

**PHE3BRH, Semester 2 2020 - Essay Tips & Guide to Grades**

40% of final mark

1,800 words (+ or - 10%)

Due Date: Monday 24<sup>th</sup> August 2020 at 12 noon (via LMS)

**Table of Contents**

|  |           |
|--|-----------|
| <b>Essay Topic.....</b>                        | <b>2</b>  |
| <b>Assignment Submission Requirements.....</b> | <b>4</b>  |
| <b>Writing Tips.....</b>                       | <b>5</b>  |
| <b>Essay Marking Rubric.....</b>               | <b>7</b>  |
| <b>Expectations of presentation: .....</b>     | <b>12</b> |

## Essay Topic

Your task is to produce a discussion-based essay on the following topic:

The social determinants of health are important considerations when evaluating the health of population groups, and when delivering appropriate local health services. Select a remote community ASGS – RA4 as a case study. Using a public health approach, discuss the implications of 'remoteness' for the health of this community. Detail and discuss the strengths and weaknesses of one health promotion initiative within this community.

### Content tips:

The tips below provide you with some points to consider when researching and writing your essay. They DO NOT necessarily cover all the areas you may cover or research, and DO NOT mean you have to answer each point; ***the boundaries and themes of your content are ultimately your decision***, so long as you make your purpose clear in your introduction.

- **Please focus your essay on rural and remote health in Australia and use Australian examples, evidence and programs.**

*The social determinants of health are important considerations when evaluating the health of population groups, and when delivering appropriate local health services. Select a remote community ASGS – RA4 as a case study. Using a public health approach, discuss the implications of 'remoteness' for the health of this community. Detail and discuss the strengths and weaknesses of one health promotion initiative within this community.*

- Define the geographic location/key terms
- Make your purpose clear.
- This topic is about the social determinants – not solely access or lack of access to health services.
- When considering health, what is different about a **remote** location compared to rural and urban locations?
- What are the benefits to health of **remoteness**?
- Consider characteristics of the **remote** community you have selected (eg. Services, social aspects, economy, population). The council website often has this info. The ABS has good census info which you can search by postcode.
- What are the social, cultural, physical, political, economic circumstances particular to this **remote** community?
- What health issues are present in this community? Check hospital data if available. Try a google scholar search of this community.
- Find a health promotion initiative that has recently completed (within the last 5 years) or is currently running. Discuss the strengths and weaknesses of this. You may need to find

evaluations of similar programs in other locations to guide you with the potential strengths and weaknesses.

- Include in your conclusion a statement about the implication of remoteness on health. What recommendations could you make about working to promote health and prevent illness in this remote location?

## Assignment Submission Requirements

- a) Please insert page numbers, your name, student number, course, and year level on each page as *footer*.
- b) Submit your essay via LMS as a Word or PDF document. ***Electronic submission is considered agreement to the La Trobe University Academic Integrity standards. You do not need a statement of authorship form.***
- c) Any requests for extension must be made to the subject coordinator **BEFORE** the due date. Extensions **will not** be granted after the due date.
- d) Late assignments will be penalized at the rate of 5% per day late. Once submission is over five days late a mark of zero will be awarded.

## Writing Tips

### Evidence

- a) You will need to support your writing with evidence and literature. We expect you to make reference to peer-reviewed articles as evidence. You will be able to locate a mass of information via the library and web, including using the additional resources from each module in LMS. It is **NOT acceptable** to reference lectures and modules.

*Examples of sources for rural health status and determinants information:*

You can access the Census Data via QuickStats at the Australian Bureau of Statistics available at:

<http://www.abs.gov.au/websitedbs/censushome.nsf/home/Census>

You may also find some useful data and evidence from the Australian Institute of Health and Welfare, for example:

*'Rural and Remote Health'* 2017 web report <https://www.aihw.gov.au/reports/rural-health/rural-remote-health/contents/rural-health>

*'Rural Regional and Remote Health: Indicators of health status and determinants'* 2008 report. <http://www.aihw.gov.au/publications/index.cfm/title/10519>

There are many journals, organisations and government papers that will be useful.

