Training Session for Policy Implementation

Attempt 1 *Available*

Overview

Develop a 2–5-page training strategies summary and annotated agenda for a training session that will prepare a role group to succeed in implementing your proposed organizational policy and practice guidelines.

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.

Competency Map

CHECK YOUR
PROGRESS

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

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Resources

Patient Safety and Risk Prevention

- Blumenthal, D., Abrams, M., & Nuzum, R. (2015). The Affordable Care Act at 5 years. *The New England Journal of Medicine, 372*(25), 2451–2458.
    - This article discusses the implementation and effects of two aspects of the ACA—expansion of health insurance and reforms of the health care delivery system.
- Siegel, M. (2015). Risk-adjusted base payments can support the move to value. *Healthcare Financial Management, 69*(1), 38–41.
    - This article provide information about how risk-adjusted payments are becoming part of the value-based payment models that are one aspect of financial planning models under the ACA.
- Anthony, D. L., Appari, A., & Johnson, M. E. (2014). Institutionalizing HIPAA compliance: Organizations and competing logics in U.S. health care [PDF]. *Journal of Health and Social Behavior, 55*(1), 108–124.
    - This article examines how organizational strategies and environments influence compliance with regard to health records.
- Blumenthal, D. (2010). Launching HITECH. *The New England Journal of Medicine, 362*(5), 382–385.
    - This 2010 article remains useful and relevant today and addresses how the HITECH Act sets down guidelines for meaningful use of electronic health records and fosters continued innovation in health care information technology.

Major Health Care Regulatory Agencies

The following resources will further your understanding of the major health care regulatory agencies. They include the Joint Commission, the Centers for Medicare and Medicaid (CMS), and the HHS. Compare the similarities and differences between these three major agencies that directly correlate with regulatory mandates, reimbursement, and accreditation of organizations. Leaders must understand the various requirements for which health care organizations are accountable.

- The Joint Commission. (n.d.). Retrieved from http://www.jointcommission.org/
- Centers for Medicare & Medicaid Services. (2019). Accountable care organizations (ACOs). Retrieved from https://www.cms.gov/Medicare/Medicare-Fee-for-Service-Payment/ACO/index.html?redirect=/ACO/
- Centers for Medicare & Medicaid Services. (2018). *HIPAA basics for providers: Privacy, security, and breach notification rules* [PDF]. Retrieved from http://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/HIPAAPrivacyandSecurity.pdf
- U.S. Department of Health & Human Services. (n.d.). HIPAA for professionals. Retrieved from http://www.hhs.gov/hipaa/for-professionals/index.html
- U.S. Department of Health & Human Services. (n.d.). Special topics in health information privacy. Retrieved from http://www.hhs.gov/ocr/privacy/hipaa/understanding/special/

Performance Improvement Strategies

Ongoing quality and performance improvement in health care is crucial for sustainability. As technology improvements lead to better outcomes, consumer expectations rise. Health literacy has created an informed customer, and the patient experience is a measurement directly related to reimbursement for hospitals and health care organizations.

Performance improvement strategies that have been applicable in manufacturing and automotive industries are now commonplace in health care. Leaders must understand their critical role in continuous improvement in their organizations.

Read the following to gain a better understanding of performance improvement strategies.

- Dannapfel, P., Poksinska, B., & Thomas, K. (2014). Dissemination strategy for Lean thinking in health care. *International Journal of Health Care Quality Assurance*, *27*(5), 391–404.
- Gershengorn, H. B., Kocher, R., & Factor, P. (2014). Management strategies to effect change in intensive care units: Lessons from the world of business: Part II. Quality-improvement strategies. *Annals of the American Thoracic Society*, *11*(3), 444–453.
  - The first part of this article discusses methods for collecting, presenting, and disseminating data. The second part discusses four quality improvement tools, which may be helpful in completing the assessment.

Training Strategies for Policy Implementation

- Training Session Best Practices.
  - This multimedia activity provides an opportunity for you to check your knowledge of training best practices, before you begin the assessment.

Library Research Guide

You may choose other resources to prepare for this assessment; however, you will need to ensure that they are appropriate, credible, and valid. The NHS-FP6004 – Health Care Law and Policy library guide can help direct your research.

SHOW LESS ∧

Assessment Instructions

Note: Remember that you can submit all, or a portion of, your draft strategy summary and annotated training agenda to Smarthinking for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

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

- Write a brief summary of your strategies for working with your chosen role group.
- Explain how this training session will help prepare the group to succeed in implementing your proposed policy and practice guidelines, and why you chose this group to pilot your proposal.
- 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?
- Organize content so ideas flow logically with smooth transitions.
    - Proofread your strategy summary and training agenda, 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 strategies.
- 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.

Example Assessment: You may use the Assessment 4 Example [PDF] to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

Strategy Summary and Training Agenda Format and Length

Format your document using APA style.

- Use the APA Style Paper Template [DOCX]. The APA Style Paper Tutorial [DOCX] will help you in writing and formatting your strategy summary and agenda. Be sure to include:

- A title page and references page. An abstract is not required.
- A running head on all pages.
- Appropriate section headings.
- Your strategy summary and agenda should be 2–5 pages in length, not including the title page and references page.

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.

Note: Faculty may use the Writing Feedback Tool when grading this assessment. The Writing Feedback Tool is designed to provide you with guidance and resources to develop your writing based on five core skills. You will find writing feedback in the Scoring Guide for the assessment, once your work has been evaluated.

Portfolio Prompt: You may choose to save your strategy summary and agenda to your ePortfolio.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the course competencies through the following assessment 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 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.
    - Determine appropriate and effective instructional content, learning activities, and materials for a training session.
- 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.
- 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.

Training Session for Policy Implementation Scoring Guide

Use the scoring guide to enhance your learning.

VIEW SCORING
GUIDE

How to use the scoring guide

SUBMIT ASSESSMENT

This button will take you to the next available assessment
attempt tab, where you will be able to submit your assessment.

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 and practice guidelines.	Does not describe a new policy and practice guidelines.	Describes a new policy and practice guidelines.	Explains the impact of a new policy and practice guidelines.	Explains the impact of a new policy and practice 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 implementing a new policy and practice guidelines.	Does not describe the selected group's role in implementing a new policy and practice guidelines.	Describes the selected group's role in implementing a new policy and practice guidelines.	Explains a selected role group's importance in implementing a new policy and practice guidelines.	Provides a clear, concise, explanation of a selected role group's importance in implementing a new policy and practice guidelines. Suggests an empowering, future vision highlighting the positive contributions of the group.

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
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.
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 virtually error-free source citations with a perceptive and coherent synthesis of the evidence.