

NHS-FPX6004 Assessment 1

Instructions: Dashboard Metrics Evaluation

Dashboard Metrics Evaluation Example Paper

Healthcare institutions' care outcomes continuously assess their data to promote patient safety and ensure quality and safe patient outcomes. Health dashboards help institutions evaluate their data and also assess their performance against nationally and locally set standards. This essay focuses on the diabetes dashboards for Mercy Medical Center. The institution is Villa Health Affiliated due to its outstanding performance in various fields over the years. The essay will also evaluate the data based on set policies and existing benchmarks, the consequences of not meeting these benchmarks, and ethical interventions to improve the underperforming benchmarks.

Hospital Dashboard Metrics Evaluation

The hospital serves all populations, from reproductive health patients, emergency and critical care, and theatre, to outpatient care services. The institution serves over 20000 individuals. The population is spread across all ages, with the highest being individuals between ages 21-44 (14732) and the lowest being adults above 65 (2371). Whites (28537) are the largest population served by the institution, and interracial form the minority group (1016). Among the 36192 individuals served by the institution, 17957 are male, and 18235 are female.

The dashboard at the healthcare facility is evaluated quarterly, and the performance is assessed based on the performance of previous years or quarters. The data accommodates age

and race in burden and changes through the various quarters. In the last of 2020, the data on racial distribution was as follows: 63% whites, 6% Asians, 13% American Indians, 17 African Americans, and 11 other ethnicities. 73 did not respond. Among them, 38% were males, and 62% were females. The results of interest are HbA1c and Diabetic foot examinations. In the last quarter, the diabetic foot exam was 62, while the HbA1c tests were 64, a drop from 78 in the previous quarter (Villa Health, n.d.). **The information provided is missing vital information, such as a distinction between newly diagnosed and patients undergoing treatment in the facility, which is critical to decision-making.**

Benchmarks Set Forth by Local, State, & Federal Laws

Comparing the performance of various originations at the local, state, or national level is vital for continuous improvement in healthcare institutions. The IHI and the Agency for Healthcare Research and Quality (AHRQ) are the most proactive organizations in setting quality standards. The AHRQ sets the standards for organizations by assessing the best-performing organizations and using their data as the standard for all other organizations. This step makes the benchmarks realistic and achievable at all care levels. The AHRQ relies on systems and big data organizations such as DARTNet, SAFTINet, and the National Committee on Quality assurance to collect and analyze healthcare data. The AHRQ releases the national health disparities and quality report that showcases changes and any new standards for the various metrics. The NHDQR report (2021) is the basis for evaluating these metrics.

According to the NHDQR (2021), "more than 79.5% of diabetic patients should take the HgbA1c test twice annually, more than 84% of patients should take annual diabetic foot tests, and more than 75.2% of patients should take annual eye exams" (AHRQ, n.d.). Every institution should yearn to achieve these set benchmarks. **From the 2020 diabetes dashboard, there were**

563 diabetes patients in the facility 2020. Among them, 272 (24% compared to the recommended 79.5% national benchmark) had a biannual HbA1c test, 235 had a diabetic foot exam (42% compared to the recommended 84%), while 232 (41% compared to the set national benchmark of 75.2%) had a diabetic eye examination. These benchmarks' performance is way below the recommended performance, which shows an excellent necessity for corrective interventions.

Consequences of not Meeting the Prescribed Benchmarks

Diabetes management and follow-up are integral for all patients. Diabetes is the most expensive healthcare condition. The various benchmarks are set to ensure effective diabetes monitoring; without them being met, diabetes patients are not receiving adequate follow-up and monitoring. Failure to monitor patients leads to increased complications and missed opportunities and their early detection. These have the effect of increasing morbidity and mortality. The failure also increases the burden of diabetes complications and increases healthcare costs due to these complications. Other consequences are a bad reputation due to poor patient outcomes and other sanctions, such as decreased ACA funding and lawsuits (Chali et al., 2018). Thus, monitoring these exams and test is vital, and healthcare institutions should ensure they are appropriately met. Institutions should also avail all necessary data for quality healthcare decision-making and quality care outcomes.

Evaluation of a Benchmark Underperformance

The interest benchmark is the HbA1c test. These tests have been declining. From some of the available data, these tests have declined over the last quarter. In addition, the nationally set benchmarks require a biannual HbA1c test for these patients, unlike the one-eye and foot exams. Thus, HbA1c tests should be at least double the number of the diabetic foot and eye exams. **The**

diabetes dashboard shows that only 24% of the individuals attended a biannual HbA1c test. The number is significantly low despite the importance of HbA1c testing in the follow-up and management of diabetic patients.