- b) Making general statements, such as "rates of mental illness in rural Australia are higher than in metropolitan areas" is not sufficient. You should provide clear and specific examples to support such statements.

### Format

Your response is to be written **in essay format** (ie: introduction, body and conclusion). You **may not** use headings to guide your writing. Also, **no** table of contents or numbering is needed as this is an essay.

It is expected that your piece will be neatly presented, with **clear margins** and **1½ spacing** for readability. You must use **12-point font**. No smaller please.

Your essay should be well structured, being mindful of the flow and logic of your writing. You should also demonstrate precision in academic writing, **care for spelling and grammar**, and care for sentence structure.

Speak to the Student Learning Unit if you would like help with this. See:

<http://www.latrobe.edu.au/students/learning>

The Library website also has a lot of useful help and information on planning, writing and referencing using APA. See: <http://www.latrobe.edu.au/library/assignment-thesis-support>

## Writing

Plan! Read! Plan! Read! Make notes! Plan! Write! Plan! Read! Write! Finalise!

By this I mean be organised; do thorough planning and preparation and begin writing from the beginning.

### *Introduction*

This is about setting the scene. Provide some background information for the scene. Ensure you clearly outline the purpose of your essay and the key points or themes you will discuss. Within this you should also define any key terms.

### *Body*

Each paragraph should represent a different point or idea and be well structured (the introductory sentence highlights the point that will be made, supported by discussion and examples or evidence, and a concluding statement relevant to the aim of your essay and the paragraph). If you have provided a hypothetical situation in your introduction you should remember to draw on that throughout your discussion. That is, everything you write about in the body of your essay should be relevant to the purpose you have outlined in your introduction and the conclusion that you are working towards.

### *Conclusion*

Conclusions can be tricky to master. A tip is to write down any major conclusions or revelations you have about your topic as you are preparing, reading and writing. Don't leave writing the conclusion until the end, make it part of your planning process. Your conclusion should clearly link back to your purpose.

## Referencing

As a guide, it is expected that *as a minimum*, the number of references required is ... as many as you need!

It is common that an 'A' level essay will have **at least 15 to 20 sources** referenced, and this may not represent all the background reading done in preparation for the essay.

Any time you use information from another source you should acknowledge this. Where references are used, follow the **American Psychological Association (APA) referencing** system. Your references used in-text will form your alphabetical reference list presented on its own page(s) at the end of your essay.

If you are unsure about APA referencing, please see the Library Referencing Module or the academic referencing tool to find support. See: <http://www.lib.latrobe.edu.au/referencing-tool/>

## Essay Marking Rubric

*The social determinants of health are important considerations when evaluating the health of population groups, and when addressing health issues. Select a remote community ASGS–RA4 as a case study. Based on the social determinants of health, discuss the implications of ‘remoteness’ for the health of this community. Detail and critique one relevant health promotion/public health initiative within this community.*

|   | <b>A - 8-10</b>   | <b>B - 7</b>  | <b>C - 6</b>   | <b>D - 5</b>  | <b>N – 0-4</b>  |
|---|---|---|--|---|---|
| <b>Remote Community 10%</b><br>Identifies appropriate remote community and provides contextual evidence about the characteristics of the remote community (e.g. Population data, location, services). The uniqueness of the remote community is highlighted through comparative data. | Good quality, contextually relevant evidence is clearly and concisely articulated about the remote community. There is an excellent comparison to state or national statistics to highlight key points of uniqueness of the remote community. | Good quality, contextually relevant evidence is articulated about the community. There is a good comparison to state or national statistics to highlight key points of uniqueness of the remote community | Evidence is articulated about the remote community; however this might be incomplete or not fully contextually relevant. There is minimal comparison to state or national statistics to highlight key points of uniqueness of the remote community | Evidence is minimally articulated about the remote community. There is missing detail or information that is not contextually relevant. There is minimal comparison to state or national statistics to highlight key points of uniqueness of the remote community | No or poor contextually relevant evidence presented about the chosen remote community. No comparison to state or national statistics. |
| <b>Health issues present in remote community 15%</b><br>Health issues specific to the selected community (or if not available, to the region the community is within) are discussed using statistics and evidence.  | Locally relevant health issues are very well presented, based on specific, good quality evidence and statistics.  | Locally relevant health issues are mostly well presented, based on quality evidence and statistics.   | Health issues are presented, however, might be incomplete, not locally relevant and/or based on good quality evidence  | Health issues are minimally articulated, not locally relevant and not based on quality evidence   | No or very poor articulation of health issues.  |
| <b>Social determinants of health 20%</b><br>Uses evidence to select a   | High quality evidence is presented to support the range of social   | Good quality evidence is presented to support the range of  | Moderately quality evidence is presented to support the range of   | Minimal or poor-quality evidence is presented to support the range of   | There is no or minimal discussion of the social determinants of health.   |

