

# HSBH1012 Week 3 tutorial: Measuring health



We acknowledge the traditional owners of Australia.

The Camperdown campus of The University of Sydney is on the lands of the Gadigal People of the Eora Nation.

We pay our respects to Elders past, present, and emerging, and extend that respect to any First Nations people here today.



#### Tutorial plan

#### In this tutorial, we will:

- Discuss the role of critical analysis in academic performance.
- Discuss the challenges with different ways of measuring health, including integrating the ideas in the reading with the lecture.
- Apply the findings from the Global Burden of Disease Study 2019 to identify key priorities for Australian health.
- Clarify some of the assessment expectations.

## In your small groups...

- Review the tutorial resource by Gopee (2002) "Demonstrating critical analysis in academic assignments":
  - What does "critical analysis" mean?
  - What is the purpose of critical analysis? Why is it important?
  - How can you demonstrate critical analysis in your academic assignments?

- Groups have 10 minutes.
- Nominate someone from the small group to summarise the discussion to the class.

# Demonstrating Critical Analysis Whole class discussion

- What does "critical analysis" mean?
- What is the purpose of critical analysis? Why is it important?
- How can you demonstrate critical analysis in your academic assignments?

## In your small groups...

- Share your reflection / discussion prompt from the readings:
  - Discuss the key ideas raised in the group
  - READING 1: how does this relate to the lecture? What are the challenges with measuring health and applying these measures?
  - READING 2: to what extent do some of these findings apply to Australia?
     What should we be focusing on?

- Groups have 10 minutes.
- Nominate someone from the small group to summarise the discussion to the class.

#### Measuring Health + Burdens of Disease

Whole class discussion

(are we applying – or observing application of – critical analysis in our reflections?)

#### Portfolio Assessment: Reflections

You upload your week 3 practice reflection to Canvas (in the Assignments link) over the coming days, we will peer-review these with feedback next week.

Criteria	Ratings				
	Excellent (85+)	Very Good (75-84)	Good (65-74)	Satisfactory (50-64)	Needs work (<50)
	Excellent (85+)	Very Good (75-84)	Good (65-74)	Satisfactory (50-64)	Needs work (<50)
Depth of reflection and application to unit content (60%)	High degree of critical evaluation and synthesis of ideas. Clear, focused connections are made between readings, lecture material and personal reflections. Ideas extended upon to provide original insights through conducting additional reading or research.	Critical thinking in applying and evaluating ideas, exploring issues, and questioning personal beliefs or values. A very good understanding of learning materials shown, drawing concrete links between ideas in the reading and the lecture.	Good understanding of learning materials and clear articulation of feelings, thoughts and/or questions raised upon reflection. Some critical thinking about the topic, and links to lecture material are evident. Some aspects could be described in more depth.	Attempt is made to draw links to lecture material or extend the ideas presented in readings. An attempt is made to write in a reflective way, though limited to description of general opinions without reflecting on underlying personal values. Some aspects are vague and/or lack relevance.	An attempt is made to summarise the information or ideas in the reading but minimal evidence of reflection OR limited description of ideas in reading. Submissions lack relevance, are unclear and/or vague.
Knowledge development and application of learning (20%)	Excellent (85+)	Very Good (75-84)	Good (65-74)	Satisfactory (50-64)	Needs work (<50)
	Concrete and original insights about how self-understanding has developed/belief systems have been refined.	Insight into how self-understanding has developed and/or belief systems have developed.	Key learnings are identified with discussion of how personal beliefs or values have been challenged and/or affirmed.	Discussion of how learning has developed is demonstrated, though limited to description. Only limited discussion of how belief systems have changed.	Discussion of what has been learnt is missing, unclear, and/or superficial.
Communication and referencing (20%)	Excellent (85+)	Very Good (75-84)	Good (65-74)	Satisfactory (50-64)	Needs work (<50)
	Writing quality indicates careful attention to reflective practice. Ideas are presented articulately and persuasively. APA 7th referencing is used consistently and correctly both in-text and in the reference list. Scholarly resources are used.	Ideas are logically and clearly expressed. Language is appropriate. Writing is succinct and without sensationalised language or unnecessarily long words. APA 7th referencing is used consistently and correctly both in-text and in the reference list. Scholarly resources are used.	Communication of ideas is mostly clear and well organised. The language is appropriate. Document has been proofread for grammar, punctuation and spelling errors. APA 7th referencing is used with very minor errors. Scholarly resources are used.	Communication of ideas mostly clear but grammar and spelling needs to be improved. The writing is verbose, sensationalised grandiose, or vague. A consistent referencing system is used but that system is not APA 7 <sup>th</sup> , OR APA 7th referencing is used but with errors, or too many quotes.	Communication of ideas is unclear, verbose and/or not well organised. Proof reading is required as there are grammatical, punctuation and/or spelling errors. There is no coherent referencing system OR APA 7th referencing is used with major errors. Work shows evidence of text matching/plagiarism.

### **Tutorial summary**

#### In this tutorial, we:

- Explored the concept of critical analysis and how to demonstrate critical analysis in academic writing
- Discussed the challenges with different ways of measuring health, including integrating the ideas in the reading with the lecture.
- Applied the findings from the Global Burden of Disease Study 2019 to identify key priorities for Australian health.
- Clarified some of the assessment expectations and planned for review next week!