

3804NRS Community Nursing Practice

A1 Digital Poster Health Promotion

Part A Digital Poster (Group task) – Weighting 40%

Word count 350 - 500 words

Part B Peer Review (Individual task) – Weighting 10%

Word count 500 words

Total Weighting: 50%

Due Dates: Refer to course profile

Aim:

The aim of this assignment is to work in small groups (3 students) to prepare a digital health promotion poster addressing a specific health problem relevant to a lay community group (Part A). The poster will be prepared using PowerPoint and include evidence-based information about the health problem and the key messages to promote health and prevent disease/illness. In Part B students will individually conduct a peer review of a previously prepared digital poster.

This assessment item will assess:

- **Learning Outcome 1:** Examine the health needs of groups or communities;
- **Learning Outcome 2:** Examine primary health care, health promotion and disease prevention activities and plan these activities for a culturally diverse group or community.

Task Description Part A Digital Poster (Group task):

350 – 500 words

You will work in groups (maximum 3 students) to prepare a **digital health promotion poster** for a specific lay community group. The poster focus should be on primary prevention of health problems and address the information/health needs of the audience addressing one of the health promotion topics listed below:

- **Promoting reduced screen time in children aged 8 to 12 years from a non-English speaking background where English is a second language at home.**
- **Promoting healthy lifestyle behaviours for optimal reproductive health in refugee women aged 25 – 35 years old.**
- **Promoting healthy ageing in Pasifika men aged 45 years and over.**

(Note. Pasifika people are from Samoa, Tonga, Cook Islands, Niue and other smaller Pacific nations, currently living in Australia).

The following content must be included in your poster:

- **Title** (create a catchy title relevant to the topic)

- **Names** and student numbers of group members
- **Introduction** (describe the health issue and the impact on the community, provide simple statistics/infographic to appeal to a lay reader)
- **Risk factors** (describe what factors/behaviours increase risk)
- **Preventive factors/behaviours** (describe which factors/behaviours/actions decrease risk)
- **Key 'take-home' health promotion messages** (3-5 essential points you want the lay reader to remember)
- **Where to get more information/assistance** (list of other resources/websites)
- **References** (not included in word count), written content supported by **5 – 10** high quality scholarly references and references for all images. Reference your poster using a [Vancouver numbered style](#)

Steps to succeed in Part A of this assessment task:

Step 1: Form a small group (maximum 3 students) and choose **one** of the specific health promotion topics listed above. *Note. You must form a group with students enrolled in the same Workshop as you will begin working on the poster task in classes during the on campus teaching intensive.*

Step 2: Complete Poster Group Sign on sheet - put your group members names on the relevant workshop sign on sheets on the L@G site.

Step 3: Collaboratively complete the *Group Charter* (See document on L@G site).

Step 4: Set up an Microsoft Team for your poster (this will allow easy sharing of documents, chat, stay on track, organize Teams meetings) – refer to instructions on your L@G site

Step 5: Begin brainstorming ideas for your poster, discuss the following:

- Why is the health problem/issue you have chosen important to address?
- Describe the target audience for the poster.
- Which risk factors/preventive factors/behaviours is the poster aiming to address?
- What are the key health promotion messages that the poster should convey?
- What style of poster would best suit this audience (balance of written/visual information)?
- What type of content should be included in the poster?
- What type of language should be used to persuade the poster audience in a positive manner?
- Which type of pictures/images/colours will be suitable to use?
- What additional research/information do you need to gather to prepare your poster?
- What contribution is each group member going to make? (Consider skills,

strengths and preferences of each team member)

- When will you next meet (MS Teams or in person) to discuss the next steps?

Step 6: Continue to communicate via Microsoft Teams, using Teams video meetings, Teams chat function and sharing of content and documents in your MS Team.

Step 7: Prepare the digital poster using a single PowerPoint slide formatted to AO poster size (see detailed instructions on the Canvas site and below).

Step 8: Create a Word document and copy and paste the References from the poster into the Word document. Format in 12-point font and double check Vancouver Referencing style (numbered).

Step 9: Prior to submission, ensure final version of the poster, reference list and Group Charter are labelled clearly as *Final version* (see below).

Step 10: One person only submits the electronic copy of the poster, separate word reference list and Group Charter via the assessment submission point on L@G, by the due date and time.

