Assessment 3: Presentation (incorporating reflection)

- Exemplar
- Rubric
- Assignment support
- Referencing

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SNM Librarian
Assessment 3: Presentation

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Presentation (incorporating reflection)</th>
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</thead>
<tbody>
<tr>
<td>Value</td>
<td>30%</td>
</tr>
<tr>
<td>Team or Individual</td>
<td>Individual</td>
</tr>
<tr>
<td>Format</td>
<td>Panopto video presentation (5 minutes)</td>
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<tr>
<td>Due Date and time</td>
<td>2359 Sunday 18 October 2020</td>
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<tr>
<td>How to Submit</td>
<td>Via Blackboard</td>
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<tr>
<td>Learning Outcomes</td>
<td>LO1, LO2, LO5.</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>SNM Assessment Rubric available in Blackboard</td>
</tr>
<tr>
<td>Feedback</td>
<td>Marked assessment available in My Grades</td>
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</tbody>
</table>
Evaluation is the final stage of the nursing process (ADPIE).

- It is a stage often overlooked.
- However, if we do not evaluate what we are doing, how will we know whether it is effective?
- The need to evaluate applies to health care professionals themselves as much as it applies to the outcomes they are planning to achieve for their patients.
Task

Develop a 5 minute Panopto video that presents and discusses the results from your search strategy in assessment 1.

Present a synthesis of the major findings/results of these studies. That means that you combine all the findings/results from all the articles together, rather than presenting them one by one.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Were some findings identified by more than one article?</td>
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<tr>
<td>Can you categorise the findings/results and present them as major themes and sub-themes?</td>
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<tr>
<td>What do these findings/results mean for practice?</td>
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<td>How can they be translated into practice?</td>
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<td>Can you identify any potential barriers?</td>
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<td>Can you identify any enablers for transfer into practice?</td>
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</table>
The final part of your presentation is reflective and will identify and discuss what you have learned as a result of assessments 1 and 3, any areas you have identified for further development and strategies to progress that development.

Remember to include a reference list at the end of your video.

See resources in Blackboard for assistance in recording and submitting your Panopto video.
Hello!

My name is Susan, and I'm doing a report on how EBP improves outcomes for patients in the Emergency Department.

PICO

P = patients in the ED
I = EBP
C = no EBP
O = better outcomes
**Search strategy**

"evidence based practice" OR EBP
AND "emergency department" OR
ED AND outcomes

**Databases**

I selected CINAHL Plus and
MedLine because Glanville et al
(2019) suggested them as quality
sources.
Literature


Analysis of findings

Finding 1: Reduced time

Less time spent waiting for treatment and less time overall in the ED was an outcome identified in most of the literature reviewed for this study. For example, Greene and Gold (2018) stated that ... Although Black and White (2019) supported this statement, they further advised that ... as well. However, there was one study that did not support this finding. Snow and Raine (2017) found that ... Reasons for this difference are not immediately apparent, indicating that further research is necessary.
Analysis of findings

Finding 2: Greater patient satisfaction

When practice in the ED was based on evidence, patients reported greater satisfaction with their treatment and overall ED experience. This finding was unanimous in the literature reviewed in this study. For example, Harrison and Ford (2018) reported on the case study of John and Mary Jones who reported that... Similarly, Greene and Gold (2018) stated that... Although it may be the case that experiences are not always better in the context of EBP, this study did not find any evidence to support that possibility.

Finding 3: Less stress among HCP

The final finding for this review was that HCP basing their practice on evidence experienced less stress. Harrison and Ford identified this theme strongly when they stated that not only were HCP with less stress healthier, they provided better patient care as well. Their finding was supported by Greene and Gold (2018) who additionally outlined that...
Conclusion

This presentation has shown that EBP is important in the Emergency Department. It has been shown to reduce waiting times, increase patient satisfaction and reduce the stress of those responsible for patient care.

Reflection

As a result of Assessment 1 and 3, I have learned:

1. PICO is a very useful format for designing a research question.
2. The importance of accessing quality sources to search for evidence.