The diabetic foot and eye exams are performing better, but still, their performance is way below the set benchmarks. HbA1c tests affect most diabetic patients hence their significance as the interest benchmark. The results show problems in the facility's execution or access to the HbA1c tests. HbA1c tests are vital because they show a patient's response to treatment and the effectiveness of therapy changes and are thus crucial to disease prognosis (Imai et al., 2021). Their absence can lead to poor diabetes management. An ethical intervention is thus necessary.

Ethical Intervention for the Underperforming Benchmark

The underperforming benchmark may result from unfavourable policies, patients' and nurses' negligence, reluctance, and lack of knowledge. The benchmark's underperformance could significantly affect patients, nurses, and healthcare leaders. Patient and staff education are ethical interventions that will increase these parties' perceived benefits and risks and thus improve their self-efficacy in promoting better performance. Ghisi et al. (2021) note that patient education in diabetes is a practical, ethical intervention that often requires extensive staff education for implementation and success. The various interventions include multimedia, such as fliers and brochures, staff workshops, and diabetes self-management education (DSME) (Ghisi et al., 2021). Patient and staff education will improve effort from either side, hence superimposed positive effects. Lambrinou et al. (2019) note that diabetes patient education should include the significance and frequency of HbA1c tests and will also highlight the consequences of not undertaking the various tests and interventions.

The ethical principles considered for this intervention are justice, non-maleficence, and beneficence. Providing a beneficial intervention that carries minimal or no risk, and is evidence-based such as patient education, is a priority in patient management. Improving the HbA1c testing, patient life quality, and diabetic patients are entitled to at least a biannual HbA1c test and increasing their knowledge of the tests is vital to its utilization. Increasing their access to knowledge and healthcare resources through education is thus vital. The goal is to improve follow-up and help them monitor their condition, improving patient outcomes.

Conclusion

Healthcare dashboards are vital tools in organizational evaluation and quality improvement. Institutions use their internal data and evaluate I against these standards to determine gaps and needs and intervene accordingly. The healthcare dashboard in this assessment reveals a gap in HbA1c tests, and their attention is necessary for the institution's success. Patient and staff education through various avenues will improve the benchmark performance and the overall organization's performance. It will also alleviate the consequences for the various stakeholders.

References

Agency for Healthcare Research and Quality. (n.d.). National Healthcare Quality and Disparities Report 2021. *The National Diabetes Quality Measures*.

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Measuring and Benchmarking Clinical Performance. AHRQ. *Agency for Healthcare Research and Quality*. <https://www.ahrq.gov/ncepcr/tools/pf-handbook/mod7.html>

Chali, S. W., Salih, M. H., & Abate, A. T. (2018). Self-care practice and associated factors among Diabetes Mellitus patients on follow up in Benishangul Gumuz Regional State Public Hospitals, Western Ethiopia: a cross-sectional study. *BMC Research Notes*, 11(1), 1-8. <https://doi.org/10.1186/s13104-018-3939-8>

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Imai, C., Li, L., Hardie, R. A., & Georgiou, A. (2021). Adherence to guideline-recommended HbA1c testing frequency and better outcomes in patients with type 2 diabetes: a 5-year retrospective cohort study in Australian general practice. *BMJ Quality & Safety*, 30(9), 706-714. <http://dx.doi.org/10.1136/bmjqs-2020-012026>

Lambrinou, E., Hansen, T. B., & Beulens, J. W. (2019). Lifestyle factors, self-management and patient empowerment in diabetes care. *European Journal Of Preventive Cardiology*, 26(2_suppl), 55-63. <https://doi.org/10.1177/2047487319885455>

NHS-FPX6004 Assessment 1 Instructions: Dashboard Metrics Evaluation

- Write a 3-5 page report for a senior leader that communicates your evaluation of current organizational or interprofessional team performance, with respect to prescribed benchmarks set forth by government laws and policies at the local, state, and federal levels.

Introduction

In the era of health care reform, many of the laws and policies set forth by government at the local, state, and federal levels have specific performance benchmarks related to care delivery outcomes that organizations must achieve. It is critical for organizational success that the interprofessional care team is able to understand reports and dashboards that display the metrics related to performance and compliance benchmarks.

Maintaining standards and promoting quality in modern health care are crucial, not only for the care of patients, but also for the continuing success and financial viability of health care organizations. In the era of health care reform, health care leaders must understand what quality care entails and how quality in health care connects to the standards set forth by relevant federal, state, and local laws and policies. Understanding relevant benchmarks that result from these laws and policies and how they relate to quality care and regulatory standards is also vitally important.

