Capstone Project Milestone #2:

Design for Change Proposal Guidelines

**Purpose**

You are to create a Design for Change proposal inclusive of your PICO and evidence appraisal information from your Capstone Project Milestone #1. Your plan is to convince your management team of a nursing problem you have uncovered and you feel is significant enough to change the way something is currently practiced. In the event you are not currently working as a nurse, please use a hypothetical clinical situation you experienced in nursing school, or nursing education issue you identified in your nursing program.

**Course Outcomes**

This assignment enables the student to meet the following course outcomes.

CO1: Applies the theories and principles of nursing and related disciplines to individuals, families, aggregates, and communities from entry to the healthcare system through long-term planning. (PO #1)

CO2: Proposes leadership and collaboration strategies for use with consumers and other healthcare providers in managing care and/or delegating responsibilities for health promotion, illness prevention, health restoration and maintenance, and rehabilitative activities. (PO #2)

**Due Date**

Milestone #2 consists of the proposal for your Design for Change Capstone Project. Submit this Milestone to the Dropbox by the end of **Week 4**.

**Points**

Milestone #2 is worth **225 points**.

**Directions**

1. Create a proposal for your Design for Change Capstone Project. Open the template in Doc Sharing. You will include the information from Milestone #1, your PICO question, and evidence appraisal, as you compose this proposal. Your plan is to convince your management team of a nursing problem you have uncovered and you feel is significant enough to change the way something is currently practiced.
2. The format for this proposal will be a paper following the *Publication manual of APA* 6th edition.
3. The paper is to be four- to six-pages excluding the Title page and Reference page.
4. As you organize your information and evidence, include the following topics.
	1. **Introduction:** Write an introduction but do not use “Introduction” as a heading in accordance with the rules put forth in the *Publication manual of the American Psychological Association* (2010, p. 63). Introduce the reader to the plan with evidence-based problem identification and solution.
	2. **Change Plan:** Write an overview using the John Hopkins Nursing EBP Model and Guidelines (2012)
		1. Practice Question
		2. Evidence
		3. Translation
	3. **Summary**
5. **Citations and References** **must be included** to support the information within each topic area. Refer to the APA manual, Chapter 7, for examples of proper reference format. In-text citations are to be noted for all information contained in your paper that is not your original idea or thought. Ask yourself, “How do I know this?” and then cite the source. Scholarly sources are expected, which means using peer-reviewed journals and credible websites.
6. **Tables and Figures may be added** as appropriate to the project. They should be embedded within the body of the paper (see your APA manual for how to format and cite). Creating tables and figures offers visual aids to the reader and enhances understanding of your literature review and design for change.

**Grading Criteria: Design for Change Capstone Project**

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| **Category** | **Points** | **%** | **Description** |
| **Introduction** | 25 | 11% | Introduction to the plan is nursing focused, with evidence-based problem identification and potential solutions clearly identified. |
| **Change Plan; Practice Question (Steps 1–5)** | 50 | 22% | Activities to achieve the first steps of change are fully described in detail and are based on the first five steps of the John Hopkins EBP Process; Practice Question. |
| **Change Plan; Evidence (Steps 6–10)** | 50 | 22% | Activities to achieve steps six through ten of the John Hopkins EBP Process are fully described in detail; Evidence. |
| **Change Plan; Translation****(Steps 11–18)** | 50 | 22% | Activities to achieve the final steps of change are fully described in detail and are based on steps 11 through 18 of the John Hopkins EBP Process; Practice Question. |
| **Summary** | 25 | 11% | Clear, solid summary summarizing the key points and steps of the change plan is included; ways to maintain the change plan are described.  |
| **APA Format** | 25 | 11% | Minimal errors. |
| **Total** | 225 points | 100% |  |