I also identified that I need to develop my skills in designing search strategies. I will seek support from Library staff to assist me to develop these skills so that I am better able to locate quality evidence on which to base my practice.
References

All references cited, including those identified in the literature search. APA 7th format.
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Content</th>
<th>Presentation</th>
<th>Reflection</th>
<th>Referencing Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well Below Average (&lt;25%)</strong></td>
<td>Results presented from less than three articles. No evidence of synthesis. No identification of gaps, implications or recommendations.</td>
<td>Minimal evidence of structure or organisation. Not always audible. Voiceover is monotonous and lacking inflection. Maintains limited audience attention throughout. Less than 3 minutes duration.</td>
<td>Reflection omitted or does not adequately identify learning.</td>
<td>Referencing does not follow instructions in the ECU Referencing Guide. In text and/or end-text referencing has multiple errors. Includes references in conclusion.</td>
</tr>
<tr>
<td>0-2.5</td>
<td>2-6.4</td>
<td>5-5.9</td>
<td>0-1.25</td>
<td>1.3-2.45</td>
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<tr>
<td><strong>Below Average (26-49%)</strong></td>
<td>Results of literature search (3-5 articles) poorly presented. No evidence of synthesis. No identification of gaps, implications or recommendations.</td>
<td>Poorly structured and organised. Not always audible. Voiceover is monotonous and lacking inflection. Maintains limited audience attention throughout. Less than 4 minutes duration.</td>
<td>Learning identified, but no areas for further development identified or strategies for addressing those deficits.</td>
<td>Referencing poorly follows instruction in the ECU Referencing Guide. In text and/or end-text referencing has many errors. Includes references in conclusion.</td>
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<td>2.6-4.9</td>
<td>5-5.9</td>
<td>5-5.9</td>
<td>2.5-2.95</td>
<td>2.5-2.95</td>
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<tr>
<td><strong>Pass/Average (50-59%)</strong></td>
<td>Results of literature search (3-5 articles) presented. Minimal attempt to identify gaps, implications or recommendations.</td>
<td>Some lack of structure and organisation. Not always audible. Voiceover is monotonous and lacking inflection. Maintains limited audience attention throughout. Less than 5 minutes duration.</td>
<td>Learning identified. Minor identification of areas requiring further development and strategies to progress that development.</td>
<td>Adheres to instruction in the ECU Referencing Guide. In text and/or end-text referencing has few errors.</td>
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<td>5-5.9</td>
<td>6-6.9</td>
<td>6-6.9</td>
<td>3.2-3.45</td>
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<td><strong>Credit (60-69%)</strong></td>
<td>Outline of results from literature search (3-5 articles). Some evidence of synthesis, but significant scope for greater explanation of some of the findings. Minimal identification of gaps, implications or recommendations.</td>
<td>Well organised, structured and logical presentation that is audible and mostly demonstrates enthusiasm about results. Some good use of creativity to attract and maintain audience attention but significant areas where ability to attract and maintain audience attention requires further development.</td>
<td>Good identification of learning, including areas requiring further development. Good identification of strategies to progress that development.</td>
<td>Adheres to instruction in the ECU Referencing Guide. In text and/or end-text referencing has very few errors.</td>
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<td>6-6.9</td>
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<td>3.5-3.95</td>
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<td><strong>Distinction (70-79%)</strong></td>
<td>Detailed synthesis of results from literature search (3-5 articles). Some attempt to identify gaps, implications or recommendations. Very good understanding demonstrated; but some scope for greater explanation of some of the findings.</td>
<td>Well organised, structured and logical presentation that is audible and demonstrates enthusiasm about results. Good use of creativity to attract and maintain audience attention but may be some areas could be more engaging.</td>
<td>Insightful presentation of learning. Insightful presentation of areas requiring further development and strategies to progress that development.</td>
<td>Completely adheres to all instruction in the ECU Referencing Guide. In text and/or end-text referencing has no errors.</td>
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<td>8-10</td>
<td>4.5</td>
<td>4.5</td>
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<tr>
<td><strong>High Distinction (80%)</strong></td>
<td>Demonstrates originality and insight when synthesising results from literature search (3-5 articles). Innovative explanations and elaboration. Gaps and/or implications and/or recommendations identified.</td>
<td>Seamless presentation, demonstrating strong enthusiasm about results throughout entire presentation. Uses innovative, creative and insightful methods to attract and maintain audience attention throughout.</td>
<td>Deep and insightful presentation of learning. Deep and insightful presentation of areas requiring further development and strategies to progress that development.</td>
<td>Complete adherence to all instruction in the ECU Referencing Guide. In text and/or end-text referencing has no errors.</td>
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</table>
• Good luck with your assignment!
• Remember there’s plenty of support too from the Academic Skills Centre.
How can we support you?

