NURS 4303

RN-BSN PROGRAM

Nursing Informatics

January 5th - February 22nd 2015
Course Title: Nursing Informatics  
Course Number: NURS 4303  
Placement: Undergraduate Nursing Course Inventory  
Academic advising required. Approval by the Director of the RN/BSN Program  
Course pre-requisites: None  
Credit Allocation: Three (3) semester hours  
Faculty Information: Audrey Tolouian, EdD, MSN, RN  
Clinical Instructor  
Virtual Office Hours by Appointment  
Work: 915-667-2696 (no UTEP campus office)  
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Catalog Course Description  
This course introduces nursing informatics as an integration of nursing, computer, and information sciences for the support of nursing practice. It will acquaint practicing nurses with the effective utilization of technology and its applications throughout all aspects of health delivery.

Rationale for This Course  
The content and related learning activities presented in this course will prepare nurses in all areas of clinical practice with the essentials that influence current and future practice. Outcomes include:  
1. Become an active user of technology and electronically available information.  
2. Acquire the knowledge foundation to actively participate in the selection and implementation of information technology.  
3. Become a discriminating collaborator in the process of utilization of systems to support and enhance the achievement of quality, effective and efficient nursing goals.  
4. Understand the role technology plays in the goals of quality assurance, risk management, increased patient safety and greater utilization of evidence-based practice.

Course Objectives  
Upon the completion of this course, students will be able to:  
1. Discuss nursing and healthcare informatics competencies as they relate to the goals of clinical practice.  
2. Recognize the use and importance of nursing data for improving practice.  
3. Analyze web-based health content for literacy level, accuracy, and reliability of information for clinical populations.  
4. Describe examples of information technologies to expand information communication among nurses, health disciplines and health consumers.  
5. Assess the elements of effective electronic health records (EHR) to support and manage nursing practice.  
6. Describe the key role of clinician's involvement in the design, selection, implementation and evaluation of applications/systems in Healthcare.  
7. Utilize a variety of electronically accessible, credible resources applicable for nursing practice, including evidence-based practice.
Topical Outline
This course will incorporate a high level of interactivity among students, between students and faculty and with a wide variety of electronically available resources. Collaborative learning with peer and small group activities will be incorporated.

Course Introduction
1. Course Layout and Overall Expectations
2. Making Technology Work for Your Success
3. Meeting Course Expectations

Module Outlines
Lesson 1: Informatics in Healthcare
Lesson 2: Informatics and Patient Safety
Lesson 3: The Role of the Internet in Healthcare Informatics
Lesson 4: Information Services
Lesson 5: Implementing Information Services
Lesson 6: Electronic Health Records
Lesson 7: Personal Health Records
Lesson 8: Telehealth
Lesson 9: Enhancing Privacy and Security of Patient Information
Lesson 10: Information Technology Oversight
Lesson 11: Continuity Planning
Lesson 12: Informatics and Patient Outcomes

Course Summary

Course Grading
Course Grading is consistent with the criteria for all nursing courses.
90-100% = A
80-89% = B
75-79% = C
65-75% = D
Below 64% = F

Assignment grade percentage of total grade:
Discussion Board Postings: 20%
Quizzes: 40%
Website evaluation: 20%
Final Paper: 20%

Learning Activities
• Participation in 7 Discussion Boards
• Website Evaluation
• Resource Paper
• 6 quizzes

Textbook requirements

Video directions: www.youtube.com/watch?v=QKYPFpWCKKA&feature=youtu.be
Articles are assigned and available from library resources. There is a Libguide for this course available at: http://libguides.utep.edu/content.php?pid=91583&sid=682216 Students are encouraged to use this resource for links to all assigned readings.

Class Assessments
Course Calendar
Please look at the course calendar by clicking on the Calendar link on the left-side navigation bar. The calendar contains the scheduled progression through the lessons and due dates for assignments.

Class Participation
Due to the intensity of the 7-week format, I strongly recommend that you check into the course daily in order to keep up with the pace. E-mails are sent to your UTEP e-mail address, so be certain to activate it and check it daily as well.

There will be no incompletes offered in this course. Past experience has shown that if you cannot complete the course during the time allotted, you probably never will.