Health care is a dynamic, complex, and heavily regulated industry. For this reason, you will be expected to constantly scan the external environment for emerging laws, new regulations, and changing industry standards. You may discover that as new policies are enacted into law, ambiguity in interpretation of various facets of the law may occur.

Sometimes, new laws conflict with preexisting laws and regulations, or unexpected implementation issues arise, which may warrant further clarification from lawmakers.

Adding partisan politics and social media to the mix can further complicate understanding of the process and buy-in from stakeholders.

Health care is a dynamic, complex, and heavily regulated industry. For this reason, you will be expected to constantly scan the external environment for emerging laws, new regulations, and changing industry standards. You may discover that as new policies are enacted into law, ambiguity in interpretation of various facets of the law may occur.

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Instructions

Choose one of the following two options for a performance dashboard to use as the basis for your evaluation:

Option 1: Dashboard Metrics Evaluation Simulation

Use the data presented in your Assessment 1 Dashboard and Health Care Benchmark Evaluation activity as the basis for your evaluation.

Note: The writing you do as part of the simulation could serve as a starting point to build upon for this assessment.

Option 2: Actual Dashboard

Use an actual dashboard from a professional practice setting for your evaluation. If you decide to use actual dashboard metrics, be sure to add a brief description of the organization and setting that includes:

- The size of the facility that the dashboard is reporting on.
- The specific type of care delivery.
- The population diversity and ethnicity demographics.
- The socioeconomic level of the population served by the organization.

Note: Ensure your data are Health Insurance Portability and Accountability Act (HIPAA) compliant. Do not use any easily identifiable organization or patient information.

To complete this assessment:

5. Review the performance dashboard metrics in your Assessment 1 Dashboard and Health Care Benchmark Evaluation activity, as well as relevant local, state, and federal laws and policies. Consider the metrics that are falling short of the prescribed benchmarks. Note: The writing you do as part of the simulation could serve as a starting point to build upon for this assessment.

6. Write a report for a senior leader that communicates your evaluation of current organizational or interprofessional team performance, with respect to prescribed benchmarks set forth by government laws and policies at the local, state, and federal levels. In addition, advocate for ethical and sustainable action to address benchmark underperformance and explain the potential for improving the overall quality of care and performance, as reflected on the performance dashboard.

7. Make sure your report meets the Report Requirements listed below. Structure it so that it will be easy for a colleague or supervisor to locate the information they need, and be sure to cite the relevant health care policies or laws when evaluating metric performance against established benchmarks.

Report Requirements

The report requirements outlined below correspond to the scoring guide criteria, so be sure to address each main point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements for document format and length and for supporting evidence.

- Evaluate dashboard metrics associated with benchmarks set forth by local, state, or federal health care laws or policies.
 - Which metrics are not meeting the benchmark for the organization?
 - What are the local, state, or federal health care policies or laws that establish these benchmarks?

- What conclusions can you draw from your evaluation?
- Are there any unknowns, missing information, unanswered questions, or areas of uncertainty where additional information could improve your evaluation?
- Analyze the consequence(s) of not meeting prescribed benchmarks and the impact this has on health care organizations or teams.
 - Consider the following examples:
 - Organizational mission and vision.
 - Resources.
 - Staffing.
 - Financial: Operational and capital funding.
 - Logistical considerations: Physical space.
 - Support services (any ancillary department that gives support to a specific care unit in the organization, such as pharmacy, cleaning services, dietary, et cetera).
 - Cultural diversity in the community.
 - Staff skills.
 - Procedures and processes.
 - Address the following:
 - What are the challenges that may potentially contribute to benchmark underperformance?
 - What assumptions underlie your conclusions?
- Evaluate a benchmark underperformance in a health care organization or interprofessional team that has the potential for greatly improving overall quality or performance.
 - Focus on the benchmark you chose to target for improvement. Which metric is underperforming its benchmark by the greatest degree?
 - State the benchmark underperformance that is the most widespread throughout the organization or interprofessional team.
 - State the benchmark that affects the greatest number of patients.
 - Include how this underperformance will affect the community that the organization serves.
 - Include the greatest opportunity to improve the overall quality of care or performance of the organization or interprofessional team and, ultimately, to improve patient outcomes, as you think about the issue and the current poor benchmark outcomes.
- Advocate for ethical and sustainable action(s), directed toward an appropriate group of stakeholders, needed to address a benchmark underperformance.
 - Who would be an appropriate group of stakeholders to act on improving your identified benchmark metric?
 - Why should the stakeholder group take action?

- What are some ethical actions the stakeholder group could take that support improved benchmark performance?
- Organize content so ideas flow logically with smooth transitions.
 - Proofread your report, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your evaluation and analysis.
- Support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.
 - Be sure to apply correct APA formatting to source citations and references.

