

AFTER Co-construction FINAL

Avondale College of Higher Education. Discipline of Nursing Assignment Marking Guide (2017). NURS30036 High Dependency Nursing

Part A: Evidence Based Practice in Critical Care (30% of total grade – individual)

Name of Student/ID: _____ Grade: _____

Marker's Signature: _____

| | HIGH DISTINCTION (Excellent, high standard) | DISTINCTION (Very good, well developed) | CREDIT (Good, developing) | PASS (Satisfactory, but requires some improvement) | FAIL (Needs significant improvement) |
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| <i>Group appointment with your lecturer about selection of an appropriate topic and research question prior to submission (10%)</i> | Made and attended scheduled appointment with rest of group Evidence of extensive, insightful preparation of subject topic for appointment | Made and attended scheduled appointment with rest of group Evidence of a well-developed and thoughtful preparation of subject topic at appointment | Made and attended scheduled appointment with rest of group Evidence of basic to good preparation of subject topic at appointment. | Made and attended scheduled appointment with rest of group Evidence of limited preparation of subject topic at appointment. | Failure to make or attend scheduled appointment with rest of group Evidence of no / inadequate preparation of subject topic at appointment. |
| <u>Choice of resources</u> <i>Select four (4) evidence – based resources (with a minimum of 2 primary research articles related to your chosen topic / intervention); Resources must be less than 10 years old; Individual group members require articles that are not the same as any other member of the group; A list of resources in a reference list according to APA guidelines should be included. (20%) (which comprises of 5% per article)</i> | Expert selection of primary/secondary research based literature, completely suited to addressing the research question. Referencing standard is of high standard with no errors identified. | Well selected and appropriate resources addressing research question. Good evidence of understanding the selected topic by credible, recent evidence based literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing. | Good selection of resources appropriate to research question being answered. Evidence of understanding of topic substantiated by current academic literature. Referencing standard is consistent with faculty guidelines. Minor typographical or formatting errors in referencing. | Adequate interpretation of the question. Identification of primary resources, but could be more accurate or on topic. Evidence of reasonable understanding of current literature related to the topic. Referencing standard is APA format, acceptable but has errors in citations, possibly due to endnote misuse. | Misinterpretation of the assignment question. Little or no understanding of the topic. Failure to identify 2 primary resources. Major components in gathering research evidence for evidence-based practice intervention related to critical care area not shown or are vague. Failure to adhere to APA style and format. Penalties will apply for plagiarism as per the Academic Integrity Policy. |
| <u>Critique of resources</u> | Literary standard is at an excellent standard. Outstanding | Literacy standard and writing style is developing well. Language is | Literary standard is consistently appropriate with only minor errors. | Literary standard is acceptable but requires improvement and | Poor writing style with errors in |

