

D031- Advancing Evidence-Based Innovation in Nursing Practice Task Tips

Task Aspect	Rubric Criteria - Competent	Comments & Tips
A1. Explanation of Role	The explanation of the innovative nurse leader role contains accurate characteristics of the nurse innovator and behaviors of innovation leadership. The explanation is well-supported by a scholarly reference and includes examples relevant to the role.	<p>This section must include at least one reference citation from a peer-reviewed Evidence-Based book or article.</p> <p>PA task must include at least one reference citation from a peer-reviewed Evidence-Based book or article.</p> <p>Role of Nurse Innovator Resources:</p> <ul style="list-style-type: none"> ▪ Cianelli, R., Clipper, B., Freeman, R., Goldstein, J., & Wyatt, T. H. (2016). The innovation road map: A guide for nurse leaders. https://www.nursingworld.org/globalassets/ana/innovations-roadmap-english.pdf ▪ Cusson, R. M., Meehan, C., Bourgault, A., & Kelley, T. (2020). Educating the next generation of nurses to be innovators and change agents. <i>Journal of Professional Nursing</i>, 36(2), 13-19. https://www.sciencedirect.com/science/article/abs/pii/S8755722319301176 ▪ Weberg, D., Davidson, S., Porter-O'Grady, T., & Malloch, K. (2019). <i>Leadership for evidence-based innovation in nursing and health professions</i>. Jones & Bartlett Publishers. P. 13. ▪ (Weberg et al., 2019, Chapter 2, Innovative Leadership Behaviors) https://bookshelf.vitalsource.com/#/books/9781284118100/cfi/6/22!/4/2/4@0:0.00 <p>COS Unit 3</p> <p>STARTING TIPS: Remember to remove template original text as you complete each section. Paste the task instruction points into each section of the template where they best fit. Then remove as you write about each rubric point.</p>
A2a. Organizational Characteristics	The summary includes an accurate description of organizational characteristics of the CoP, including type, setting, and structure. The summary accurately describes the services provided and size of the service area and offers in-	When describing the Community of Practice [CoP] cite references including the website of the organization. If you use data from different areas of the organization's website review the rules for citing websites with the same name and date "APA Twins." Organizational structure includes the leaders of the facility possibly from an organizational chart. You'll want to include a description of the organizational structure – who reports to whom – the "pecking order" so to speak. See if you can get a copy of an organizational chart for your facility – that will give you a lot of good information – then write it up as a narrative – don't just insert the chart into your paper.

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	depth details about the services provided.	<p>Organizational structure includes the leaders of the facility possibly from an organizational chart.</p> <p>Organizational Structure Resources: https://www.heflo.com/blog/business-management/small-business-organizational-structure-examples/ https://smallbusiness.chron.com/operations-executive-job-descriptions-808.html</p>
A2b. Demographics	The summary of the demographic characteristics of the population served is effectively supported with quantitative and qualitative data. The characteristics described are plausible and appropriate to the population served.	<p>They'll want to see the specific demographic data/breakdown (by age and ethnicity etc. that you will obtain from the US census bureau). This section must include both quantitative (percentage of) and qualitative (age/gender/ethnicity) data. Cite references for this information such as https://www.countyhealthrankings.org/ or http://census.gov</p>
A2c. Team Member Roles	The team members are accurately identified and their respective roles are relevant to the proposed change. The summary encompass informal and formal roles.	<p>List each team member as well as both the formal and informal roles. Formal roles could include the team member's job description. Informal roles are activities that are performed but are not a part of the person's job description. Include yourself on the team!</p> <p>Swensen S., Pugh M., McMullan C., Kabcenell A. (2013). <i>High-impact leadership: Improve care, improve the health of populations, and reduce costs</i>. [IHI White Paper]. Please note: In order to download this whitepaper, IHI.org asks that you create a free account, then the PDF will download to your computer.</p> <p>Eggenberger et al. (2014). Creating high-performance interprofessional teams. Retrieved from https://www.americannursetoday.com/creating-high-performance-interprofessional-teams/</p>