Report Format and Length

Format your report using APA style.

- Use the [APA Style Paper Tutorial \[DOCX\]](#) to help you in writing and formatting your report. Be sure to include:
 - A title and references page. An abstract is not required.
 - Appropriate section headings.
- Your report should be 3–5 pages in length, not including the title page and references page.

Supporting Evidence

Cite 4–6 credible sources from peer-reviewed journals or professional industry publications to support your analysis of challenges, evaluation of potential for improvement, and your advocacy for ethical action.

Portfolio Prompt: You may choose to save your report to your [ePortfolio](#).

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 1: Analyze relevant health care laws, policies, and regulations; their application; and their effects on organizations, interprofessional teams, and professional practice.
 - Analyze the consequence(s) of not meeting prescribed benchmarks and the impact this has on health care organizations or teams.
- Competency 2: Lead the development and implementation of ethical and culturally sensitive policies that improve health outcomes for individuals, organizations, and populations.
 - Advocate for ethical and sustainable action(s), directed toward an appropriate group of stakeholders, needed to address a benchmark underperformance.
- Competency 3: Evaluate relevant indicators of performance, such as benchmarks, research, and best practices, to inform health care laws and policies for patients, organizations, and populations.
 - Evaluate dashboard metrics associated with benchmarks set forth by local, state, or federal health care laws or policies.

- Evaluate a benchmark underperformance in a health care organization or interprofessional team that has the potential for greatly improving quality or performance.
- Competency 5: Produce clear, coherent, and professional written work, in accordance with Capella's writing standards.
 - Organize content so ideas flow logically with smooth transitions.
 - Support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.

Dashboard Metrics Evaluation Scoring Guide

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Evaluate dashboard metrics associated with benchmarks set forth by local, state, or federal health care laws or policies.	Does not evaluate dashboard metrics associated with benchmarks set forth by local, state, or federal health care laws or policies.	Evaluates dashboard metrics not clearly associated with benchmarks set forth by local, state, or federal health care laws or policies, leading to unsubstantiated conclusions about organizational performance.	Evaluates dashboard metrics associated with benchmarks set forth by local, state, or federal health care laws or policies.	Provides an objective, accurate evaluation of dashboard metrics associated with benchmarks set forth by local, state, or federal health care laws or policies. Clearly articulates organizational performance shortfalls and any gaps in information affecting the evaluation.
Analyze the consequence(s) of not meeting	Does not identify the consequence(s) of not meeting	Identifies the consequence(s) of not meeting prescribed	Analyzes the consequence(s) of not meeting prescribed	Analyzes the consequence(s) of not meeting prescribed

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
prescribed benchmarks and the impact this has on health care organizations or teams.	prescribed benchmarks and the impact this has on health care organizations or teams.	benchmarks and the impact this has on health care organizations or teams.	benchmarks and the impact this has on health care organizations or teams.	benchmarks and the impact this has on health care organizations or teams. Identifies clear implications of such consequences for the organization or team and acknowledges assumptions underlying the analysis.
Evaluate a benchmark underperformance in a health care organization or interprofessional team that has the potential for greatly improving quality or performance.	Does not evaluate a benchmark underperformance in a health care organization or interprofessional team that has the potential for greatly improving overall quality or performance.	Conducts an evaluation of a benchmark underperformance in a health care organization or interprofessional team that misinterprets or overlooks factors that are key to a clear understanding of the potential for improving overall quality or performance.	Evaluates a benchmark underperformance in a health care organization or interprofessional team that has the potential for greatly improving overall quality or performance.	Evaluates a benchmark underperformance in a health care organization or interprofessional team that has the potential for greatly improving overall quality or performance. Provides a compelling and fully substantiated argument for the chosen benchmark's

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
				potential impact on quality of performance.
<p>Advocate for ethical and sustainable action(s), directed toward an appropriate group of stakeholders, needed to address a benchmark underperformance.</p>	<p>Does not advocate for ethical and sustainable action(s) needed to address a benchmark underperformance.</p>	<p>Advocates for ethical and sustainable action(s) needed to address a benchmark underperformance.</p>	<p>Advocates for ethical and sustainable action(s), directed toward an appropriate group of stakeholders, needed to address a benchmark underperformance.</p>	<p>Advocates for ethical and sustainable action(s), directed toward an appropriate group of stakeholders, needed to address a benchmark underperformance. Argues effectively for recommended actions underscored by a clear and perceptive explanation of the ethical principles and sustainability goals to guide such actions.</p>
<p>Organize content so ideas flow logically with smooth transitions.</p>	<p>Does not organize content for ideas to flow logically with smooth transitions.</p>	<p>Organizes content with some logical flow and smooth transitions.</p>	<p>Organizes content so ideas flow logically with smooth transitions.</p>	<p>Organizes content so clarity is enhanced and all ideas flow logically with smooth transitions.</p>

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Does not support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Does not support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Supports main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Supports main points, assertions, arguments, conclusions, or recommendations with relevant, credible, and convincing evidence. Skillfully combines virtually error-free source citations with a perceptive and coherent synthesis of the evidence.

