

# Intervention Plan Design

Attempt 1 Available

## Overview

Develop a 4–6 page holistic intervention plan design to improve the quality of outcomes for your target population and setting.

You will also be required to submit your completed practicum hours using CORE ELMS. **You must submit a minimum of 20 hours with each assessment deliverable to receive a grade for the entire assessment.**

**Note:** Each assessment in this course builds on the work you completed in the previous assessment. Therefore, you must complete the assessments in this course in the order in which they are presented.

Your application of the PICOT approach to developing your problem statement and the research that you conducted and synthesized in your literature review are the foundation and framework that you will need to successfully build your intervention plan. This plan will lay out specific components of the intervention you are planning to address the need you have identified for the target population and setting. You will justify your approach to the intervention plan by integrating appropriate theoretical foundations. You will also analyze and address the needs of stakeholders, requirements of regulatory bodies, and ethical and legal considerations. It is important to have a sound intervention plan design in place before trying to work on the details of implementation and evaluation.

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

- Competency 1: Lead organizational change to improve the experience of care, population health, and professional work life while decreasing cost of care.

Explain the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components.

- Competency 2: Evaluate the best available evidence for use in clinical and organizational decision making.
  - Evaluate theoretical nursing models, strategies from other disciplines, and health care technologies relevant to an intervention plan.
  - Analyze the impact of stakeholder needs, health care policy, regulations, and governing bodies relevant to health care practice and specific components of an intervention plan.
- Competency 3: Apply quality improvement methods to impact patient, population, and systems outcomes.
  - Define the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need.
- Competency 4: Design patient- and population-centered care to improve health outcomes.
  - Explain the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components.
- Competency 6: Evaluate the ability of existing and emerging information, communication, and health care technologies to improve safety and quality and to decrease cost.
  - Justify the major components of an intervention by referencing relevant and contemporary evidence from the literature and best practices.

- Competency 7: Defend health policy that improves the experience of care, population health and professional work life while decreasing cost of care. Tutorials Support Log Out  
  - Analyze relevant ethical and legal issues related to health care practice, organizational change, and specific components of an intervention plan.

**Note:** You will also be assessed on two additional criteria unaligned to a course competency:

- Communicate intervention plan in a professional way that helps the audience to understand the proposed intervention and the implications of the plan that must be taken into account.
- Demonstrate completion of hours toward the practicum experience.

See the scoring guide for specific grading criteria related to these additional requirements.

### Competency Map

Use this online tool to track your performance and progress through your course.

CHECK YOUR  
PROGRESS

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## Context

Read Guiding Questions: Intervention Plan Design [DOC]. This document is designed to give you questions to consider and additional guidance to help you successfully complete this assessment.

## Questions to Consider

As you prepare to complete this assessment, you may want to think about other related issues to deepen your understanding or broaden your viewpoint. You are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of your professional community. Note that these questions are for your own development and exploration and do not need to be completed or submitted as part of your assessment.

- What theoretical nursing models, strategies from other disciplines, and health care technologies could help support or justify your approach to the intervention plan?
- What evidence from the literature or best practice supports the intervention plan components you identified?
- What, if any, potential is there for technology to help in the development or implementation of the intervention plan components?
- What is the impact of stakeholders, health care policy, or regulations?
- Are there any ethical or legal considerations related to the development or implementation of the intervention plan components that need to be kept in mind? If so, what are they?

## Resources

## Required Resources

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The following resources are required to complete this assessment.

### Practicum Resources

You will be tracking your completed practicum hours each week using the Capella MSN Program Practicum Log (an Excel spreadsheet found in the document library of the CORE ELMS system) and placing the hours into CORE ELMS to ensure you are accumulating all hours that are needed to meet the requirements for your specialization and degree.

While at the practicum site, keep track of your daily hours and activities on the Excel spreadsheet. At the end of each week, enter your weekly total hours into CORE ELMS, via Hours Tracking, for approval by your preceptor. In addition, attach your Excel spreadsheet in case your preceptor and faculty have questions regarding your hours. The CORE ELMS system will automatically send your preceptor an e-mail to confirm your practicum hours. With each assessment, submit your CORE ELMS practicum hours tracking log (as a PDF) showing a **minimum of 20 hours per assessment** (you must complete 100 hours by the end of this course). Faculty will review your hours after each submission and will contact you with any questions or concerns. For further information, see the School of Nursing and Health Sciences User Guide – CORE ELMS [PDF].