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		<p>Brickman, J. (2016). How to get health care employees onboard with change. Harvard Business Review. Retrieved from https://hbr.org/2016/11/how-to-get-health-care-employees-onboard-with-change</p> <p>COS Unit 3 Module One; Topics 1 and 2; Unit 5, Module 1, Topic 3</p>
A2d. Shared Team Values	A summary is provided of the shared goals of the organization and the team. The discussion is supported by real examples.	<p>Provide specific examples of shared team member goals and values that drew the team together to create this innovation. Connect the shared team values with a specific mission or vision from the organization [CoP].</p> <p>Weberg, D., Davidson, S., Porter-O'Grady, T., & Malloch, K. (2019). <i>Leadership for evidence-based innovation in nursing and health professions</i>. Jones & Bartlett Publishers.</p> <p>Weberg et al., (2019). Chapter 2, p. 29-30 https://bookshelf.vitalsource.com/#/books/9781284118100/cfi/6/20!/4/190/2/2@0:18.3</p>
A3. Discussion of Internal and External Factors	The submission discusses internal and external factors that prompted the innovation proposal, and the factors discussed are plausible.	<p>Include internal and external factors that prompted this proposal by the CoP. The discussion must be grounded in evidence [cite references]. Include internal and external factors that prompted this proposal by the innovation team. Internal and external factors could be either positive or negative that led to the need for this innovation.</p> <p>Weberg et al., (2019). Chapter 1, p. 26</p> <p>You are essentially being asked to analyze the health care organization that you are examining (the CoP) and for which you are proposing an innovationyou might want to perform something called a SWOT Analysis.</p> <p>Evaluate the Community of Practice (CoP)</p> <p>SWOT Analysis is a method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats that exist in the area in which the CoP functions. In this context, it is used to assess the environment in which the CoP functions as well as resources and needs that add to the picture. SWOT analysis uses both internal and external factors that may impact the CoP. Internal factors, including strengths and weaknesses, reside within the CoP and its members, while external factors, opportunities and threats, are external to the CoP. Once these critical</p>

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		<p>factors are identified, they are used to create the goals that members of your CoP would like to achieve.</p> <p>SWOT Analysis</p> <p>Strengths: internal positive attributes of the CoP that can facilitate activities</p> <p>Weaknesses: internal attributes of the CoP that may hinder achievement of its activities and goals</p> <p>Opportunities: external conditions that may facilitate activities of the CoP</p> <p>Threats: external conditions that may stand in the way of CoP activities</p>
A4. Alignment to Strategic Initiatives	The assessment of the alignment of the proposed innovation with other professional, regulatory, or governmental strategic initiatives is accurate and relevant to the proposed innovation.	<p>Strategic initiatives are the means through which an organization translates its goals and visions into practice. This material will come from the student's outside research.</p> <p>Cite references within the body of the paper and reference list.</p> <p>This may include personal communication, if applicable. Personal communication is only cited in the body of the paper, not in the reference list.</p> <p>Professional, regulatory, or governmental strategic initiatives include CDC, Healthy People 2020, Joint Commission, Professional Organizations like nurse practitioner organizations, ANCC, etc.</p>
A5. Purpose Statement	The purpose statement is clear, relevant to the proposal, meaningful, applicable, realistic, and specific. It is clear how the purpose statement supports the success of the proposed innovation.	Include one statement that describes the overall direction or focus for the proposed innovation. For example The ["purpose," "intent," or "objective"] of this proposed innovation is to ["Improve," "expand," "increase"]_____.

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A6. Innovation Goal	The goal statement for the innovation uses the SMART+C format and is relevant to the proposed innovation.	<p>The SMART-C goal is more specific and measurable than a purpose statement [A5].</p> <p>SMART-C [Specific, Measurable, Attainable, Relevant, Time-bound, and Challenging].</p> <p>Challenging =They stretch the group to set its aims on significant improvements that are important to members of the community.</p>

<p>B1. Scholarly Sources</p>	<p>5 sources from scholarly peer-reviewed journals are accurately identified and were published within the past 5 years. <i>All</i> of them are relevant to the proposed innovation.</p>	<p>Prior to writing this section, search the WGU library and Internet to identify credible sources that contain relevant information on your innovation topic. Select the top five sources that are most relevant to your innovation plan.</p> <p>In this section, you will present the results of your search by completing the Relevant Sources Summary Table, which will list key findings from your sources.</p> <p>https://ininet.org/goal-setting-the-smartc-way.html</p> <p>https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main</p>
<p>B2. Presentations of Findings</p>	<p>The Relevant Sources Summary Table is complete and includes a detailed summary of <i>each</i> source identified in part B1. <i>Each</i> summary is appropriately related to the proposed innovation.</p>	<p>In this section, you will present the results of your search by completing the Relevant Sources Summary Table, which will list key findings from your sources in correct APA formatting. Describe in detail specific aspects of the study or article.</p>
<p>B3. Evidence Strength and Hierarchy</p>	<p>The evidence strength and evidence hierarchy of <i>each</i> chosen source in the evidence critique table is accurately identified, using the Strength of Evidence information in the study plan.</p>	<p>List the level of evidence in the Relevant Sources Summary Table. Follow Levels of Evidence document in COS. List the level of evidence in the Relevant Sources Summary Table. Follow the WGU Levels of Evidence document located under “Assessments” under the “Supporting Documents” tab in the course of study.</p> <p>You do not have to name the exact hierarchy category, just the general title.</p> <p>Level I: Meta-analysis, Systematic Reviews, Integrative Reviews, National Practice Guidelines Level II: Randomized Controlled Trial and Experimental Level IV: Nonexperimental Level V Level VI Level VII</p>

