

# Sample Assignment - Quality Improvement Plan

Masters Level

Overall Points Possible = 100

## Assignment Instructions

### Part A

**Develop** a 5-page Quality Improvement Plan using an organizational issue to improve workplace policies, procedures, or customer outcomes.

**Include** each of the following components in your plan:

- Identify an organizational issue to improve workplace policies, procedures, or customer outcomes.
- Use the Planning (P) phase from the PICO framework to develop an answerable question that defines your issue.
- Use the Indicator (I) phase from the PICO framework to identify key words that will help you organize a search strategy for a minimum of five peer-reviewed articles that support your issue.
- Assess the risk implications of the issue by prioritizing potential complications or setbacks that can occur during the implementation phase of the quality improvement initiative.
- Identify leadership theories and change management techniques that can be used to address the workplace issue that are appropriate for the organizations culture and stakeholders. How can you use these strategies to get stakeholder buy-in?
- Evaluate current technologies that can be used to support your quality improvement initiative.
- Human resource implications such as competency, staffing levels, recruitment, and retention.
- Technologies that are needed to integrate for your planned solution, such as communication tools and new systems.
- How will you inform your stakeholders of the change? Consider your plan for training in order to achieve the desired goal and to keep all stakeholders in compliance of the quality initiative.
- Determine the financial implications that are involved with addressing the issue
- Create an implementation plan that details the execution of your quality improvement initiative based on your findings from the planning stage.

**Locate** a minimum of five academic sources that support your quality improvement initiative, one of which can be your textbook and the other that must be a peer-reviewed academic article from the University Library.

**Provide** references for all sources cited and **format** according to APA guidelines.

### Part B

**Develop** a visual (e.g., PowerPoint presentation, poster board, brochure, etc.) that summarizes your quality improvement plan to present in class or your workplace.

# Quality Improvement Plan Project (Cumulative Assignment Breakdown)

## Week 1 Topic - Leadership and Management Competences

### Objective(s):

1.1 Identify current workplace issues that is impacting quality.

### **Step 1. Assessment**

Identify the problem, and collect subjective and objective material through peer-reviewed research that validates the problem.

**Consider** the following as you complete the assessment phase for this week's assignment:

- Identify an organizational issue to improve workplace policies, procedures, or customer outcomes.
  - Use the Planning (P) phase from the PICO framework to develop an answerable question that defines your issue.
  - Use the Indicator (I) phase from the PICO framework to identify key words that will help you organize a search strategy for a minimum of five peer-reviewed articles that support your issue.
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## Week 2 Topic - Information Gathering & Big Data

### Objective(s):

1.2 Research academic articles to support your issue and solutions.

1.2 Evaluate the validity and reliability of evidence.

### **Step 2. Diagnosis**

Analyze the assessment data and make a judgment about the nature of the data. This includes identifying and labeling problems as well as identifying potential risks that may cause complications or setbacks. As problems are identified and corrected, new problems or priorities may need to be addressed.

**Critique** the peer-reviewed literature by using the C from the PICO framework to compare your findings at the organization with the research.

**Consider** the following as you complete the diagnosis phase for this week's assignment:

- Internal stakeholders (i.e. leaders, interdisciplinary teams) and external stakeholders (i.e. staff, customers, family, or community)
- Limitations in the research
- Competencies and training
- Data collection techniques/ technologies
- Defend your quality improvement initiative by determining the need for change or enhancement, including driving forces such as:

- Regulations, guidelines, or mandates
  - Improved efficiency
  - Customer satisfaction
  - Safety hazards involved if the issue is not addressed
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### **Week 3 Topic - Change Theory and Models and Evidence-Based Practice**

#### **Objective(s):**

1.3 Evaluate change management strategies.

#### **Step 3. Planning**

Planning is the process of developing a plan and establishing goals in order to achieve a desired outcome, such as reducing patient falls. The planning phase includes the development of organizational outcomes or goals as well as the identification of interventions to accomplish the outcomes.