Lock it in by booking a 30-minute appointment with a learning adviser [here](https://askus2.ecu.edu.au/s/article/000001642). Appointments can be online, by phone or face to face. (EAL, academic skills, numeracy)

Pop into an ASC with a quick question or email learningadviser@ecu.edu.au

Drop in to an assignment and referencing drop in session for 10 minutes with the Senior Learning Adviser, Librarian and Numeracy Adviser.
Nursing and Midwifery Focus

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>DAY</th>
<th>TIME</th>
<th>CAMPUS</th>
<th>ROOM</th>
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<tr>
<td>3-13</td>
<td>Thursdays</td>
<td>10:00 – 11:30</td>
<td>Joondalup</td>
<td>JO 31.106</td>
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<tr>
<td>2-13</td>
<td>Thursdays</td>
<td>13:00 – 15:00</td>
<td>Bunbury</td>
<td>BU 5.126</td>
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</table>
Academic Skills Workshops

- Starting assignments
- Reading and notetaking
- Integrating Others’ Ideas
- Editing and Proofreading
- Referencing Using APA
What kind of questions can I ask?

- How to watch, make, edit or share a video using Panopto.
- I need formatting or technical assistance with Microsoft Office (Word, Excel, PowerPoint, Teams etc).
- Technology related queries you encounter in your studies.

Weekdays: 10:00am-6:00pm (call or online chat)
10:00am-3:00pm (on-campus at JO and ML Library)
- Phone: +61 8 6304 6199
- Instant chat in Microsoft Teams (say hi to start the chat!)

Referencing APA7

Lisa Webb: SNM Librarian
Quick Guide to APA Referencing

Check under the tabs for more examples and information, including for less common information sources.

In-text citations
Reference list
Quick Guide to APA Referencing (PDF)

https://ecu.au.libguides.com/referencing
End-text references

An end-text reference is the **full reference**. It should contain all information needed to find the source you used. There are four main elements included in an end-text reference.

**Who?** Author’s name (including initials)

**When?** Date of publication

**What?** Title of the work (check for italics and capitalisation)

**Where?** Publisher name and URL

Author, A. A. (Date). *Title*. Source.
Format for in-text citations

There is more than one way to correctly format an in-text citation:

Standard “parenthetical” formatting, placed directly after the idea being referenced, within the punctuation of the sentence:

2 authors: (Stans & Jubina, 2013).
3 or more authors: (Camara et al., 2018).

The ampersand (&) is used in place of ‘and’ in parenthetical citations. The phrase et al. (meaning “and others”) is used where 2+ names are not shown.

“Narrative citation” includes some or all of the citation details (author or date) in your own writing:

Stans and Jubina (2013) found …
According to a 2014 study by Camara et al. …

Note the use of and instead of the ampersand within the body of the text.
Nursing references

Use the Nursing specific reference page for:

- Johanna Briggs Institute
- Cochrane library

Include the database name in Title Case and *italics*.

Include the homepage URL (JBI) DOI (Cochrane library).

There are also examples for Nursing standards, medication, and Department of Health documents.
Further help

Library Referencing Guide: [https://ecu.au.libguides.com/referencing](https://ecu.au.libguides.com/referencing)

Quick Guide to APA 7th Referencing

Specific Nursing Reference Examples:

Assignment and Referencing drop-in sessions (Librarian and Senior Learning Adviser)

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Contact: [library@ecu.edu.au](mailto:library@ecu.edu.au)