Assessment 2 Instructions: Policy Proposal

- [PRINT](#)
- Write a 4-6 page policy proposal and practice guidelines for improving quality and performance associated with the benchmark metric underperformance you advocated for improving in Assessment 1.

Introduction

In advocating for institutional policy changes related to local, state, or federal health care laws or policies, health leaders must be able to develop and present clear and well-written policy and practice guideline proposals that will enable a team, a unit, or an organization as a whole to resolve relevant performance issues and bring about improvements in the quality and safety of health care. This assessment offers you an opportunity to take the lead in proposing such changes.

As a master's-level health care practitioner, you have a valuable viewpoint and voice on policy development, both inside and outside your care setting. Developing policy for internal purposes can be a valuable process toward quality and safety improvement, as

well as ensuring compliance with various health care regulatory pressures. This assessment offers you an opportunity to take the lead in proposing such changes.

Instructions

Propose an organizational policy and practice guidelines that you believe will lead to an improvement in quality and performance associated with the benchmark underperformance you advocated for improving in Assessment 1. Be precise, professional, and persuasive in demonstrating the merit of your proposed actions.

Requirements

The policy proposal requirements outlined below correspond to the scoring guide criteria, so be sure to address each main point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements for document format and length and for supporting evidence.

- Explain the need for creating a policy and practice guidelines to address a shortfall in meeting a benchmark metric prescribed by local, state, or federal health care policies or laws.
 - What is the current benchmark for the organization and the numeric score for the underperformance?
 - How is the benchmark underperformance potentially affecting the provision of quality care or the operations of the organization?
 - What are the potential repercussions of not making any changes?
 - What evidence supports your conclusions?
- Summarize your proposed organizational policy and practice guidelines.
 - Identify applicable local, state, or federal health care policy or law that prescribes relevant performance benchmarks that your policy proposal addresses.
 - Keep your audience in mind when creating this summary.
- Analyze the potential effects of environmental factors on your recommended practice guidelines.
 - What regulatory considerations could affect your recommended guidelines?
 - What resources could affect your recommended guidelines (staffing, financial, and logistical considerations, or support services)?
- Explain ethical, evidence-based practice guidelines to improve targeted benchmark performance and the impact the proposed changes will have on the targeted group.
 - What does the evidence-based literature suggest are potential strategies to improve performance for your targeted benchmark?
 - How would these strategies ensure performance improvement or compliance with applicable local, state, or federal health care policy or law?
 - How can you ensure that these strategies are ethical and culturally inclusive in their application?

- What is the direct impact of these changes on the stakeholders' work setting and job requirements?
- Explain why particular stakeholders and groups must be involved in further development and implementation of your proposed policy and practice guidelines.
 - Why is it important to engage these stakeholders and groups?
 - How can their participation produce a stronger policy and facilitate its implementation?
- Present strategies for collaborating with the stakeholder group to implement your proposed policy and practice guidelines.
 - What role will the stakeholder group play in implementing your proposal?
 - Why is the stakeholder group and their collaboration important for successful implementation?
- Organize content so ideas flow logically with smooth transitions.
 - Proofread your proposal, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your proposal.
- Use paraphrasing and summarization to represent ideas from external sources.
 - Be sure to apply correct APA formatting to source citations and references.

Policy Proposal Format and Length

It may be helpful to use a template or format for your proposal that is used in your current organization. The risk management or quality department could be a good resource for finding an appropriate template or format. If you are not currently in practice, or your organization does not have these resources, many appropriate templates are freely available on the Internet.

Your policy should be succinct (about one paragraph). Overall, your proposal should be 4–6 pages in length.

Supporting Evidence

Cite 3–5 references to relevant research, case studies, or best practices to support your analysis and recommendations.

Portfolio Prompt: You may choose to save your policy proposal to your [ePortfolio](#).

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 1: Analyze relevant health care laws, policies, and regulations; their application; and their effects on organizations, interprofessional teams, and professional practice.
 - Explain and interpret for stakeholders the need for creating a policy and practice guidelines to address a shortfall in meeting a benchmark

metric prescribed by local, state, or federal health care policies or laws.