Other elements:

- Your poster must be prepared using a single PowerPoint slide formatted to AO poster size. (Note some graphics software is incompatible with Canvas and your file may not display or upload correctly).
- Writing style in this task needs to be appropriate for a lay reader, i.e., use simple language, plain English words, no complex medical terminology, abbreviations or jargon.
- You may use bullet points, headings and any structure you wish to appeal to your lay audience and make your message clear.
- Use of images/photographs/logos must not infringe copyright, with use of free (creative commons) images recommended. Source of images must be referenced using Vancouver style.
- You need to strictly adhere to the word count of 350-500 words (Part A).
- Ensure that you use a minimum of (5) sources of scholarly literature (relevant grey literature, Government reports, research articles) that have been published in the last five (5) years.
- Poster referencing must be in Vancouver numbered style which is the standard convention for poster referencing, refer to the Griffith [Vancouver Referencing guide](#).
- In addition to the Reference list that is in a text box on your poster, create a separate Word document and copy and paste your Poster References from your Poster document into the Word document. (Change the font to 12 point for ease of reading).
- Prior to submission:
 - Save your final poster as a PDF – **label file A1 Poster Final version**
 - Save your Word reference list as a PDF – **label file A1 Reference list Final**

version

- Save your Group Charter as a PDF – **label file A1 Group Charter**
- Submit Poster, Reference list and Group Charter through the same A1 Submission point on 3804NRS Learning@Griffith site.

Group work/communication:

- Attending on campus classes to form groups and start planning work is essential for success in this task.
- Students who don't attend class or join a group will be allocated to a group by the Course Convenor.
- All group members are expected to contribute equally to the preparation of the digital poster.
- All group members will receive the same mark for the digital poster Part A.
- Use Microsoft Teams for communication and file sharing, rather than social media. Keep copies of your individual research/preparation notes and store shared files on your Teams poster site.
- To prevent problems, please communicate regularly with your poster partners in a professional and respectful manner consistent with the [Student Charter](#) and [Social Media Guidelines](#).
- If serious problems arise, inform your Course Convenor in a timely manner (i.e., well before the due date). The Convenor may suggest communication strategies or facilitate a meeting via Microsoft Teams to assist in resolving issues. The Convenor may also request copies of individual research/preparation notes, or access to group communication as evidence of contribution to group work.
- Where there is strong evidence an individual student has not communicated with their group members or made any contribution to preparation of the poster, and considering all mitigating circumstances, the student may be awarded an individual mark of 0 for the Part A digital poster.
- Part A is a group task and posters submitted by individual students not part of a group will not be marked.

Task Description Part B Peer Review (Individual task):

500 words

After submitting the Part A Digital poster (as a group) you will undertake Part B of the Assessment task. You must prepare and submit Part B of the assessment task as an individual student.

Part B requires you to undertake a peer review of one selected digital health promotion poster. (Note that the Review posters have been sourced from 2022/2023 submissions and de-identified to maintain student anonymity).

Two Digital posters for the Part B review will be available on the L@G site for you to choose from, after 5pm on the submission due date of Part A digital poster (Group).

After choosing **one** digital poster from the L@G site, you will evaluate the content and quality of the digital poster according to the criteria provided on the *Poster Peer Review Template* (See Appendix A and copy also on L@G site) including:

- Title and description of the health problem
- Risk and preventive behaviours
- Age-appropriate health promotion messages and poster design
- Writing, evidence and referencing.

Steps to succeed in Part B of this assessment task:

Step 1: Go to the L@G site Assessment 1 Part B Page and select one digital poster to review.

Step 2: Download the Poster Peer Review Word template from the L@G site and use this as a guide to conduct your peer review.

Step 3: For each criterion, read and critically analyse the content and quality of the in comparison to the criterion descriptors.

Step 4: Complete the Poster Peer Review document including selecting appropriate mark for each criterion and providing written feedback in the text box provided.

Step 4: Save the Peer Review document as a PDF and submit to the Assignment 1 Part B submission point on the L@G site.

Other elements:

- You need to strictly adhere to the word count of 500 words (Part B).
- A References list is not required for the Peer review, although you will need to check the source/quality of the literature referenced on the poster as part of your critical analysis.
- Part B is an individual assessment item and will have a separate assignment submission point.
- As Part B is an individual assessment item, it is expected that you prepare your peer review independently and standard academic integrity principles apply.