For further information relating to the MSN practicum, visit the MSN Practicum site.

### Suggested Resources

The Nursing Masters (MSN) Research Guide can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

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## Assessment Instructions

### Instructions

**Note:** The assessments in this course are sequenced in such a way as to help you build specific skills that you will use throughout your program. Complete the assessments in the order in which they are presented.

Your intervention plan design will be the second section of your final project submission. The goal for this is to design a holistic plan that should be able to improve the quality of outcomes for your target population and setting. Provide enough detail so that the faculty member assessing your intervention plan design will be able to provide substantive feedback that you will be able to incorporate into the other project components in this course, as well as into the final draft of your project.

At minimum, be sure to address the bullet points below, as they correspond to the grading criteria. You may also want to read the scoring guide and Guiding Questions: Intervention Plan Design document (linked in the Resources) to better understand how each criterion will be assessed. In addition to the bullet points below, provide a brief introduction that refreshes the reader's memory about your problem statement and the setting and context for this intervention plan.

Reminder: these instructions are an outline. Your heading for this section should be **Intervention Plan Components** and *not* Part 1: Intervention Plan Components.

#### Part 1: Intervention Plan Components

- Define the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need.
- Explain the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components.

## Part 2: Theoretical Foundations

- Evaluate theoretical nursing models, strategies from other disciplines, and health care technologies relevant to an intervention plan.
- Justify the major components of an intervention by referencing relevant and contemporary evidence from the literature and best practices.

## Part 3: Stakeholders, Policy, and Regulations

- Analyze the impact of stakeholder needs, health care policy, regulations, and governing bodies relevant to health care practice and specific components of an intervention plan.

## Part 4: Ethical and Legal Implications

- Analyze relevant ethical and legal issues related to health care practice, organizational change, and specific components of an intervention plan.

## Address Generally Throughout

- Communicate intervention plan in a professional way that helps the audience to understand the proposed intervention.

## Practicum Hours Submission

You have been tracking your completed hours each week using the Capella MSN Program Practicum Log (an Excel spreadsheet found in the document library of the CORE ELMS system) and submitting your hours for approval via CORE ELMS to ensure you are accumulating all hours that are needed to meet the requirements for your specialization and degree.

Submit your CORE ELMS practicum hours tracking log (as a PDF) **showing a minimum of 20 hours per assessment** earned at your site. In addition to the hours, provide a brief description of the focus of your clinical hours for each entry. Additionally, note any links between the focus of the clinical hours and any aspect of your capstone project (such as target population, potential interventions, the focus of need, setting, et cetera).

**Reminder:** You will need to have your preceptor approve your hours in CORE ELMS. Your preceptor will get an e-mail every time you submit hours to the CORE ELMS system. In CORE ELMS, ensure you are also attaching your Excel spreadsheet in case your preceptor and faculty have questions regarding your hours.

You will not receive a grade for this assessment without the signed practicum log showing a minimum of 20 hours for the time period of this assessment. Your faculty instructor will review your hours to date and will contact you if he or she has any questions or concerns.

## Additional Requirements

- **Length of submission:** 4–6 pages, double spaced.
- **Number of resources:** Minimum of 5–10 resources. (You may use resources previously cited in your literature review to contribute to this number. Your final project will require 12–18 unique resources.)
- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style. Header formatting follows current APA levels.
- **Font and font size:** Times New Roman, 12 point.

## Intervention Plan Design Scoring Guide

Use the scoring guide to enhance your learning.