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| <p>range of social determinants and health issues relevant to the chosen community.</p> <p>Discusses a range of social determinants particular to the remote community.</p> <p>These can be considered in terms of both barriers to health and enablers to health.</p> <p>#Note: an essay that focuses on education <i>alone</i> or increasing services is likely to attract a low mark for content. This does not demonstrate understanding of the complexities and social determinants related to inequity and health outcomes across geographical locations.</p> | <p>determinants particular to the chosen community and the health issue/s experienced by this community.</p> <p>There is an excellent discussion of the relationship and complexities of the social determinants.</p> <p>The discussion on barriers and enablers to health is excellent and well balanced.</p> | <p>determinants particular to the chosen community and the health issue/s experienced by this community.</p> <p>There is good discussion of the relationship and complexities of the social determinants.</p> <p>The discussion on barriers and enablers is good and only slightly unbalanced.</p> | <p>determinants particular to the chosen community and the health issue/s experienced by this community.</p> <p>There is a general discussion on social determinants, however this might be incomplete or not locally relevant.</p> <p>The discussion on barriers and enablers is general and/or unbalanced i.e. only focuses on barriers OR enablers.</p> | <p>determinants particular to the chosen community and the health issue/s experienced by this community.</p> <p>Discusses just one or two social determinants without consideration of the relationship and complexities of determinants.</p> <p>The discussion on the barriers and enablers is minimal and/or very unbalanced i.e. only focuses on barriers OR enablers.</p> |  |
| <p><b>Health promotion or Public Health initiative 15%</b></p> <p>Overview of what the initiative is about, including aims/objectives, strategies and evaluation results (if available). Student critiques appropriateness of the</p>   | <p>Overview of the initiative is clearly and concisely articulated.</p> <p>There is an excellent discussion of both the strengths and weaknesses of the initiative. There is a clear</p>   | <p>Overview of the initiative is well articulated.</p> <p>There is good discussion of both the strengths and weaknesses of the initiative. There is some attempt to link the</p>   | <p>Overview of the initiative is mostly clear. There is some discussion of the strengths and weaknesses of the chosen initiative. There is lack of connection between the initiative,</p>  | <p>Overview of initiative is unclear. There is little or no discussion of the strengths and weaknesses of the chosen initiative, or the discussion is unbalanced e.g. only focuses on</p>   | <p>No or minimal overview of the initiative and no or minimal discussion on the strengths and limitations of the initiative.</p> |



