|  |
| --- |
| **HLTH1306 ASSESSMENT EXERCISE 4: LEARNING JOURNAL TEMPLATE**  **DUE DATE: 8PM TUESDAY 30TH OCTOBER 2018**  **GRADE VALUE: 40% | WORD COUNT: NOT APPLICABLE** |
| **INSTRUCTIONS FOR COMPLETION**   * Refer to the Learning Journal Guidelines on FLO for instructions on how to complete the assignment and how you will be assessed. * Refer to the Lecture and Reading Schedule on FLO for information on your weekly readings. * Ensure you answer all the questions. * Questions are not to be modified or deleted unless instructed to do so by teaching staff. * For Distance Education students: where Learning Journal questions refer to tutorials for you this means your participation in the online tutorial activity. |
| **ASSIGNMENT REQUIREMENTS**   * All questions must be answered every week. * There is no specified length for the responses (unless this has been specified that week) – use judgement and consider the depth of your responses. Single sentences are unlikely to provide sufficient depth to demonstrate considerable engagement with the material. By the same token long, rambling paragraphs do not necessarily constitute good engagement with the materials. * Pay close attention to what each question asks and ensure you have answered it. * You are required to adhere to academic referencing conventions in the assignment - ensure you paraphrase content appropriately or use direct quotes. * Provide a reference list at the end (APA referencing format is required). * You can be creative – insert relevant pictures, diagrams, mindmaps, use different colours etc. Make sure it is relevant, easily readable and referenced where required.   In addition to the above basic requirements you will be assessed on the quality of your:   1. Consistent critical engagement with topic materials. 2. Reflection on your learning. 3. Connection to future practice. 4. Range of topic materials used. 5. Independently-selected journal articles weeks 4-12.   Refer to Assignment Guidelines for further detail on how you will be assessed. |

|  |
| --- |
| **WEEK 1: FOUNDATIONS OF PRACTICE – INTRODUCTION TO TOPIC AND KEY CONCEPTS** |

1. Based on the lecture and core reading 1 this week, describe your understanding of the term ‘burden of disease’.
2. Describe something new you learnt from the lecture this week. Why did this information stand out to you?
3. Read chapter 8 ‘*Taking a critical approach in reflection and reflective assignments’* in the Critical Thinking Skills for Healthcare eBook (available for pdf download through the library, see Lecture and Reading Schedule). Make some notes here about what you have learned about reflection:
4. At the end of the first week – describe your initial thoughts about the topic based on the introductory lecture and lecture/reading schedule. What parts of the topic have the most appeal to you? What parts appeal to you least? Provide some justification for your answers.

|  |
| --- |
| **WEEK 2: FOUNDATIONS OF PRACTICE – INTRODUCTION TO POLICY** |

1. Before you completed the lecture and readings this week what was your understanding of policy?
2. What policies have you previously had to abide by in a work, study or personal context (provide at least one example)?
3. Make some brief notes about what you learnt about the challenges of changing behaviour from the Kelly and Barker core reading this week.
4. The lecture, readings and tutorial activities this week explore some challenging public health policy issues. Drawing on this new knowledge what are your initial thoughts about how we could address contemporary health risk factors?

|  |
| --- |
| **WEEK 3: FOUNDATIONS OF PRACTICE – EVIDENCE-BASED PRACTICE AND LITERATURE SEARCHING** |

1. The lecture this week is delivered by library staff. What did you learn about literature searching that was new information for you? How might you use this information in practice?
2. The core readings this week explore evidence-based practice and literature reviews – these are highly relevant for Assessment Exercise 3: Written Assignment where you’ll be undertaking a brief literature review. Write a short summary of your understanding of evidence-based practice and literature reviews using quotes from both readings to highlight key points.
3. By now you should be allocated to a presentation group for Assessment Exercise 2: Group Presentation. Reflect on your experiences of group work previously (this could be from study or work settings). Were these enjoyable experiences (explain why)? What will you do to ensure this group project is a success?