**Consider** the following as you complete the planning phase for this week's assignment:

- Assess the risk implications of the issue by prioritizing potential complications or setbacks that can occur during the implementation phase of the quality improvement initiative.
  - Identify leadership theories and change management techniques that can be used to address the workplace issue that are appropriate for the organizations culture and stakeholders. How can you use these strategies to get stakeholder buy-in?
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### **Week 4 Topic - Technology and Communication**

#### **Objective(s):**

1.4 Evaluate appropriate technologies to implement solutions.

1.5 Apply change management principles and leadership best practices to communicate to stakeholders.

**Consider** the following as you complete the planning phase for this week's assignment:

- Evaluate current technologies that can be used to support your quality improvement initiative.
  - Human resource implications such as competency, staffing levels, recruitment, and retention.
  - Technologies that are needed to integrate for your planned solution, such as communication tools and new systems.
  - How will you inform your stakeholders of the change? Consider your plan for training in order to achieve the desired goal and to keep all stakeholders in compliance of the quality initiative.
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## **Week 5 Topic - Financial Management**

### **Objective(s):**

1.6 Assess the feasibility of change.

**Consider** the following as you complete the planning phase for this week's assignment:

**Determine** the financial implications that are involved with addressing the issue such as:

- Potential return on investment for the organization
  - Anticipated impact cost
  - Hidden cost resources that could potentially impair customer satisfaction.
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## **Week 6 Topic - Implementing Change and Delegation**

### **Step 4. Implementation**

This includes the planning phase and use of nursing interventions. The implementation phase is the actionable part of the process, where the leadership implement interventions to achieve their goals. Indirect care may include monitoring or supervising staff, delegating responsibilities, and advocating on behalf of the individuals you care for. Steps or procedures that appear to be inappropriate, non-actionable, or questionable should be questioned and reevaluated with staff and the individuals implementing the plan in order to ensure it is safe and aligns with the goals of the organization.

**Create** an implementation plan that details the execution of your quality improvement initiative based on your findings from the planning stage.

**Consider** the following as you complete the implementation phase for this week's assignment:

- Steps involved in order to achieve the desired outcome
  - Change theorist and leadership style to be used for implementing change
  - Prioritized risk or setbacks that can occur during the implementation phase of the quality improvement initiative identified in Diagnose phase in Week 3
  - Integration of technical tools and new equipment.
  - Training for stakeholders
  - Involvement of interdisciplinary teams and delegation of tasks to achieve the desired goal
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## **Week 7 Topic - Continuous Quality Improvement**

### **Objective(s):**

1.8 Develop an Evaluation Plan to measure the effectiveness of the Quality Improvement Plan.

### **Evaluation**

Evaluation determines whether the quality outcomes have been met as a result of the plan. If the outcomes were not met, a review of the steps of the process is essential to determine why not.

**Develop** a visual (e.g., PowerPoint presentation, poster board, brochure, etc.) that summarizes your quality improvement plan to present in class or your workplace.

**Enlist** feedback from your audience to share their views of the plan.

**Record** the strengths and weaknesses shared from you audience.

**Review** each phase of the plan and identify solutions to address the feedback you received.

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## **Week 8 Topic - Applying Quality Improvement**

### **Objective(s):**

1.8 Develop a cohesive Quality Improvement Plan to implement a solution to an issue faced at your current workplace or for an organization you plan to work for in the future.

**Consolidate** your assignments from Week 1-7 into a cohesive Quality Improvement Plan.

**Incorporate** the feedback you received throughout the weeks to ensure you mastered the assignment.

# Sample Rubric - Quality Improvement Plan

Masters Level

Overall Points Possible = 100

## 1. Assessment - 10 Points Total

<b>Does Not Meet Expectations</b> <i>0-3 Points</i>	<b>Approaches Expectations</b> <i>4-6 Points</i>	<b>Meets Expectations</b> <i>7-9 Points</i>	<b>Exceeds Expectations</b> <i>10 Points</i>
Identified an irrelevant or misinformed issue; did not develop a question that defined the issue selected.	Analyzed an issue that is manageable, and relevant, using the Planning (P) phase from the PICO framework, developed a question but it did not fully align to the issue selected.	Evaluated an issue that is focused, manageable, and relevant; using the Planning (P) phase from the PICO framework, developed an answerable question that defines the issue selected.	Synthesized an issue that is focused, manageable, and relevant; issue is one that is typically overlooked or preemptive in nature; using the Planning (P) phase from the PICO framework, developed a compelling answerable question.