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| <p><i>Summary of each article is completed and presents findings of the paper accurately</i></p> <p><i>Headings supplied in unit information are to be used</i></p> <p><i>Literacy standard (use of language and writing style, grammar and spelling.</i></p> | <p>writing style. Sophisticated and scholarly use of language. Appropriate choice of information included.</p> <p>Headings were used as requested and correct.</p> | <p>consistent, well developed. Clarity of thought evident. Appropriate choice of information included. Headings were used as requested and correct.</p> | <p>Good writing style and effective expression of ideas. Appropriate use of terminology. Headings were used as requested and correct.</p> | <p>could be more succinct or more appropriate in choice of information included. Adequate writing style. Limited or basic vocabulary used. Headings were used and were mostly correct.</p> | <p>expression. Poor clarity of meaning which impedes academic understanding. Inappropriate headings or no headings used to structure and format work.</p> |
| <p><i>Use of problem-solving, clinical reasoning and critical thinking skills are demonstrated when reviewing the given intervention.</i></p> <p><i>Sophistication of thought is evident.</i></p> <p><i>Consideration, analysis and evaluation of the topic and issues related to the provision of evidence into nursing practice.</i></p> <p>(60% - 15% for each article summary)</p> | <p>Interpretation and analysis of the selected literature is excellent, with evidence of advanced critical analysis and application. The discussion provides a noteworthy and structured critical examination of the topic. Demonstrates clear and unambiguous understanding. Expert use of relevant up-to-date academic and peer reviewed literature.</p> <p>Within word limit</p> | <p>Interpretation and analysis of the selected literature is well done. There is clear and consistent evidence of good critical analysis. The discussion is of high quality incorporating ideas, supporting soundly demonstrated ideas. Responses show consistent consideration, understanding and analytical thinking.</p> <p>Within word limit</p> | <p>Responses show developing understanding and consideration of selected literature but analysis of the research related to the topic needs further work. Effective use of up-to-date, relevant literature to support a reasonable discussion and argument. Demonstrated understanding of the topic from a limited focus.</p> <p>Within word limit</p> | <p>The description of selected literature is satisfactory but the response demonstrates minimal understanding and analysis of the topic. Surface level. Critical analysis could be improved by relating ideas, and how they connect with each other as well as focusing more on the question and by the use of additional related information / research to support ideas.</p> <p>Word limit not reached or exceed</p> | <p>Failure to provide relevant supporting discussion or argument related to this topic. Poor interpretation of academic literature to address research question. Little or no evidence of critical examination of the topic and literature. Inadequate demonstration of knowledge of essential components and associated issues.</p> |
| | <p>HIGH DISTINCTION (Excellent, high standard)</p> | <p>DISTINCTION (Very good, well developed)</p> | <p>CREDIT (Good, developing)</p> | <p>PASS (Satisfactory, but requires some improvement)</p> | <p>FAIL (Needs significant improvement)</p> |
| <p><u>Submission of assessment</u></p> <ul style="list-style-type: none"> Correctly submit document through Turnitin on the Moodle link. Correct use of filename extension, required file format (.doc or .docx), Uses Avondale template for submission of assessment items | <p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors. Has submitted all articles to the correct submission point in Moodle</p> | <p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors. Has submitted all articles to the correct submission point in Moodle</p> | <p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle), no errors. Has submitted all articles to the correct submission point in Moodle</p> | <p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle). Minor errors in one or more components. Has submitted the articles that have been summarized, but these have</p> | <p>Failure to submit in correct location and/or failure to use expected file name extension, template and format (see instructions on Moodle) or significant errors in one or more components. Incomplete or incorrect assignment over sheet. Submission is not complete -</p> |

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| <ul style="list-style-type: none"> • <i>Format as per Avondale policy - (double spaced, referenced to APA guidelines)</i> • <i>Submission of the 4 articles summarised to the correct submission link in Moodle (10%) – 2% each point</i> | | | | <p>not been submitted to the correct location in Moodle.</p> | <p>all/some of the resources that have not been summarised.</p> |
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Part B: Evidence Based Practice in Critical Care (25% of total grade – group mark)

Name of Student/ID: _____

Grade: _____

Marker's Signature: _____

| | HIGH DISTINCTION (Excellent, high standard) | DISTINCTION (Very good, well developed) | CREDIT (Good, developing well) | PASS (Satisfactory, but requires some improvement) | FAIL (Needs significant improvement) |
|--|---|---|--|---|---|
| <p><u>Format and submission of poster</u></p> <p><i>Appropriate template for a scientific poster MUST be used (ppt file format);</i></p> <p><i>Poster uploaded by original nominated team leader to appropriate portal on Moodle without any formatting issues AND submitted in an A3 hard copy form via the nursing secretariat.</i></p> <p><i>Referencing of resources and images is evident and follows APA style. (5%)</i></p> | <p>Excellent format and submission including use of expected template, file name extension and format (see instructions on Moodle), no errors.</p> <p>Plus</p> <p>Poster submitted in A3 hard copy format.</p> <p>Referencing of arguments and images are in line with the APA style and are accurately presented.</p> | <p>Correct submission including use of correct template, file name, and format (see instructions on Moodle) with no errors in submission.</p> <p>A3 Poster submitted in hard copy</p> <p>Minor referencing errors noted in submission</p> | <p>Correct submission including use of expected template, file name extension and format (see instructions on Moodle).</p> <p>Basic errors in one or more components which could be improved with attention to detail.</p> <p>Poster submitted in hard copy but not in A3 format. Some basic errors are noted in the referencing of arguments and / or images that have been presented. Referencing has minor error noted in submission.</p> | <p>Failure to submit in correct location and/or failure to use expected file name extension, template and format (see instructions on Moodle) or significant errors in one or more components. Poster not submitted as hard copy in A3 format. Errors in referencing are noted. Not all arguments or images are acknowledged according to APA style.</p> <p>Penalties for Plagiarism will apply as per Academic Integrity Policy.</p> | |
| <p><u>Poster Presentation</u></p> <p><i>Poster must present as logically organized and visually appealing using creative graphics that complement the poster.</i></p> <p><i>Poster must be legible, uncluttered and use consistent text. Grammar and syntax is well used.</i></p> <p><i>Information is required under the headings provided (see assessment information)</i></p> <p><i>(35%)</i></p> | <p>Excellent logical presentation, Poster is logically organized and is visually appealing. Demonstrates clarity of analytical thought.</p> <p>Information is presented in requested format. Poster demonstrates exemplary application. Pater is well written with no errors noted. A very creative presentation has been demonstrated.</p> | <p>Logical, well developed conceptual thoughts are evident on this poster. Information is presented in requested format.</p> <p>Poster is well written with no errors noted. Poster includes a well-developed creative approach is evident and is visually appealing.</p> | <p>Sequence / organisation of material developing well. Information has been presented using the required format.</p> <p>Information demonstrates understanding of application. Poster is well written but does have minor errors noted. Creativity is developing, but could be applied more.</p> | <p>Sequence / organisation generally satisfactory but at a basic level. Information has been included in the requested format. There is only marginal understanding of application of information. Attempts to write well in this poster are evident however could be improved with more focus on spelling, grammar, sentence construction. Minor errors are noted. Some attempts at creativity are evident.</p> | <p>Ideas and concepts are not developed in a logical way. Has not used an appropriate template or format.</p> <p>Errors in grammar, spelling and sentence construction are identified on this poster which inhibit the flow and understanding of content.</p> <p>Required subject headings not followed or included. No evidence of creativity.</p> |