- Competency 2: Lead the development and implementation of ethical and culturally sensitive policies that improve health outcomes for individuals, organizations, and populations.
 - Summarize a proposed organizational policy or practice change guideline and analyze the potential effects of environmental factors on recommended practice guidelines.
- Competency 3: Evaluate relevant indicators of performance, such as benchmarks, research, and best practices, to inform health care laws and policies for patients, organizations, and populations.
 - Explain how ethical, evidence-based practice guidelines to improve targeted benchmark performance will impact a stakeholder group needed for successful implementation of the policy or practice change.
- Competency 4: Develop strategies to work collaboratively with policy makers, stakeholders, and colleagues to address environmental (governmental and regulatory) forces.
 - Explain why particular stakeholders and groups must be involved in further development and implementation of a proposed policy or practice change to improve quality and outcomes.
 - Present strategies for collaborating with a stakeholder group to implement a proposed policy and practice guidelines.
- Competency 5: Produce clear, coherent, and professional written work, in accordance with Capella's writing standards.
 - Organize content so ideas flow logically with smooth transitions.
 - Support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.

Policy Proposal Scoring Guide

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Explain and interpret for stakeholders the need for creating a	Does not explain the rationale for a policy and practice guidelines	Explains the rationale for a policy and practice guidelines addressing	Explains the need for creating a policy and practice guidelines to	Explains the need for creating a policy and practice guidelines to

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
<p>policy and practice guidelines to address a shortfall in meeting a benchmark metric prescribed by local, state, or federal health care policies or laws.</p>	<p>addressing benchmark underperformance.</p>	<p>benchmark underperformance, irrespective of a particular need.</p>	<p>address a shortfall in meeting a benchmark metric prescribed by local, state, or federal health care policies or laws, but does not relate to stakeholders.</p>	<p>address a shortfall in meeting a benchmark metric prescribed by local, state, or federal health care policies or laws. Clearly articulates the effects of benchmark underperformance and draws sound conclusions about the potential repercussions of inaction, based on credible evidence and relates information to stakeholder group.</p>
<p>Summarize a proposed organizational policy or practice change guideline and analyze the potential</p>	<p>Does not summarize a proposed organizational policy and practice guidelines or identify environmental factors that can affect</p>	<p>Provides a summary that paints an unclear picture of a proposed organizational policy and practice guidelines or does not expand on</p>	<p>Summarizes a proposed organizational policy and practice guidelines. Analyzes the potential effects of environmental factors on</p>	<p>Succinctly summarizes a proposed organizational policy and practice guidelines. Analyzes the potential effects of environmental</p>

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
effects of environmental factors on recommended practice guidelines.	recommended practice guidelines.	environmental factors that can affect recommended practice guidelines.	recommended practice guidelines.	factors on recommended practice guidelines. Identifies clear cause-and-effect relationships and the influence of those factors on specific recommendations.
Explain how ethical, evidence-based practice guidelines to improve targeted benchmark performance will impact a stakeholder group needed for successful implementation of the policy or practice change.	Does not recommend practice guidelines to improve targeted benchmark performance or identify how it will affect the stakeholder group's work.	Recommends practice guidelines to improve targeted benchmark performance that will affect the stakeholder group's work.	Recommends ethical, evidence-based practice guidelines to improve targeted benchmark performance. Explains how a proposed policy and practice guidelines will affect how a stakeholder group does its work.	Recommends ethical, evidence-based practice guidelines to improve targeted benchmark performance. Provides an honest and accurate assessment of practice changes and their precise impact on stakeholders. Provides clear and compelling justification, substantiated by credible evidence.

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
<p>Explain why particular stakeholders and groups must be involved in further development and implementation of a proposed policy or practice change to improve quality and outcomes.</p>	<p>Does not explain why particular stakeholders and groups must be involved in further development and implementation of a proposed policy or practice change to improve quality and outcomes.</p>	<p>Identifies stakeholders and groups who are not the most logical choices to be involved in further development and implementation of a proposed policy and practice guidelines and implementation of a proposed policy or practice change to improve quality and outcomes.</p>	<p>Explains why particular stakeholders and groups must be involved in further development and implementation of a proposed policy and practice guidelines change to improve quality and outcomes.</p>	<p>Provides a perceptive and succinct explanation of why particular stakeholders and groups must be involved in further development and implementation of a proposed policy and practice guidelines. Offers clear and convincing rationale for stakeholder and group engagement and how it strengthens policy and facilitates changes in practice to improve quality outcomes.</p>
<p>Present strategies for collaborating with a stakeholder</p>	<p>Does not present strategies for collaborating with a stakeholder</p>	<p>Presents stakeholder collaboration strategies for implementing a proposed</p>	<p>Presents strategies for collaborating with a stakeholder group to</p>	<p>Presents strategies for collaborating with a stakeholder group to</p>