## 2. Diagnosis - 15 Points Total

<b>Does Not Meet Expectations</b> <i>0-8 Points</i>	<b>Approaches Expectations</b> <i>9-11 Points</i>	<b>Meets Expectations</b> <i>12-14 Points</i>	<b>Exceeds Expectations</b> <i>15 Points</i>
<ul style="list-style-type: none"> <li>• Provided an inadequate analysis with no supporting evidence or the literature that does not meet academic standards. Analysis does not fully address the scope of the quality improvement initiative or include an evaluation of observations from the selected organization.</li> <li>• Does not include justification that supports the need for change or enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a simplistic analysis of the peer-reviewed literature that does not fully address the scope of the quality improvement initiative and compares data with observations from the selected organization.</li> <li>• Provided minimal justification by presenting evidence that scarcely supports the need for change or enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a sufficient analysis of three the peer-reviewed literature and compared supporting data with observations from the selected organization.</li> <li>• Justified the quality improvement initiative by presenting supportive evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided a comprehensive analysis of the peer-reviewed literature and compared supporting data with observations from the selected organization.</li> <li>• Justified the quality improvement initiative by presenting supportive evidence from a unique and creative perspective.</li> </ul>

### 3. Planning – 15 Points Total

<b>Does Not Meet Expectations</b> <i>0-8 Points</i>	<b>Approaches Expectations</b> <i>9-11 Points</i>	<b>Meets Expectations</b> <i>12-14 Points</i>	<b>Exceeds Expectations</b> <i>15 Points</i>
<ul style="list-style-type: none"> <li>Addressed less than half of the risks, barriers, and gaps in the literature that can potentially cause setbacks during the implementation phase or training to achieve the desired goal.</li> <li>Identified a communication tool that is sufficient but not practical and does not include an analysis of the tool.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzed most of the risks, barriers, and gaps in the literature that can potentially occur during the implementation phase, but does not include a solution to address each obstacle and identified a plan for training to achieve the desired goal.</li> <li>Examined a communication tool that is appropriate and provided an analysis of the tool.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluated and critiqued all of the risks, barriers, and gaps in the literature that can potentially cause setbacks during the implementation phase and practical solutions to address each obstacle.</li> <li>Recommended a plan for training to achieve the desired goal.</li> <li>Selected and justified the usage of a communication tool that is applicable and provided a comprehensive analysis of the tool.</li> </ul>	<ul style="list-style-type: none"> <li>Synthesized all of the risks, barriers, and gaps in the literature that can potentially cause setbacks during the implementation phase and proposed practical solutions to address each obstacle.</li> <li>Forecasted a plan for training to achieve the desired goal.</li> <li>Selected and justified the usage of a communication tool that is applicable and provided a comprehensive analysis of the tool.</li> </ul>

### 4. Planning – 10 Points Total

<b>Does Not Meet Expectations</b> <i>0-3 Points</i>	<b>Approaches Expectations</b> <i>4-6 Points</i>	<b>Meets Expectations</b> <i>7-9 Points</i>	<b>Exceeds Expectations</b> <i>10 Points</i>
<p>Provided an inadequate assessment of the potential financial implications involved with addressing the quality initiative and does not consider all applicable elements.</p>	<p>Provided a simplistic analysis of the financial implications involved with addressing the quality initiative but does not consider all applicable elements.</p>	<p>Provided a sufficient analysis of the financial implications involved with addressing the quality initiative that includes all applicable elements.</p>	<p>Provided a comprehensive analysis of the financial implications involved with addressing the quality initiative that includes all applicable elements.</p>

**5. Implementation - 25 Points Total**

<b>Does Not Meet Expectations</b> <i>0-19 Points</i>	<b>Approaches Expectations</b> <i>20-22 Points</i>	<b>Meets Expectations</b> <i>22-24 Points</i>	<b>Exceeds Expectations</b> <i>25 Points</i>
<ul style="list-style-type: none"> <li>• Did not develop an implementation plan or developed an inadequate implementation plan that does not align to the information gathered during the planning phase.</li> <li>• Did not execute a plan or executed an inadequate plan for delegating task to interdisciplinary teams.</li> <li>• Did not utilize a change theory and leadership style or utilized an inappropriate change theory and leadership style for motivating teams to achieve desired outcomes or provide rationale to why the selected theory and style is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed a simplistic implementation plan but did not align to the information gathered during the planning phase, and did not prioritize setbacks chronologically.</li> <li>• Explained the delegation of tasks for interdisciplinary teams and focused on change theory and leadership style, but did not provide rationale to why the selected theory and style is appropriate for motivating teams to achieve desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed a sufficient implementation plan based on information gathered during the planning phase and chronologically prioritized the setbacks that can occur.</li> <li>• Discussed the delegation of tasks for interdisciplinary teams and focused on an appropriate change theory and leadership style that will motivate teams to achieve desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed a comprehensive implementation plan that detailed the quality improvement strategy seamlessly and chronologically prioritized the setbacks that can occur; plan based on information gathered during the planning phase.</li> <li>• Managed the delegation of tasks for interdisciplinary teams and focused on an appropriate change theory and leadership style that will motivate teams to achieve desired outcomes.</li> <li>• Demonstrated exceptional insight, perspective, creativity or execution well above expectations.</li> </ul>