A1 Marking Criteria **Part A** Digital Poster

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion One Create impactful creative title and provide description of health problem/ impact on population	Exceptionally high standard as evidenced by a highly creative and 'catchy' title relevant to the topic. Succinct and accurate description of the health problem and impact in lay language including simple statistics/infographic; all group members names clearly listed.	High standard as evidenced by a 'catchy' title relevant to the topic, Accurate description of the health problem and impact in lay language including simple statistics/infographic; all group members names clearly listed.	Sound standard as evidenced by a title relevant to the topic. Mostly accurate description of the health problem and impact in lay language including simple statistics/infographic; all group members names clearly listed.	Satisfactory standard as evidenced by a title relevant to the topic. Attempt and/or partly accurate description of the health problem and impact in lay language; simple statistics presented all group members names clearly listed.	Unsatisfactory standard as evidenced by missing title or not relevant or to the topic. Inaccurate description of the health problem and impact in lay language with no statistics presented; group members names not clearly listed.		/5
Mark allocation	5	4	3	2.5	2-1	0	
Criterion Two Describe risk factors and preventive behaviours for health problem	Exceptionally high standard as evidenced by succinct and accurate explanation of risk factors for health problem and, all relevant primary preventive actions/behaviours. Clear and accurate alignment/link between risk factors and preventive actions/behaviours.	High standard as evidenced by accurate explanation of risk factors for health problem and relevant primary preventive actions/behaviours. Accurate alignment/link between risk factors and preventive actions/behaviours.	Sound standard as evidenced by an adequate explanation of risk factors for health problem and relevant primary preventive actions/behaviours. Some alignment/link between risk factors and preventive actions/behaviours.	Satisfactory standard as evidenced by a basic explanation of risk factors for health problem and some relevant preventive actions/behaviours. Limited alignment/link between risk factors and preventive actions/behaviours.	Unsatisfactory standard as evidenced by flawed or limited explanation of risk factors for health problem and preventive actions/behaviours. No alignment between risk factors and preventive actions/behaviours		/8
Mark allocation	8	7	6	4	3-1	0	

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion Three Develop positive and age appropriate health promotion activity and information for lay reader	Exceptionally high standard as evidenced by concise and accurate communication of 3 - 5 key health promotion messages, using positive and age-appropriate terminology and words for the target lay audience and context; use of non-discriminatory, non-judgemental language.	High standard as evidenced by accurate communication of 3 - 5 key health promotion messages, using age-appropriate terminology and words for the target lay audience and context; use of non-discriminatory, non-judgemental language.	Sound standard as evidenced by adequate communication of 3 - 5 key health promotion messages using age-appropriate terminology and words for the target lay audience and context; use of non-discriminatory, non-judgemental language. Several errors evident can include use of complex medical terminology, content not age appropriate for reading/literacy level.	Satisfactory standard as evidenced by basic communication of 3 - 5 key health promotion messages using some age-appropriate terminology and words for the target lay audience and context; use of non-discriminatory, non-judgemental language. Numerous errors evident can including use of complex medical terminology, content not age appropriate for reading/literacy level.	Unsatisfactory standard as evidenced by limited or inaccurate communication of 3 - 5 key health promotion messages using terminology that is inappropriate for the target lay audience and context because it includes complex medical terminology, content not age appropriate, use of discriminatory or judgemental language.		/6
Mark allocation	6	5	4	3	2-1	0	
Criterion Four Information about other resources	Provided highly relevant information about where to access a range of high quality additional resources that are specific to the needs of the target audience.	Provided relevant information about where to access some additional resources.	Provided information about where to access some, mostly relevant, additional resources.	Provided basic information about where to access additional resources	Unsatisfactory standard as evidenced by limited or inappropriate resources provided.		/4
Mark allocation	4	3.5	3	2	1	0	

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion Five Design a creative and visually impactful poster appealing to the target audience	Exceptionally high standard as evidenced by very creative and visually impactful and appealing poster design, including careful formatting, clear font size, use of impactful colours and illustrations, choice of words and language, font, suitable and likely to appeal to target lay audience; title and key points stand out to reader.	High standard as evidenced by creative and visually appealing poster design, including careful formatting, clear font size, use of impactful colours and illustrations, choice of words and language, font, suitable and likely to appeal to target lay audience; title and key points stand out to reader.	Sound standard as evidenced by an adequate attempt at poster design including formatting, clear font size, use of colours and clear illustrations; choice of words and language, font, suitable for target lay audience; title and key points clear to reader.	Satisfactory standard as evidenced by a basic attempt at poster design including formatting, clear font size, use of colours and clear illustrations; choice of words and language, font, suitable for target lay audience; title and key points clear to reader.	Unsatisfactory standard as evidenced by a limited attempt at poster design including lack of effort in formatting, small font size, use of colours/illustrations; inappropriate word choice and language not suitable for target lay audience; title and key points unclear to reader.		/6
	6	5	4	3	2-1	0	