|  |
| --- |
| **WEEK 4: POPULATION HEALTH ISSUES AND RISK FACTORS – RISK FACTORS 1: DIET, PHYSICAL INACTIVITY AND OBESITY.** |

1. This week we start looking at risk factors in-depth after starting to think about them in relation to health policy in week 2. Page 6 of the core reading this week maps the relationship between behavioural and biomedical risk factors and specific conditions. Were you aware that poor diet and physical inactivity were linked with so many conditions? How does this knowledge make you feel (e.g. shocked, overwhelmed, motivated…)?
2. Thinking back to week 2 where core reading 1 discussed the difficulty of health behaviour change what factors do you think contribute to physical inactivity and poor diet?
3. As per the Lecture and Reading Schedule, from weeks 4-12 you are required to search for and select your own peer-reviewed article relating to the topic theme. Provide the full reference (APA format) for the article you selected and share one passage from this reading that was important to you.
4. By now you should be thinking about and starting to plan your written assignment. Which question have you chosen?

|  |
| --- |
| **WEEK 5: POPULATION HEALTH ISSUES AND RISK FACTORS 2 – SUBSTANCE USE** |

1. This week we are exploring alcohol, tobacco and illicit drug use in the Australian population. Considering the lecture and reading content, discuss some ways that health and education professionals may encounter issues related to substance use in their future practice.
2. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? Describe the process you undertook to find this article.
3. Discuss how you used your learning from the lecture and readings in the tutorial this week. If you did not attend the tutorial provide some notes about the lecture and core reading:
4. Your written assignment is due in about a month. As per the tutorial discussions you should have started preliminary work for this assignment. What have you done so far? List some references that you’ve found that will be useful in your assignment.

|  |
| --- |
| **WEEK 6: POPULATION HEALTH ISSUES AND RISK FACTORS – NONCOMMUNICABLE DISEASES 1** |

1. This week we start a two-week journey looking at non-communicable diseases. Why is it important for health and education professionals to have an understanding of noncommunicable diseases?
2. Choose one key point from the lecture that stood out to you. Explain this here and why this was important to you:
3. By now your tutorial group would have had 2-3 group presentations (depending on tutorial size). How have you found these presentations? If you have completed yours did it go well (why/why not)? If you haven’t done yours yet how are you feeling about it?
4. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? Provide a 100 word summary of the reading and its relevance to the topic theme this week.

|  |
| --- |
| **WEEK 7: POPULATION HEALTH ISSUES AND RISK FACTORS – NONCOMMUNICABLE DISEASES 2** |

1. By this week you should have completed your literature gathering for your written assignment which is due 17th September. Provide a brief outline demonstrating what your assignment is going to cover.
2. The core reading for this week explores limitations of theories related to noncommunicable diseases (see pages 23-25 specifically). Summarise your interpretation of these limitations including a relevant quote from this section.
3. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? Can you draw any links between the reading you chose and the lecture and core reading this week?
4. Describe how you used your understanding from the lecture and readings in your tutorial this week. What did you learn from others in the tutorial? If you did not attend the tutorial provide some reflective notes about the lecture and core reading here:

|  |
| --- |
| **WEEK 8: POPULATION HEALTH ISSUES AND RISK FACTORS – MENTAL ILLNESS** |

1. The topic theme is mental illness this week and the core reading explores experience of mental-illness related stigma within health settings. Pages 34-39 incorporate personal quotes from participants in the survey. Choose one of the quotes and provide it here. How did reading about this lived experience make you feel?
2. The vast majority of students in this topic won’t go on to train as specific mental health professionals. Do you think it is important for general health and education professionals to learn about mental health issues? In what way could this information be important in future practice?
3. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? Make some notes here about new information you gained from this article:
4. We are now heading in to mid-semester break. Reflecting on the topic content to date is anything unclear for you? What have you enjoyed learning about most so far? What have you least enjoyed so far?

