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Using posters to assess under-graduate student nurses' understanding of public health issues

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<p>Promotional abstract (please summarise your session in less than 100 words for inclusion on the conference website or app)</p>	<p>This session will explore how we have used posters to assess under-graduate student nurses' understanding of public health issues. We will discuss the rationale behind our move from an exam question to an individual poster and explore how successful this change to curriculum has been. This will include presenting feedback from the students and providing our insights as academics.</p>
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<p>Please indicate the type of abstract you are submitting</p>	<p>Theme paper</p>
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<p>Please indicate the most appropriate conference theme to which your abstract relates.</p>	<p>Learning, teaching and assessment strategies</p>
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<p>Please indicate the category of abstract you are submitting</p>	<p>Innovation paper</p>
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<p>Background, context and evidence base for the innovation, including, where possible, its international relevance (maximum 100 words)</p>	<p>Traditionally, the assessment of public health has taken the form of an unseen exam question, as part of a wider nursing exam. In 2020 the assessment of student's knowledge and understanding of public health issues was changed to individual posters. Posters have been used as a means of assessment in nurse education for over 25 years as they help students develop communication skills, involve students in the assessment process and encourage them to research a topic thoroughly (McMullen, 2018). However, published literature around the use of posters in this manner appears limited, with many articles dating from the 1990s.</p>
<p>Aim/focus of the innovation (maximum 100 words)</p>	<p>The assessment was designed to allow students flexibility. Following a week of classes covering a wide range of public health issues, students could choose any public health issue they liked as the focus of their poster. This was linked to a course learning outcome which states that students should be able to: discuss the relevance of public health issues to nursing practice in all clinical settings.</p>
<p>Implementation of the innovation (maximum 100 words)</p>	<p>Students were provided with assessment guidelines which detailed the key components of the poster. These included: a clear identification of a public health issue and why it is appropriate to explore, consideration of relevance by linking to key policies or priorities, consideration of collaborators to make the proposed intervention a success, implications for wider nursing practice, use of supporting literature and clarity of the message. Posters were designed electronically and uploaded to Moodle (the virtual learning environment) for marking.</p>

<p>Methods used to assess the innovation (maximum 100 words)</p>	<p>Feedback from students will be gathered later in the spring once the posters have been marked, confirmed by the external examiner and the students have been able to review their performance.</p>
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<p>Key findings (maximum 100 words)</p>	<p>We will be able to draw together findings once the posters have been marked.</p>
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<p>Three key points to indicate how your work contributes to knowledge development within the selected theme (maximum 100 words)</p>	<p>We will provide recommendations based upon our experience once the posters have been marked and feedback from students have been gathered. It is our intention to have the best posters printed for display at an annual lecture in October which all of our under-graduate students attend.</p>
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<p>Please note, the responses submitted above will be used both to review the quality of your submission and, if successful, will be made publicly available to the sector. Please take time to read through your responses and tick to confirm you are happy to proceed.</p>	<p>Yes</p>
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<p>References. Please list only those publications cited in the body of your submission above.</p>	<p>McMullen, J. (2018) An action inquiry to develop a marking guide for poster presentations by undergraduate nursing students. International Journal of Innovative Research in Medical Science (IJIRMS). Vol. 3, no. 8, pp. 2133-2141.</p>
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Keywords (up to five)	Undergraduate student nurses; assessment; public health; posters
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Acceptance of conditions	I agree to the conditions above
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