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion Six Writing, organisation of ideas, logical flow, grammar and editing	Exceptionally high standard as evidenced by concepts and health information being very well organised in a clear and logical sequence on poster; exemplary spelling, grammar, punctuation; well-constructed and concise sentences or dot-points; section headings clear ; poster thoroughly edited for consistency of writing between different authors. Adhered to word limit 350 - 500 words.	High standard as evidenced by concepts and health information being organised in a clear and logical sequence on poster; accurate spelling, grammar, punctuation; well-constructed and concise sentences or dot-points; section headings clear ; poster edited for consistency of writing between different authors, although some minor errors evident. Adhered to word limit 350 - 500 words.	Sound standard as evidenced by concepts and health information being mostly organised in a logical sequence on poster. Some errors evident in spelling, grammar, punctuation; sentence structure; section headings unclear. Minimal editing for consistency with different writing style several authors evident. Adhered to word limit 350-500 words.	Satisfactory standard as evidenced by an attempt at concepts and health information being organised in a logical sequence on poster. Errors evident in spelling, grammar, punctuation; sentence structure; section headings unclear. Minimal editing for consistency with different writing style several authors evident. Under or over word limit 350-500 words.	Unsatisfactory standard as evidenced by a poor or absent attempt with lack of organisation and important concepts not addressed. Many errors evident in spelling, grammar, punctuation; sentence structure; section headings unclear. Poster not edited for consistency with different writing style of several authors evident, interfering with understanding. Significantly under or over word limit 350-500 words >10%.		/6
Mark allocation	6	5	4	3	2-1	0	

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion Seven Use of the literature and referencing	Exceptionally high standard as evidenced by synthesis and accurate integration of high quality , credible evidence to support poster content. Minimum 5 and maximum 10 scholarly references, with additional image references provided on poster and in reference list. Exemplary use of Vancouver numbered referencing on poster and in separate reference list with no errors .	High standard as evidenced by synthesis and integration of good quality , credible evidence to support poster content. Minimum 5 and maximum 10 scholarly references, with additional image references provided on poster and in reference list, with minor errors . Consistent use of Vancouver numbered referencing format on poster and in separate reference list with minor errors .	Sound standard as evidenced by adequate synthesis and integration of quality , credible evidence to support poster content. Minimum 5 and maximum 10 scholarly references, with additional image references provided on poster and in reference list, with several errors . Mostly accurate use of Vancouver numbered referencing on poster and in separate reference list, with several errors .	Satisfactory standard as evidenced by basic synthesis and integration of some quality, credible evidence to support poster content. Minimum 5 and maximum 10 scholarly references, with additional image references provided, with numerous errors . Use of Vancouver numbered referencing on poster and in separate reference list, with numerous errors .	Unsatisfactory standard as evidenced by a lack of synthesis and integration of poor-quality evidence resulting in a lack of support for ideas in the writing, few references provided, with major errors . Beginning or absent use of Vancouver numbered referencing on poster and in separate reference list with major errors .		/5
Mark allocation	5	4	3	2.5	2-1	0	
TOTAL MARK (Weighted 40%)							/40

A1 Marking Criteria **Part B** Peer Review (Individual)

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion One Review title, introduction and description of health problem/ impact on target population	Exceptionally high standard as evidenced by insightful and constructive review of introduction and description of the health problem and the impact on target population. Constructive, accurate and detailed feedback provided.	High standard as evidenced by accurate and objective review of introduction and description of the health problem and impact on target population. Constructive and accurate feedback provided.	Sound standard as evidenced by an objective review of introduction and description of the health problem and impact on target population. Feedback provided but could be more constructive, accurate or detailed.	Satisfactory standard as evidenced by basic review of introduction and description of the health problem and impact on target population; review may be subjective rather than objective and/or not aligned with the review criteria. Minimal or very general feedback provided.	Unsatisfactory standard as evidenced by inaccurate review of introduction and description of the health problem and impact on target population. Statistics about prevalence not reviewed. Inaccurate feedback provided.		/5
Mark allocation	5	4	3	2.5	2-1	0	
Criterion Two Review risk/preventive factors/behaviours for health problem	Exceptionally high standard as evidenced by accurate and objective review of risk factors for health problem and, all relevant primary preventive actions/behaviours. Constructive, accurate and detailed feedback provided.	High standard as evidenced by accurate review of risk factors for health problem and relevant primary preventive actions/behaviours. Constructive and accurate feedback provided.	Sound standard as evidenced by a mostly accurate review of risk factors for health problem and relevant primary preventive actions/behaviours. Feedback provided but could be more constructive, accurate or detailed.	Satisfactory standard as evidenced by a basic review of risk factors for health problem and some relevant preventive actions/behaviours. Minimal or very general feedback provided.	Unsatisfactory standard as evidenced by inaccurate review of risk factors for health problem and preventive actions/behaviours. Inaccurate feedback provided.		/5
Mark allocation	5	4	3	2.5	2-1	0	