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| <p>initiative to the remote community (eg. Logic between evidence on social determinants presented and the design or delivery of the initiative).</p>   | <p>link between the health promotion initiative chosen, the health issues and the social determinants discussed,</p>   | <p>health promotion initiative chosen, the health issues and the social determinants discussed</p>  | <p>the health issue and/or social determinants.</p>  | <p>limitations OR strengths. There is no logical connection between the chosen initiative and the health issue/s and/or discussion on social determinants.</p>   |   |
| <p><b>Essay presentation and logic 15%</b><br/> Follows conventional essay format. Paragraphs and sentences are structured as per conventional essay standards. See: <a href="http://owl.massey.ac.nz/assignment-types/essay.php">http://owl.massey.ac.nz/assignment-types/essay.php</a><br/> Introduction and conclusion follow conventional expectations. Conclusion makes a statement about the implication of remoteness on health, as well as the role of health promotion/public health approaches in addressing remote health.</p> | <p>All elements of the assessment are professionally presented/formatted. Ideas are well organised with excellent sentence/paragraph structure. Well structured, articulated and logical/insightful concluding statements relating to the topic.</p> | <p>All elements of the assessment are presented/formatted well, with minor errors or inconsistencies. Ideas are mostly well organised, with good sentence/ paragraph structure. Concluding statements are well articulated and relate to the topic.</p> | <p>All elements of the assessment are presented/formatted with some inconsistencies. Some ideas require re-structuring within paragraphs. Errors in sentence-level structure. Concluding statements are relevant to the topic.</p> | <p>A number of elements require consistency in presentation/formatting. Significant structuring issues in terms of communication and logic, both within required sections and across sections. Concluding statements do not show understanding of the topic.</p> | <p>Poorly or inadequately presented/formatted. Information and ideas are poorly organised. The logical relationship between sentences is not clear.</p> |

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| <p><b>Writing &amp; communication 15%</b><br/>Thoughts are expressed clearly and coherently. Piece is well edited. Style is professional – incorporates third person appropriately.</p> | <p>Thoughts are articulated with clarity and coherence. There are no spelling or grammatical errors, or they are very minimal.</p>   | <p>Thoughts are mostly articulated clearly. There are minor spelling or grammatical errors.</p>   | <p>Thoughts are not always expressed in a clear manner. A number of spelling or grammatical errors.</p>   | <p>The style is difficult to read, or inconsistent. There are numerous spelling and grammatical errors.</p>   | <p>Expression is poor and there are numerous examples of incorrect word choice. Frequent errors in grammar, spelling, &amp; punctuation that interfere with readability.</p>  |
| <p><b>Referencing 10%</b><br/>Appropriate and consistent APA style used. Sources acknowledged and well integrated to support points.</p>  | <p>Full and accurate referencing of citations/reference list. Appropriate sources acknowledged and well integrated to support own ideas. Minor errors only may be evident.</p> | <p>Citations and reference list generally formatted correctly, with a few errors. Appropriate sources mostly referenced and well integrated to support ideas.</p> | <p>Intermittent incomplete or incorrect style of citations/reference list. Few citations missing. Appropriate sources mostly referenced and paraphrased to support points. May use lower quality sources.</p> | <p>Repeated incomplete or incorrect style of citations/reference list. A number of citations still required. May rely on quotes unnecessarily. Poor quality sources used.</p> | <p>Inadequate style of citations and reference list. In-text citations &amp; references are persistently incorrect or missing. Fails to quote or acknowledge ideas used from other sources. Mostly inappropriate academic sources used.</p> |

## Guide to Grades

Your essay is graded against the rubric above, and your total grade can be described as demonstrating the corresponding overall effect according to the Guide to Grades. This guide is to help you understand the criteria by which you will be marked and how you might wish to improve your work in the future. The guide is based on Blooms Taxonomy of educational outcomes. It is just a guide and there may be a number of reasons for varying marks between subjects and students. Not everything is given equal weight. The grading range is generally as follows:

A+ = 90-100% Rural public health topics articulated with clarity and coherence worthy as a significant piece of work that is creative and integrative of individual thought (several revisions required).

A = 80-89% Academically high standard in terms of rural public health content and style (usually requires a few revisions). Relationships are clearly discussed and analysed with logical and individual conclusions drawn. Very few writing style errors.

B = 70-79% The broad rural public health topics are clearly presented and engaged comprehensively and adequately; few problems with structuring and performance (usually requires a few revisions). Demonstrates an ability to analyse rural issues in a reasonable fashion and puts forward solutions to emerging issues.