|  |
| --- |
| **WEEK 9: POPULATION HEALTH ISSUES AND RISK FACTORS – SEXUAL HEALTH AND SEXUALITY** |

1. The reading by Taylor and Gosney this week is about sexuality in older age specifically however it was selected as the focus is on health professional practice and many of the sexual health concerns apply cross-generationally. The section ‘A word of caution…’ discusses some risks associated with medicalising sexuality and provide a good example of how we might critically analyse multiple sides of a health issue. What are some positive and negative aspects of how issues such as sexuality are medicalised?
2. Reflecting on the lecture, discuss one key point that was new information to you. How did this information make you feel?
3. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? Provide a 100 word summary of this reading including at least one key quote that stood out to you.
4. What activities/discussion did you complete in the tutorial this week? Describe your engagement in these activities/discussions. If you did not attend the tutorial this week provide some notes about the lecture and core reading here:

|  |
| --- |
| **WEEK 10: CONNECTIONS TO PRACTICE: PRIORITY POPULATIONS 1** |

1. The core reading this week incorporates powerful quotes from older people regarding their experiences of discrimination. Choose two quotes that stood out to you, list them below (with appropriate referencing) and explain why you chose these.
2. Almost half of the participants in the research summarised in core reading one believed age discrimination was present in healthcare settings whilst 90% believed age discrimination occurred in workplaces. As future professionals reflect on your role as inclusive practitioners. What action do you think you could take to challenge age-related stereotypes and discrimination?
3. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? How did you access this article and why did you choose this one?

|  |
| --- |
| **WEEK 11: CONNECTIONS TO PRACTICE: PRIORITY POPULATIONS 2** |

1. Discuss three key points you took from the lecture this week. This could be new information, a new way of looking at things, or something you are not clear about.
2. Describe your reaction to the core reading this week? How did this make you feel (e.g. shocked, angry, powerless…)?
3. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? Did this reading connect to the lecture and core reading content?
4. Describe your engagement in the tutorial this week. What activities did you participate in? Did you raise points for discussion? How would you rate your engagement in this tutorial? What could you do to improve? If you did not attend the tutorial this week write a short paragraph of your understanding of the topic theme this week drawing on the lecture and readings.

|  |
| --- |
| **WEEK 12: CONNECTIONS TO PRACTICE – PROFESSIONAL STANDARDS AND CARING FOR SELF** |

1. The core reading this week is focused on medical practitioners but the ideas can be transferred to other professions. Do you agree with the idea that professional practice is not entirely altruistic as payment is involved? Why have you chosen to study in the health and education (or other) fields?
2. The lecture this week introduced you to the notion of ‘caring for the self in professional practice’. Is this something you had considered before? Drawing on the lecture and reading, list some ways that you can take care of yourself in professional practice.
3. In weeks 4-12 you are required to search for and select a peer-reviewed journal article related to the topic content. What reading did you choose this week (provide the reference in APA format)? What did you learn from this article?
4. List some ways that this topic will inform your professional practice:

|  |
| --- |
| **REFERENCES – please include a full list of references used in this assignment** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HLTH1306 LEARNING JOURNAL FEEDBACK SHEET** | | | | | | | | |
|  | **ASSESSMENT ITEM** | **HIGHEST LEVEL** | **ADVANCED** | **SOUND** | **ADEQUATE** | **NOT MET** | **ASPECTS DONE WELL** | **AREAS FOR IMPROVEMENT** |
|  | Consistent critical engagement with topic materials. |  |  |  |  |  |  |  |
| Reflection on your learning. |  |  |  |  |  |  |  |
| Connections to future practice. |  |  |  |  |  |  |  |
| Range of topic materials used. |  |  |  |  |  |  |  |
| Independently-selected journal articles weeks 4-12. |  |  |  |  |  |  |  |
| **Assignment Requirements** | All questions answered |  | | | |  |  | |
| APA referencing used appropriately with minimal errors |  | | | |  |
|  | **OVERALL GRADE** | **HD** | **DN** | **CR** | **P** | **F** |  | |

**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.