Assessable Elements	EXEMPLARY Exceptionally high quality of performance or standard of learning achievement.	ACCOMPLISHED High quality performance or standard of learning achievement.	SOUND Consistent quality of performance or standard of learning achievement.	DEVELOPING Satisfactory quality of performance or standard of learning achievement.	BEGINNING Unsatisfactory quality of performance or standard of learning achievement.	Not achieved or attempted	MARK
Criterion three Review health promotion messages and poster design	Exceptionally high standard as evidenced by precise and accurate review of key health promotion messages and poster design. Constructive, accurate and detailed feedback provided.	High standard as evidenced by accurate review of key health promotion messages and poster design. Constructive and accurate feedback provided.	Sound standard as evidenced by a mostly accurate review of key health promotion messages and poster design. Feedback provided but could be more constructive, accurate or detailed .	Satisfactory standard as evidenced by a basic review of key health promotion messages and poster design. Minimal or very general feedback provided.	Unsatisfactory standard as evidenced by inaccurate review of key health promotion messages and poster design. Inaccurate feedback provided.		/5
Mark allocation	5	4	3	2.5	2-1	0	
Criterion four Review writing, organisation and logical flow of poster, evidence and referencing	Exceptionally high standard as evidenced by precise and accurate review of writing, organization and logical flow of poster, quality of evidence and referencing. Constructive, accurate and detailed feedback provided.	High standard as evidenced by accurate review of writing, organization and logical flow of poster, quality of evidence and referencing. Constructive and accurate feedback provided.	Sound standard as evidenced by a mostly accurate review of writing, organization and logical flow of poster, quality of evidence and referencing. Feedback provided but could be more constructive, accurate or detailed .	Satisfactory standard as evidenced by a basic review of writing, organization and logical flow of poster, quality of evidence and referencing. Minimal or very general feedback provided.	Unsatisfactory standard as evidenced by inaccurate review of writing, organization and logical flow of poster, quality of evidence and referencing. Inaccurate feedback provided.		/5
Mark allocation	5	4	3	2.5	2-1	0	
TOTAL MARK (Weighted 10%)							/20

Appendix A: Part B Poster Peer Review Template (Word copy on L@G site available for download)

Student name:

Student number:

Poster topic chosen to review:

Instructions – for each criterion allocate a mark and provide some concise constructive feedback, maximum 125 words for each criterion (ie. Strengths/what was done well, suggestions for improvement, briefly note any errors/omissions)

Review Elements	EXEMPLARY Exceptionally high quality of performance	ACCOMPLISHED High quality performance	SOUND Consistent quality of performance	DEVELOPING Satisfactory quality of performance	BEGINNING Unsatisfactory quality of performance	Not achieved or attempted	MARK
Criterion One Title, Introduction and description of health problem/impact	Exceptionally high standard as evidenced by a highly creative and ‘catchy’ title relevant to the topic. Succinct and accurate description of the health problem and impact in lay language including simple statistics/infographic about prevalence.	High standard as evidenced by a ‘catchy’ title relevant to the topic, Accurate description of the health problem and impact in lay language including simple statistics/infographic about prevalence. Minor errors evident.	Sound standard as evidenced by a title relevant to the topic. Mostly accurate description of the health problem and impact in lay language including simple statistics/infographic about prevalence. Several errors evident.	Satisfactory standard as evidenced by a title relevant to the topic. Attempt and/or partly accurate description of the health problem and impact in lay language with simple statistics presented. Numerous errors evident.	Unsatisfactory standard as evidenced by missing title or not relevant or to the topic. Inaccurate description of the health problem and impact in lay language, inaccurate or no statistics presented. Major errors evident.		/5
Mark allocation	5	4	3	2.5	2-1	0	
Criterion One Feedback (125 words):							

Criterion Two Feedback (125 words):

Criterion Three Feedback (125 words):

TOTAL MARK