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| <p><u>Presentation of content</u></p> <p><i>Development of topic and related nursing intervention is well developed</i></p> <p><i>Analysis of literature uses 16 resources from group members.</i></p> <p><i>(40%)</i></p> | <p>Excellent, in depth understanding of the topic and intervention shown. Complex links and connections between ideas are explained. Information was relevant and well expressed in own words.</p> <p>Understanding of content is well-developed with high level of detail evident. The presentation of content, structure and delivery were clearly tailored to the audience with the intention of informing knowledge and application to nursing practice.</p> | <p>Well-developed understanding of topic and intervention shown. Complex links and connections between ideas are evident developing well. Information is relevant and expressed in own words. Understanding of content is developed at an advanced level. The presentation content and structure is logical and well organized. The presentation of content is tailored to the audience with the intention of informing, knowledge and application to nursing practice.</p> | <p>Good understanding of topic and intervention shown. Links and connections between ideas made. But could be more clearly described</p> <p>Information was relevant and expressed in own words. Presentation of content was developed with sufficient and appropriate detail. Attempts were made to tailor the presentation content to the intended purpose of informing and/or persuading to application.</p> | <p>Satisfactory understanding of topic shown. Links and connections between ideas were made but could be improved with better understanding of the evidence sourced. Information was disjointed and points were developed with minimal detail.</p> <p>Information presented is at a basic level.</p> | <p>No evidence of understanding of topic shown. Links and connections between ideas were not made. Descriptive only, no analysis of topic evidenced.</p> |
| | <p>HIGH DISTINCTION</p> <p>(Excellent, high standard)</p> | <p>DISTINCTION</p> <p>(Very good, well developed)</p> | <p>CREDIT</p> <p>(Good, developing well)</p> | <p>PASS</p> <p>(Satisfactory, but requires some improvement)</p> | <p>FAIL</p> <p>(Needs significant improvement)</p> |
| <p><u>Concluding summary is included and central to the recommendations</u></p> <p><i>Clear and concise conclusion of recommended evidence based practice for selected intervention.</i></p> <p><i>(20%)</i></p> | <p>The conclusion is well designed and written. Ideas and issues are highlighted and summed up in a succinct and meaningful way, providing a rationale for the poster presentation.</p> | <p>The conclusion is clear and concise. Main ideas are mostly highlighted and summed up in the poster presentation.</p> | <p>The conclusion is present and developing well. Provides more of a summary of the facts presented throughout poster presentation, than a meaningful conclusion</p> | <p>The conclusion is present but does not present findings from the poster. Conclusion could be improved by giving a more concise summing up of ideas and issues presented in the poster</p> | <p>No conclusion has been included in this poster presentation.</p> |

Comments:

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