C = 60-69% Clarified key rural public health concepts and made connections between elements of topics. Corrections may be needed and some areas of topic/issue not fully engaged; structuring of argument or presentation not wholly adequate (likely without more than one significant revision of materials). Generally, should demonstrate basic understanding and ability to apply this understanding to typical situations.

D = 50-59% Described the basic elements of the rural public health topic(s) in rudimentary fashion and may have some errors of fact and missed key elements; significant structuring issues in terms of communication and logic (likely if done in the last couple of days before due date without any rethinking and practical preparation). Basic ability to accurately recount facts, circumstances and current situations.

N = Below 50% Failure to engage the rural public health topic/issues in any reasonably relevant way, or there are numerous and flagrant errors (likely if you do your work the night before having missed lectures and tutorials).

## **Expectations of presentation:**

This is an essay so should follow conventional essay format.

Speak to the PLAs in the library or access the services available via the Learning Hub if you require assistance with planning and writing your essay. <http://www.latrobe.edu.au/students/study-resources/learning/in-semester-study-support>

Essays do not require headings, table of contents, images, tables or figures.

## **Expectations for presenting 'Evidence':**

Making general statements, such as "there is a high prevalence of chronic health conditions at young ages among the indigenous populations of remote regions in Northern Territory (NT) such as Alice Springs" is not sufficient. You need to expand on this to provide clear and specific examples to support such statements. For example:

"It has been reported that by fifteen years of age, 8.6% of the indigenous population in the NT have renal disease, 0.4% have type 2 diabetes, and 0.3% have ischaemic heart disease, with obesity being an important risk factor (reference required). As a result of this, the burden of disease is nearly four times higher for indigenous people living in NT than it is for all Australians (Zhao, Connors, Wright, Guthridge, & Bailey, 2008)."

## **Examples of Appropriate Data Sources:**

Australian Bureau of Statistics (ABS) (eg. Census data)

Australian Institute of Health and Welfare (AIHW)

State and local government department sites

Primary Health Networks (specific to the region)

Some organisation or corporate bodies (eg. National Rural Health Alliance, Australian Indigenous HealthInfoNet)

## **Examples of Appropriate Sources for Social Determinants of Health evidence:**

Journal articles

Some organisation or corporate bodies (eg. National Rural Health Alliance, Australian Indigenous HealthInfoNet)

## **Referencing:**

In this subject, we require APA 6 referencing. Please use the LTU Academic Referencing Tool to assist in appropriately acknowledging and citing sources of information and evidence.

<http://www.latrobe.edu.au/library/assignment-thesis-support/referencing>

How many references are required? As many as you need to achieve your goal. This is a 3<sup>rd</sup> year subject and the content requires significant understanding and planning. Thus, for a good quality essay the number of references can be expected to be at ***least 15 good quality academic sources***.

### **Assignment Submission Requirements:**

- a) Please insert page numbers, your name, student number, course, and year level on each page in the **footer**. See [Microsoft Office help if required](#).
- b) Submit your essay via LMS as a Word or PDF document. ***Electronic submission is considered agreement to the La Trobe University Academic Integrity standards.*** To check your referencing and similarity scores, you can submit your essay to the Turnitin submission link as many times as you want until the submission date.
- c) Late assignments will be penalised at the rate of 5% of total assessment marks available per day late. Once the submission is over five days late a mark of zero will be awarded. Please see the [Assessment \(Late Submission of Tasks\) Policy](#)
- d) Any requests for extension must be made to the subject coordinator **at least 3 days BEFORE** the due date. Extensions **will not** be granted after the due date. This is usually completed by submitting a Special Consideration application.
- e) Special Consideration applications can be made online, usually no more than 3 working days after the assessment task date. Please review the requirements for supporting documentation prior to applying <http://www.latrobe.edu.au/students/admin/forms/special-consideration>
- f) Moderation of assessment outcomes occurs in this subject for quality, fairness and consistency against grading criteria and expected qualities or levels of achievement expected. This may include consensus moderation, double marking, or random sampling and checking.