Here is an example of how to level an experimental research article (level II) below:

(Note – you are not required to include a level 2 article – this is just an example to show you how to set it up)

Table 1.

Relevant Sources Summary Table

Reference Citation	Relevant Findings	Level of Evidence	Hierarchy
Downey, C., Randell, R., Brown, J., & Jayne, D. G. (2018). Continuous versus intermittent vital signs monitoring using a wearable, wireless patch in patients admitted to surgical wards: Pilot cluster randomized controlled trial. <i>Journal of Medical Internet Research</i> , 20(12), e10802. https://doi.org/10.2196/10802	There were 226 patients in this trial, 140 were randomized to continuous remote monitoring and 86 to intermittent monitoring alone. Continuous monitoring was provided by a wireless patch, worn on the patient's chest, with data transmitted wirelessly every 2 minutes to a central monitoring station or a mobile device carried by the patient's nurse. On average, patients receiving continuous monitoring were administered antibiotics faster	Level II	Randomized controlled trial (RCT)

		<table border="1"> <tr> <td data-bbox="659 110 1220 480"></td> <td data-bbox="1220 110 1520 480"> <p>after evidence of sepsis had a shorter average length of hospital stay and were less likely to require readmission within 30 days of discharge.</p> </td> <td data-bbox="1520 110 1734 480"></td> <td data-bbox="1734 110 1927 480"></td> </tr> </table>		<p>after evidence of sepsis had a shorter average length of hospital stay and were less likely to require readmission within 30 days of discharge.</p>		
	<p>after evidence of sepsis had a shorter average length of hospital stay and were less likely to require readmission within 30 days of discharge.</p>					
<p>B4. Synthesis of Literature</p>	<p>The synthesis of the findings from the sources in part B1 is specific to the proposed innovation and logically presented. It accurately identifies and synthesizes patterns, trends, and gaps in the literature.</p>	<p>Compare and contrast the information from the five sources. Sources may have used similar methods to one another or had findings that were inconsistent with the other sources. Be sure to cover patterns, trends and gaps or explain if no gaps in the literature exist.</p> <p>Seek the common points or themes, Describe the interventions in the articles.</p> <p>COS p 29 unit 3 HAS AN EXAMPLE OF SYNTHESIS.</p>				
<p>B5. Recommendations</p>	<p>The developed recommendations incorporate the summary findings from the literature, and are appropriate for the proposed innovation. The recommendations are clear, specific,</p>	<p>Make recommendations based on the literature. The recommendation should reflect the need for the innovation, based on literature synthesis and what was found in the literature. How will the student proceed with the innovation based on the literature findings?</p>				

	and logical.	
C1. Idea Generation Process	The explanation is comprehensive and includes specific details about the process used to generate ideas from the CoP. The explanation is relevant to the proposed innovation.	<p>Discuss in detail the process you used during your clinical practice experience (CPE) to identify the innovative idea.</p> <p>Discuss consensus decision making process used during CPE to identify the innovative idea. Be specific. [You can copy and paste some information from CPE Phase 2].</p> <ol style="list-style-type: none"> https://www.lmpartnership.org/tools/interest-based-problem-solving-and-consensus-decision-making then click pdf D031 COS p. 19, Kea, B., & Sun, B. (2015). Consensus development for healthcare professionals. Intern Emergency Medicine, 10(3), 373–383. https://www.movetoamend.org/consensus-decision-making https://www.sciencedirect.com/science/article/pii/S2212017313002090 https://www.consensusdecisionmaking.org/
C2. Data Examples	The examples of big and small data provided are practical and relevant to the current healthcare setting. Key examples are provided, or their absence is reasonably justified.	<p>Be sure to describe examples of the use of both big and small data in the facility where innovation will occur. The big and small data do not have to relate to the innovation. In contrast to big data, small data is a data set of very specific attributes that can be created by analyzing larger sets of data.</p> <p>*You can go back and review the PA Task FAQs recorded cohort for help on this aspect</p> <p>*Small data is data in a volume and format that makes it accessible, informative and actionable. ... Big data is often said to be characterized by 3Vs: the volume of data, the variety of types of data and the velocity at which it is processed, all of which combine to make big data very difficult to manage.</p> <p>Here is a link to an article that outlines the difference between the two as well as the importance of both in the health care setting...</p>