**Grading Rubric: Capstone Project Milestone #2**

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| **Assignment Criteria** | **Outstanding or Highest Level of Performance****A (92–100%)** | **Very Good or High Level of Performance****B (84–91%)** | **Competent or Satisfactory Level of Performance****C (76–83%)** | **Poor, Failing or Unsatisfactory Level of Performance****F (0–75%)** | **Total** |
| **Introduction**25 points | Introduction to the plan is nursing focused, with evidence-based problem identification and potential solutions clearly identified.**23–25 points** | Introduction to the plan is nursing focused, with evidence to support the problem and potential solution identified but convincing areas are missing.**21–22 points** | Introduction to the plan is provided; however, evidence to support the problem and potential solution is not convincing.**19–20 points** | Introduction lacks evidence to support need for change and/or potential solution is not realistic.0–18 points | /25 |
| **Change Plan Practice Question****(Steps 1–5)**50 points | Activities to achieve the first five steps of change are fully described in detail and are based on the first section of the John Hopkins EBP Process: \*Practice question is identified. \*Scope of the problem discussed (including supportive statistics). \*Stakeholders identified. \*Team is identified. **46–50 points** | Activities to achieve the first five steps of change are fully described, not in detail but are based on the first section of the John Hopkins EBP Process: \*Practice question is identified. \*Scope of the problem discussed (including supportive statistics). \*Stakeholders identified. \*Team is identified. **42–45 points** | Activities to achieve the first five steps of change are vague. The first section of the John Hopkins EBP Process is not clearly identified. \*Practice question is identified. \*Scope of the problem does not contain statistics to support the problem. \*Stakeholders are identified but not appropriate or missing key members.\*Team members are identified but not appropriate or missing key members.**38–41 points** | Activities to address and support change are not specifically addressed. Portions of the first five steps are missing or absent.0–37 points | /50 |
| **Change Plan Evidence****(Steps 6–10)**50 points | Activities to achieve steps six through ten of change are fully described in detail and are based on the first section of the John Hopkins EBP Process: Evidence is identified. \*At least four reliable sources are used, three of which are peer-reviewed. \*Summary of evidence is thorough and detailed. \*Strength of evidence is discussed. \*Recommendation for change is based on evidence and is thorough. **46–50 points** | Activities to achieve steps six through ten of change are vague and are based on the first section of the John Hopkins EBP Process: Evidence is identified. \*At least four reliable sources are used, three of which are peer-reviewed. \*Summary of evidence is vague.\*Strength of evidence is discussed. \*Recommendation for change is based on evidence but connection is vague. **42–45 points** | Activities to achieve steps six through ten of change are vague and are based on the first section of the John Hopkins EBP Process: Evidence is identified. \*At least four reliable sources are used but less than three are peer-reviewed. \*Summary of evidence is vague. \*Strength of evidence is not discussed. \*Recommendation for change is present but not weak connection to the evidence. **38–41 points** | Activities to achieve steps six through ten of change may be missing or absent. \*Less than four reliable sources are used.\*Summary of evidence is not present or missing important elements. \*Strength of evidence is missing.\*Recommendation for change lacks support from evidence. **0–37 points** | /50 |
| **Change Plan Translation** (Steps 11–18)50 points | Activities to achieve the last steps of change are fully described in detail and are based on the last steps of the John Hopkins EBP Process: Translation. \*Action plan is well-developed with specific timeline in place to include all elements of the plan. \*Measurable outcomes and way to report results are discussed in detail. \*Plan for implementation is thoroughly discussed. \*Ways to communicate findings (internally and externally) are discussed. **46–50 points** | Activities to achieve the last steps of change are described and are based on the last steps of the John Hopkins EBP Process: Translation.\*Action plan is developed with specific timeline in but some elements of the timeline are missing. \*Outcomes are present but not measurable. Ways to report results are discussed in detail. \*Plan for implementation is discussed. \*Communication of findings is present but does not address both internal and external ways. **42–45 points** | Activities to achieve the last steps of change are vague. \*Action plan is developed but timeline is missing. \*Outcomes are vague and not measurable. Ways to report results are discussed but not in detail. \*Plan for implementation is vague. \*Communication of findings is missing. **38–41 points** | Activities to achieve the last steps of change are vague or missing. \*Action plan is not well-developed or missing. \*Outcomes are vague or not present. Ways to report results are discussed but not in detail. \*Plan for implementation is not present. \*Communication of findings is missing. **0–37 points** | /50 |
| **Summary**25 points | Clear, solid summary of the key points and the change plan are included; ways to maintain the change plan are described.**23–25 points** | A clear summary of the key points and part of the change plan are provided; ways to maintain the change plan are mentioned, but not in detail.21–22 points | A summary is present but is vague; parts of the change plan are highlighted; ways to maintain the change plan are not clear.**19–20 points** | A summary is difficult to determine or absent. Key points of the change plan are not recapped or are absent.**0–18 points** | /25 |
| **APA formatting, scholarly writing**25 points | APA format sixth edition: third person, grammar, sentence structure, punctuation, and spelling; sources correctly cited and referenced; title page, headers, and page numbers. No errors to one error.**23–25 points** | Two to three errors.**21–22 points** | Four to five errors. **19–20 points** | Multiple errors**0–18 points** | /25 |
|  | **Total Points**  |  | **/225** |

**Reference:**

Dearholt, S. L., & Dang, D. (2012).*Johns Hopkins Nursing Evidence Based Practice: Model and Guidelines* (2nd ed.).Indianapolis, IN: Sigma Theta Tau International.