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
group to implement a proposed policy and practice guidelines.	group to implement a proposed policy and practice guidelines.	policy and practice guidelines that lack clear relevance or insight into the positions and perspectives of the stakeholder group.	implement a proposed policy and practice guidelines.	implement a proposed policy and practice guidelines. Makes a compelling case for the importance of stakeholder collaboration and considers stakeholder perspectives by addressing possible objections.
Organize content so ideas flow logically with smooth transitions.	Does not organize content for ideas to flow logically with smooth transitions.	Organizes content with some logical flow and smooth transitions.	Organizes content so ideas flow logically with smooth transitions.	Organizes content so clarity is enhanced and all ideas flow logically with smooth transitions.
Support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Does not support main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Sources lack relevance or credibility, or the evidence is not persuasive or explicitly supportive of main points, assertions, arguments, conclusions, or recommendations.	Supports main points, assertions, arguments, conclusions, or recommendations with relevant and credible evidence.	Supports main points, assertions, arguments, conclusions, or recommendations with relevant, credible, and convincing evidence. Skillfully combines

CRITERIA	NON- PERFORMANC E	BASIC	PROFICIENT	DISTINGUISH ED
				virtually error-free source citations with a perceptive and coherent synthesis of the evidence.

Assessment 3 Instructions: Training Session for Policy Implementation

- [PRINT](#)
- Design a training session presentation (8-12 slides) for one of the role groups in the organization that will be responsible for implementation.

Introduction

Training and educating those within an organization who are responsible for implementing and working with changes in organizational policy is a critical step in ensuring that prescribed changes have their intended benefit. A leader in a health care profession must be able to apply effective leadership, management, and educational strategies to ensure that colleagues and subordinates will be prepared to do the work that is asked of them.

As a master's-level health care practitioner, you may be asked to design training sessions to help ensure the smooth implementation of any number of initiatives in your health care setting. The ability to create an agenda that will ensure your training goals will be met and will fit into the allotted time is a valuable skill for preparing colleagues to be successful in their practice.

Instructions

To help ensure a smooth rollout and implementation of your proposed policy and practice guidelines, design a training session presentation for one of the role groups in the organization that will be responsible for implementation.

- Provide a brief summary of your strategies for working with your chosen role group.
- Explain the impact of the new policy on the group and the importance of the change to improve quality of care.
- Explain how the group is important in implementing your proposed policy and practice guidelines and why you chose this group to pilot your proposal.
- Determine appropriate instructional content and explain to the group the learning activities and materials they should expect during the training session.
- Prepare an annotated agenda for a two-hour training session.

During this training session, you will want to ensure that the individuals you are training understand the new policy and practice guidelines. You will need them to buy into the importance of the policy in improving the quality of care or outcomes and their key role in successful policy implementation. You must help them acquire the knowledge and skills they need to be successful in implementing the policy and practice guidelines.

As outcomes of this training session, participants are expected to:

- Understand the organizational policy and practice guidelines to be implemented.

- Understand the importance of the policy to improving quality or outcomes.
- Understand that, as a group, they are key to successful implementation.
- Possess the necessary knowledge and skills for successful implementation.

Requirements

The strategy summary and annotated training agenda requirements outlined below correspond to the scoring guide criteria, so be sure to address each main point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements for document format and length and for supporting evidence.

- Summarize evidence-based strategies for working with the role group to obtain their buy-in and prepare them to implement the new policy and apply the associated practice guidelines to their work.
 - Why will these strategies be effective?
 - What measures might provide early indications of success?
- Explain the impact of the new policy and practice guidelines.
 - How they will be implemented?
 - How will they affect the daily work routines and responsibilities of the role group?
- Justify the importance of the new policy and practice guidelines with regard to improving the quality of care or outcomes related to the role group's work.
 - How will the policy and guidelines help improve the quality of care or outcomes?
- Explain the role group's importance in implementing the new policy and practice guidelines.
 - Why is the work and buy-in of the role group important for successful implementation?
 - How could you help the group feel empowered by their involvement during implementation?
- Determine appropriate and effective instructional content, learning activities, and materials for the training session.
 - How will each proposed activity on your agenda support learning and skill development?
 - Can you complete the training within the allotted two hours?
- Deliver a persuasive, coherent, and effective audiovisual presentation.
 - Be sure that the information and arguments you present are aligned with the needs of your audience.
 - Review the organization of your slides for clarity.
 - Proofread your slides to minimize errors that could distract the audience or make your message more difficult to understand.