		https://blog.trigent.com/the-importance-of-small-data-vs-big-data-for-healthcare/#:~:text=Small%20data%20helps%20them%20by,a%20certain%20period%20of%20time.
C3. Big Data Support	The discussion demonstrates an accurate understanding of how big data can be used to support the proposed innovation.	<p>Compare the current situation with the projected outcomes using data. <i>Health plans can also leverage data to be more predictive and proactive in outreach to at-risk members.</i> Big Data initiatives may uncover potential risks in certain members based on the analysis of aggregated behavior, demographic, and claim data. Payers can then offer preventative information.</p> <ul style="list-style-type: none"> Weberg, D., Davidson, S., Porter-O'Grady, T., & Malloch, K. (2019). <i>Leadership for evidence-based innovation in nursing and health professions</i>. Jones & Bartlett Publishers. Chapter 8, P. 245. https://bookshelf.vitalsource.com/#/books/9781284118100/cfi/6/36!/4/50/2@0:86.5
C4. Technology Enhancements	The described technology enhancements are specific, appropriate, and feasible for the proposed innovation. The description includes details about the proposed innovation and a plausible justification for the identified enhancements.	<p>Write about any necessary improvements to the existing technology.</p> <p>Does there need to be new or upgraded technology to successfully launch the innovation, such as software or hardware?</p>
D1. Disruption	The analysis demonstrates an accurate and in-depth understanding of disruption relevant to the proposed innovation	<p>This section is to be 'in-depth,' so include substantial details. Cover all three areas: individuals, processes, and organizations</p> <p>This section is to be 'in-depth,' so include substantial details. Cover all three areas: individuals, processes, and organizations. P. 54 of COS.</p>

	<p>and clearly identifies its potential impact on individuals, processes, and organizations.</p>	<p>One of the roles of an innovative leader is to be a disruptor. If there is an idea that is worth trying, disruptors push to test the implementation of the idea, even if it means treading into new territories. By the way – disruption is not meant to be a bad thing...Think of it this way, WGU has ‘disrupted’ how people access higher education in that learners no longer need to attend a brick and mortar institution and learners don’t need to be confined by rigid time schedules. Has there been resistance to this notion across the board? Sure – but sometimes we need to shake things up, right?</p> <p>The view that we have never done it that way before is not a reason to shelve a new idea. Weberg et al. (2019), Chapter 6, p. 179 https://bookshelf.vitalsource.com/#/books/9781284118100/cfi/6/32!/4/102/2@0:21.5</p> <p>Boehmer, K., Shippee, N., Beebe, T., & Montori, V. (2016). Pursuing minimally disruptive medicine: Disruption from illness and health care-related demands is correlated with patient capacity. <i>Journal of Clinical Epidemiology</i>, 74, 227-236. https://doi.org/10.1016/j.jclinepi.2016.01.006</p> <p>Christensen, C., Raynor, M., & McDonald, R. (2015). What is disruptive innovation. <i>Harvard Business Review</i>, 93(12), 44-53. Retrieved from http://pedrotrillo.com/wp-content/uploads/2016/01/Whatisdisruptiveinnovation.pdf</p>
<p>D2. Strategies to Mitigate Challenges</p>	<p>The developed strategies are specific and feasible to mitigate the challenges of disruption for individuals, processes, and organizations.</p>	<p>List how to address any problems or resistance that you may encounter as a result of launching this innovation. Focus on the positive effect of the disruption. List how the challenges disrupt individuals, processes and organizations.</p>
<p>D3. Leverage Benefits of Disruptive Innovation</p>	<p>The discussion includes a practical and plausible explanation of how the proposed innovation can leverage benefits of</p>	<p>Write about the ways that you can maximize the benefits of the disruptive innovation. Cover all required areas related to cost-effective, quality healthcare outcomes. As an example, if a patient education program via iPad saves a nurse time, this is a benefit to be leveraged.</p>