**6. Evaluation - 10 Points Total**

<b>Does Not Meet Expectations</b> <i>0-3 Points</i>	<b>Approaches Expectations</b> <i>4-6 Points</i>	<b>Meets Expectations</b> <i>7-9 Points</i>	<b>Exceeds Expectations</b> <i>10 Points</i>
<p>Constructed an inadequate evaluation strategy or an insufficient strategy and did not incorporate feedback or findings from the literature to determine where improvements can be made to ensure continuous quality improvement.</p>	<p>Constructed a simplistic evaluation strategy and did not incorporate feedback or findings from the literature to determine where improvements can be made to ensure continuous quality improvement.</p>	<p>Constructed a sufficient evaluation strategy and incorporated feedback and findings from the literature to determine where improvements can be made to ensure continuous quality improvement.</p>	<ul style="list-style-type: none"> <li>• Constructed a comprehensive evaluation strategy and incorporated feedback and findings from the literature to determine where improvements can be made to ensure continuous quality improvement.</li> <li>• Demonstrated exceptional insight, perspective, creativity or execution well above expectations.</li> </ul>



**7. Written Communication – APA Guidelines - 5 Points Total**

<b>Does Not Meet Expectations</b> <i>0-1 Point</i>	<b>Approaches Expectations</b> <i>3 Points</i>	<b>Meets Expectations</b> <i>4 Points</i>	<b>Exceeds Expectations</b> <i>5 Points</i>
<ul style="list-style-type: none"> <li>• Includes no or less than five academic scholarly sources.</li> <li>• Inaccurate or no usage of in-text citation and APA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes less than five relevant academic scholarly sources.</li> <li>• Inaccurate usage of in-text citation and APA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a minimum of five relevant academic scholarly sources.</li> <li>• Accurately formatted paper using in-text citation and APA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes more than five relevant academic scholarly sources.</li> <li>• Accurately formatted paper using in-text citation and APA guidelines.</li> </ul>

**8. Written Communication - 5 Points Total**

<b>Does Not Meet Expectations</b> <i>0-1 Point</i>	<b>Approaches Expectations</b> <i>3 Points</i>	<b>Meets Expectations</b> <i>4 Points</i>	<b>Exceeds Expectations</b> <i>5 Points</i>
<ul style="list-style-type: none"> <li>• Frequent occurrences of writing convention errors detracted from the content.</li> <li>• Rarely used discipline-specific vocabulary that was appropriate to the audience.</li> <li>• Did not stay on topic in relation to the purpose of the assignment, information not presented in a logical order or sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional occurrences of writing convention errors may have detracted from the content.</li> <li>• Occasionally used discipline-specific vocabulary that was appropriate to the audience.</li> <li>• Stayed on topic in relation to the purpose of the assignment, but did not consistently present information in a logical order or sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Rare occurrences of writing convention errors did not detract from the content.</li> <li>• Frequently used discipline-specific vocabulary appropriate to the audience.</li> <li>• Coherently discussed the topic in relation to the purpose of the assignment and presented information in a logical order or sequence throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate application of writing conventions enhanced the content.</li> <li>• Exemplary use of discipline-specific vocabulary and sophisticated word choices appropriate to the audience.</li> <li>• Expertly discussed the topic in relation to the purpose of the assignment, seamlessly presented information in a logical order or sequence throughout.</li> </ul>

**9. Visual Aid - 5 Point Total**

<b>Does Not Meet Expectations</b> <i>0-1 Point</i>	<b>Approaches Expectations</b> <i>3 Points</i>	<b>Meets Expectations</b> <i>4 Points</i>	<b>Exceeds Expectations</b> <i>5 Points</i>
Visual aid was not included or was not appropriate for audience, disorganized, and visually incoherent.	Choice of visual aid was somewhat appropriate for audience, organized, and visually coherent.	Choice of visual aid was appropriate for audience, well organized, and visually appealing.	Choice of visual aid was appropriate for audience, elegantly organized, visuals enhanced the content and structure of the overall project.