VIEW SCORING  
GUIDE

## Intervention Plan Design Scoring Guide

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
<b>Define the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need.</b>	Does not define the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need.	Attempts to define the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need, but fails to clarify how components will lead to improvements or why they are the best option to address the need.	Defines the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need.	Defines the major components of an intervention plan for a health promotion, quality improvement, prevention, education, or management need, and suggests criteria that could be used to evaluate the success of such a plan.
<b>Explain the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components.</b>	Does not explain the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components.	Partially explains the impact of cultural needs and characteristics of a target population and setting, but omits some aspects or fails to make a logical connection to show how the cultural needs and characteristics will impact the development of intervention plan components.	Explains the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components.	Explains the impact of cultural needs and characteristics of a target population and setting on the development of intervention plan components, and identifies assumptions on which the explanation is based.
<b>Evaluate theoretical nursing models, strategies from other disciplines, and health care technologies relevant to an intervention plan.</b>	Does not evaluate theoretical nursing models, strategies from other disciplines, and health care technologies relevant to an intervention plan.	Attempts to evaluate theoretical nursing models, strategies from other disciplines, and health care technologies, but fails to show their relevance to the intervention plan.	Evaluates theoretical nursing models, strategies from other disciplines, and health care technologies relevant to an intervention plan.	Evaluates, identifying both strengths and weaknesses of, theoretical nursing models, strategies from other disciplines, and health care technologies relevant to an intervention plan.
<b>Justify the major components of an intervention by referencing relevant and contemporary evidence from the literature and best practices.</b>	Does not justify the major components of an intervention by referencing relevant and contemporary evidence from the literature and best practices.	Attempts to justify the major components of an intervention, but cited references lack relevance to the proposed intervention or are insufficient to justify the plan.	Justifies the major components of an intervention by referencing relevant and contemporary evidence from the literature and best practices.	Justifies the major components of an intervention by referencing relevant and contemporary evidence from the literature and best practices, and impartially considers conflicting data and other perspectives.

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
<b>Analyze the impact of stakeholder needs, health care policy, regulations, and governing bodies relevant to health care practice and specific components of an intervention plan.</b>	Does not analyze the impact of stakeholder needs, health care policy, regulations, and governing bodies relevant to health care practice and specific components of an intervention plan.	Provides an incomplete or flawed analysis of how stakeholder needs, health care policy, regulations, or governing bodies will affect the specific components of an intervention plan.	Analyzes the impact of stakeholder needs, health care policy, regulations, and governing bodies relevant to health care practice and specific components of an intervention plan.	Analyzes the impact of stakeholder needs, health care policy, regulations, and governing bodies relevant to health care practice and specific components of an intervention plan, and identifies assumptions on which the analysis is based.
<b>Analyze relevant ethical and legal issues related to health care practice, organizational change, and specific components of an intervention plan.</b>	Does not discuss relevant ethical and legal issues related to health care practice, organizational change, and specific components of an intervention plan.	Discusses ethical and legal issues, but fails to analyze their relationship to health care practice, organizational change, and specific components of an intervention plan.	Analyzes relevant ethical and legal issues related to health care practice, organizational change, and specific components of an intervention plan.	Analyzes relevant ethical and legal issues related to health care practice, organizational change, and specific components of an intervention plan; identifies knowledge gaps, unknowns, missing information, unanswered questions, or areas of uncertainty (where further information could improve the analysis).
<b>Communicate intervention plan in a professional way that helps the audience to understand the proposed intervention and the implications of the plan that must be taken into account.</b>	Does not communicate intervention plan in a professional way that helps the audience to understand the proposed intervention and the implications of the plan that must be taken into account.	Inconsistently communicates intervention plan in a way that partially helps the audience to understand the proposed intervention and the implications of the plan that must be taken into account.	Communicates intervention plan in a professional way that helps the audience to understand the proposed intervention and the implications of the plan that must be taken into account.	Communicates intervention plan in a professional way that helps the audience to understand the proposed intervention and the implications of the plan that must be taken into account. Grammar, punctuation, spelling, and citations are error-free.
<b>Demonstrate completion of hours toward the practicum experience.</b>	Does not demonstrate completion of hours toward the practicum experience.	Demonstrates completion of hours toward the practicum experience, but provides no details about activities completed during those hours.	Demonstrates completion of hours toward the practicum experience.	Demonstrates completion of hours toward the practicum experience and provides a clear and concise description of the focus of the clinical hours and alignment to the capstone project.