	<p>disruptive innovation relevant to identified cost-effective, quality healthcare outcomes.</p>	
<p>E1. Diffusion of Innovation</p>	<p>The discussion demonstrates a comprehensive and accurate understanding of diffusion of innovation and appropriately relates relevant information to the proposed innovation implementation plan.</p>	<p>Define Roger’s Diffusion of Innovation theory and explain how this could unfold as the proposed innovation is applied at the target facility. You should not only focus on the levels of adopters but also how people decide to adopt or reject an innovation.</p> <p>Pg. 63 D031 COS. Kaminski, J. (2011). Diffusion of innovation theory. <i>Canadian Journal of Nursing Informatics</i>, 6(2). Retrieved from http://cjni.net/journal/?p=1444</p> <p>Dearing, J. W. & Cox, J. G. (2018). Diffusion of innovations theory, principles, and practice. <i>Health Affairs</i>, 37(2),183-190. www.doi.org/10.1377/hlthaff.2017.1104</p> <p>You may use some information from CPE Phase 3 here.</p> <p>*Please see the Roger’s Theory of Diffusion of Innovation recorded cohort*</p>
<p>E2. Innovation Action Plan Table</p>	<p>The Innovation Action Plan is submitted using the template provided in the task directions. The information in the table is practical, accurate, and relevant to the proposed innovation.</p>	<p>Include all details listed in the table. This section may contain some information from section A2c.</p> <p>This information can come directly from CPE Phase 3 here.</p> <p>These could be the same team members from the original CPE innovation team but it could include other relevant members.</p>

E3. Financial Implications	The discussion includes thorough consideration of the financial implications for all stages of the implementation for the proposed innovation. The discussion is supported by specific, relevant, and accurate details, and it is meaningful to the planning process.	Review the costs that could occur during all stages of implementation [Planning, Implementation, Evaluation phases] including materials, salaries, training, IT specialist hours or design of a program, etc. If the innovation will save money or increase reimbursement, students may discuss that as well.
E4. Interprofessional Communication Plan	The communication plan considers all logistical components of facilitating the innovation and its usability including but not limited to who will give and receive communication, what will be communicated, and when and where the message will be communicated. The discussion is specific and relevant to the proposed innovation.	Include all aspects of this rubric point. Discuss who will communicate with leadership and stakeholders. (Who, what, when, where). This info will come from your CPE.

E5. Evaluation	The discussion details a specific, measurable, and clear plan for evaluation. The connection to the purpose statement and innovation goal is clear.	This connects back to A5 and A6 of the purpose statement and the SMART-C format. Describe what the success of innovation would look like. You can measure success with a benchmark or goal. One measure to evaluate is if the SMART-C goal was met.
F1. Purpose and Rationale	The submission reiterates the purpose statement and rationale, and both are clear, accurate, and relevant to the proposed innovation.	Explain the purpose of the proposed innovation. This is essentially a conclusion that incorporates rubric sections A5 and A6, the purpose statement and SMART-C goal.

F2. Reflection	The reflection is insightful as it relates to the key tenets of the process of innovation. Significant personal experiences with the process of innovation are referenced.	Students may write this reflection of the development of this innovation proposal in first person.
F3. Strengths and Challenges	The discussion includes specific and relevant examples of strengths and challenges relating to the process of developing the proposed innovation plan.	Name a few strengths and challenges that you and / or CoP encountered during the CPE. Describe lessons learned regarding what worked well, as well as obstacles encountered while working with the innovation team and/or on the CPE activities.
F4. Future Initiatives	The discussion of how lessons learned from this experience can be applied to future initiatives is clear, insightful, and logical.	Describe lessons learned regarding what worked well, as well as obstacles encountered while working with the CoP and/or on the CPE activities. How can lessons learned during the CPE and PA task process be applied to future innovations?
G. APA Sources	The submission includes in-text citations and references for content that is quoted, paraphrased, or summarized and demonstrates a consistent application of APA style.	<p>The references provided in the D031 paper template are examples of APA formatted documents. Be sure to DELETE any references in the template that you have not cited in the body of the paper.</p> <p>https://apastyle.apa.org/blog https://cm.wgu.edu/t5/Writing-Center-Knowledge-Base/I-Need-Help-with-APA-7th-Edition-Style/ta-p/33524</p>
H. Professional Communication	Content reflects attention to detail, is organized, and focuses on the main ideas as prescribed in the task or chosen by the candidate. Terminology is pertinent, is used correctly, and effectively conveys the intended meaning. Mechanics, usage, and grammar promote accurate interpretation and understanding.	<p>WGU Writing Center is a great resource for writing tips. The Writing Center offers a variety of options for student support for APA, professional communication concerns, and the writing process, ranging from self-serve resources to live events. Encourage students to use these resources as soon as they begin writing a task. One-on-one student appointments should be reserved for students with the greatest need. If the student needs a one-on-one session, please contact the Writing Center at writingcenter@wgu.edu.</p>