11 this semester we are examining a range of population health issues – risk factors, health conditions and priority populations. Tutorials are designed to extend the exploration of topic content presented in lectures and readings. In tutorials we might look at different aspects of an issue, discuss the practical relevance of the formal lecture and reading content or clarify complex ideas. Ideally tutorials are interactive and driven by student exploration of the topic content with tutors there to guide rather than direct your learning. Tutorials offer important opportunities to engage in group discussion and group activities which contribute to the development of interpersonal and interprofessional communication and teamwork skills. Tutorials also provide students with opportunities to practice and develop skills and confidence in speaking in front of small groups. Fostering these skills in group settings is an important aspect of the competency/registration standards that many of you will operate under in your future professional practice.

With this in mind, this assessment exercise involves working in a small group (2-4 students depending on class size) to deliver a presentation to your tutorial group. The format of the presentation is 'a tutorial within the tutorial;' – that is you will run the first half of the tutorial session. In week 2 groups will be formed and will be allocated one of the following presentation weeks/topics. As we are exploring multiple issues in the lecture/readings each week the presentation topics are set as follows and must not be changed:

<i>Week</i>	<i>Presentation Topic</i>
Week 4	Risk factors: Overweight and obesity
Week 5	Risk factors: Smoking
Week 6	Noncommunicable diseases: Cancer
Week 7	Noncommunicable diseases: Musculoskeletal conditions
Week 8	Mental illness
Week 9	Sexual health and sexuality
Week 10	Priority populations: Older Australians
Week 11	Priority populations: Rural Australians

ASSIGNMENT REQUIREMENTS

- The presentations will be delivered in the first half of the tutorial timeslot each week in weeks 4-11.
- In week 3 your presentation group must provide your tutor with a signed copy of your group agreement (template to be provided on FLO) outlining your plans for working together. You are accountable to each other and yourselves to ensure the successful completion of this assignment.
- Your presentation should run for 45-50 minutes and will take the format of 'a tutorial within the tutorial'. The session must include:
 - A 10-minute introduction/background of your allocated topic using PowerPoint. The introduction/background needs to introduce your group members, provide an outline of the session, include relevant definitions, statistics, description of relevant health policy/s and other relevant details about the issue/population group.
 - A 15-20 minute video portraying the *lived experience* of the health issue/population group. The video can be an edited excerpt of a film or TV show, a Ted Talk, YouTube clip or other source (the university also has an electronic repository of videos called EduTV available through the library). You may use one longer video or two shorter videos. Ensure the video doesn't solely focus on factual representations of the issue – it should focus on what it is like to live with the health condition/what it is like to be a member of the population group or can focus on what it is like to care for the health issue/population group. If showing sensitive or confronting content please consult with the tutor before the tutorial to determine suitability *and* warn the class before showing.
 - A 15-20 minute facilitated class interaction activity to explore the lived experience through a hands-on dimension. Be creative here – in previous years students have developed games, puzzles, quizzes, debates, discussion groups, practical demonstrations/activities etc. Ensure

that you provide clear directions and support the tutorial members to successfully complete the activity you design.

- A 5-minute conclusion summarising the session and responding to questions.
- Presentation content must be evidence-based and referenced using APA referencing.
- The presentation should draw on the lecture and reading content for the week you are allocated. Don't forget the list of extension readings in the Lecture and Reading Schedule which are there to expand your understanding of the weekly topics.
- On the day of the presentation one member of your group must submit a copy of your PowerPoint presentation and notes/scripts to the Group Presentation Dropbox on FLO.

Within 24 hours following your presentation you must submit your completed self/peer assessment sheet (available on FLO) to the Dropbox on FLO. This will be used to determine your individual grade for this assignment. Students who do not submit the peer/self-assessment sheet will receive a zero grade for that component of the overall presentation grade.

HOW YOU WILL BE ASSESSED

You will be assessed on the quality of your presentation in relation to the assignment requirements outlined in this document and your capacity to work successfully and equitably as a group to complete the assignment. You are accountable to yourself and your team to complete your components of the group assignment.

This assignment incorporates a self and peer assessment component. Your grade will be apportioned like this: maximum 15 marks from your tutor for your group presentation overall, and maximum 5 marks to be awarded through a peer/self-assessment activity (details on FLO) for an overall grade out of 20 marks. The peer/self-assessment is designed to support greater accountability between group members and enable you to assess your own and your group members' contributions to the process and the final product. Refer to the feedback sheet and self/peer assessment sheet on FLO for further guidance.

If your group is having problems please first attempt to resolve the issue as a team. If this is unsuccessful then contact your tutor who will provide advice about next steps.

USEFUL RESOURCES

Tarricone, P. & Luca, J. (2002). Successful teamwork: A case study. *Research and Development in Higher Education: Quality Conversations*. 25:640-646. Available from:

<http://www.herdsa.org.au/system/files/Tarricone.pdf>

Student Learning Centre Working in Groups:

http://www.flinders.edu.au/slc_files/Documents/Green%20Guides/Working%20in%20Groups.pdf

Student Learning Centre Seminars and Oral Presentations:

http://www.flinders.edu.au/slc_files/Documents/Green%20Guides/Seminars%20&%20Oral%20Presentations.pdf

University of New South Wales Guide to group work: <https://student.unsw.edu.au/groupwork>

Monash University Working in groups and teams: <https://www.monash.edu/rlo/study-skills/learning-at-university/working-in-groups-and-teams>

CLIP Notes 10 characteristics of successful teams:

http://www.ursuline.edu/documents/student_life/student_activities/lead/10_Characteristics_of_Successful_Teams.pdf

Flinders University Students Association – the 5 people you meet in a group assignment:

<http://fusa.edu.au/2016/08/12/the-5-people-you-meet-in-a-group-assignment/>

This assessment exercise relates to the following Learning Outcomes:

- Articulate a personal philosophy of care as it relates to the student's chosen profession.
- Identify the way in which their personal philosophy of care is shaped by the lived experience of illness, but also by the constraints on professional practice arising from the structure of the health care system.
- Efficiently search for up to date health care evidence in journals and on the web.
- Recognise and evaluate the rigour of qualitative research accounts.

Extend group work skills developed in HLTH1305 Health Practitioner Practice 1 to respectful discussion and development of one's own ideas using the tutorial format.

UNIVERSITY GRADING DESCRIPTORS:

In determining your overall grade for this assignment academic staff will consider your performance in accordance with the University's grading descriptors as outlined in the *Assessment Policy and Procedures*.

Fail (F) – The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment exercises at an acceptable level, in accordance with topic outcomes.

Pass Level (P) – The grade will be awarded where there is evidence that a student has demonstrated at least an adequate level of knowledge/ understanding/ competencies/ skills required for meeting topic outcomes and satisfactorily completing essential assessment exercises.

Credit (CR) – The grade will be awarded where there is evidence that a student has demonstrated a sound level of knowledge/ understanding/ competencies/ skills required for meeting topic outcomes at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course outcomes and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

Distinction (DN) – The grade will be awarded where there is evidence that a student has demonstrated advanced knowledge/ understanding/ competencies/ skills required for meeting topic outcomes and completing assessment exercises at a high standard.

The student would normally have attained an advanced and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the topic outcomes and is developing a capacity for original and creative thinking.

High Distinction (HD) – The grade will be awarded where there is evidence that a student demonstrated the acquisition of an advanced level of knowledge/understanding/competencies/skills required for meeting topic outcomes and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of and have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level.