PRESENTATION FORMAT AND LENGTH

You may use Microsoft PowerPoint or other suitable presentation software to create your slides. If you elect to use an application other than PowerPoint, check with your faculty to avoid potential file compatibility issues.

If using PowerPoint to create your presentation slides, you may use the [SoNHS Professional Presentation Guidelines \[PPTX\]](#) as a template. Be sure that your slide deck includes the following slides:

- Title slide.
 - Presentation title.
 - Your name.
 - Date.
 - Course number and title.
- References (at the end of your presentation). Apply current APA formatting to all citations and references.

Your slide deck should consist of 8–12 slides, not including a title slide and references slide.

Ensure you provide speaker notes for each slide to fully address scoring guide criteria.

Supporting Evidence

Cite 2–4 external sources to support your strategies for working with the group you have identified and generating their buy-in, as well as for your approach to the training session, activities, and materials.

Portfolio Prompt: You may choose to save your report to your [ePortfolio](#).

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and scoring guide criteria:

- Competency 1: Analyze relevant health care laws, policies, and regulations; their application; and their effects on organizations, interprofessional teams, and professional practice.
 - Explain the impact of a new policy and practice guidelines.
- Competency 2: Lead the development and implementation of ethical and culturally sensitive policies that improve health outcomes for individuals, organizations, and populations.
 - Justify the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work.
- Competency 4: Develop strategies to work collaboratively with policy makers, stakeholders, and colleagues to address environmental (governmental and regulatory) forces.
 - Summarize evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work.
 - Explain a selected role group's importance in implementing a new policy and practice guidelines.

- Determine appropriate and effective instructional content, learning activities, and materials for a training session.
- Competency 5: Produce clear, coherent, and professional written work, in accordance with Capella's writing standards.
 - Deliver a persuasive, coherent, and effective audiovisual presentation.

Training Session for Policy Implementation Scoring Guide

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Summarize evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work.	Does not suggest approaches for working with a specific group to ensure buy-in and preparedness to implement a policy and apply practice guidelines.	Suggests poorly developed approaches for working with a specific group, which will not clearly ensure buy-in and preparedness, or strategies are not supported by evidence.	Summarizes evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work.	Succinctly summarizes evidence-based strategies for working with a selected role group to promote their buy-in and prepare them to implement a new policy and apply associated practice guidelines to their work. Argues effectively for the efficacy of these strategies and suggests insightful measures indicative of early success.
Explain the impact of a new policy	Does not describe a new policy and	Describes a new policy and practice guidelines.	Explains the impact of a new policy	Explains the impact of a new policy and practice

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
and practice guidelines.	practice guidelines.		and practice guidelines.	guidelines. Offers clear insight into their implementation and effects on the role group's daily work routines and responsibilities. Interprets complex policy considerations or practice guidelines with respect and clarity.
Justify the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work.	Does not justify the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work.	Presents unconvincing justification for the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work.	Justifies the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work.	Justifies the importance of a new policy and practice guidelines with regard to improving the quality of care or outcomes related to a selected role group's work. Presents a compelling and persuasive argument that will appeal to the group.
Explain a selected role group's importance in	Does not describe the selected group's role in implementing a	Describes the selected group's role in implementing	Explains a selected role group's importance in implementing	Provides a clear, concise, explanation of a selected role group's

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
implementing a new policy and practice guidelines.	new policy and practice guidelines.	a new policy and practice guidelines.	a new policy and practice guidelines.	importance in implementing a new policy and practice guidelines. Suggests an empowering, future vision highlighting the positive contributions of the group.
Determine appropriate and effective instructional content, learning activities, and materials for a training session.	Does not describe instructional content, learning activities, and materials for a training session.	Describes instructional content, activities, and materials for a training session.	Determines appropriate and effective instructional content, learning activities, and materials for a training session.	Determines appropriate and effective instructional content, learning activities, and materials for a training session. Provides convincing justification for the effectiveness of each proposed activity in supporting learning and skill development, exhibiting insight into the group's work and the particular demands of implementing a new policy and practice guidelines.

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
<p>Deliver a persuasive, coherent, and effective audiovisual presentation.</p>	<p>Does not deliver a persuasive, coherent, and effective audiovisual presentation.</p>	<p>Delivers an audiovisual presentation that lacks clear purpose, coherence, or focus, or is supported by slides that that add minimal value to the presentation.</p>	<p>Delivers a persuasive, coherent, and effective audiovisual presentation.</p>	<p>Delivers a persuasive, coherent, and effective audiovisual presentation, well suited to the information needs and concerns of the target audience. Presents clear and convincing arguments and main points, well supported by error-free slides that adhere to visual design best practices.</p>