If week 1 Assignments are not completed by the weekly due date, you will be dropped from the class, unless prior arrangements were made with Dr. Tolouian.

Academic Dishonesty Statement
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Disabled Student Statement
In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.
Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

Copyright Notice
Copyright law protects many of the materials that are posted within this course. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Time Management
The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, course you should expect to spend:

3 hours of class time + 9 hours of study and prep time = 12 hours per week.

Technical Assistance
For technical assistance, please contact the HelpDesk. TELEPHONE: ON-CAMPUS EXTENSION 4357 (HELP) OFF-CAMPUS 915-747-5257 EMAIL: HELPDESK@UTEP.EDU LOCATION: LIBRARY ROOM 300

Refer to the Orientation to Online Learning (OTOL) for Software Requirements

Effective Electronic Communication Guidelines
Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect his or her right to think differently.
2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, and then explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
   a. **Reflection about meaning**: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
   b. **Analysis**: Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identifies hidden assumptions or fallacies in reasoning.
   c. **Elaboration**: Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
   d. **Application**: Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.
   e. **Synthesis**: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
   f. **Evaluation**: Assesses the accuracy, reasonableness, or quality of ideas.

Email Guidelines
At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication are lost. Consequently, interpreting emotions and innuendoes is far more
difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It is important that everyone keep this in mind when communicating electronically. Words in print may appear harmless; however, they can emotionally injure the person reading them. More information can be found at http://www.albion.com/netiquette.

**How to Succeed in an Online Course**

Online learning is not a spectator sport. It is everyone’s responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, someone else will.
- Reach out to others: Offer a fact, article, link or other item that can help others learn.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: Stay on topic to increase the efficiency of your learning.
- Take advantage of all the resources given to you to succeed in the class.

**Weekly Assignments:**

**Discussion Board Questions (DQ)**

There are predetermined Topics for discussion that correlate with the module(s).

Refer to the “Course Calendar” for dates and topics.

The format for the posting includes your initial response to the topic supported by your own thoughts/ideas and supported by at least one Evidence Based Source (other than our assigned readings).

When using outside sources they must be cited in the APA format.

Synthesis and application of assigned content is an essential element of each posting.

Postings must be fully developed to encompass correct spelling, appropriate grammar and sentence structure, and clarity of the response. Cursory and/or vague responses (“I agree”., “That’s interesting.”, etc.) will not receive credit. The depth of each response is key element in grading.

Original postings are to on the DB by Wednesday of the assigned week and postings to peers must be completed by Sunday of the assigned week (Refer to the Class Calendar).
Graded Assessments:

**Quizzes**—There will be three (6) short quizzes. Each quiz will be accessible for approximately three (3) days. Following the three (3) days the quiz will be closed and you will no longer have access to it. *It is crucial that you make sure Your computer system is functional and that you are familiar with how to respond to quiz items and how to save them. Only in extreme circumstances will a quiz be reopened.*

The quiz is time limited and may only be attempted once. The quiz items are of the multiple choice format and related to the assigned module.

Each quiz is automatically scored and the grade is released to you in the “My Grade” link.

*An item analysis is conducted following each quiz and, if indicated, adjustments will be made in the quiz score.*

Graded Assignments:

**Website Evaluation:** (See BlackBoard Link for FULL details)

Health literacy is a growing concern in health care. The lesson “Health Literacy” addresses this topic. We, as nurses, assume major responsibility for patient education which is often incorporated within our daily interactions with patients and their families. Formal patient education is documented within the patient record; often as part of “discharge instructions.” As the general population becomes more involved with gaining access to health information on the Internet, we need to become equally proficient in evaluating Internet sites that provide health information.

This assignment has 2 parts: A credibility assessment of a freely-accessible website with professional information and a website to use with a patient. Search the Internet for websites to use professionally and with a patient population. Choose one of each type (professional and patient referral) to evaluate.
1. Professional website: Using the credibility criteria enumerated in this lesson evaluate the professional website of your choice. Use the **6 defined standard criteria** that appear in Chapter 4. Describe how the website meets (or does not meet) each criterion. Draw a conclusion about the credibility of this website.

2. Patient Referral website: Using the readability criteria and appropriateness enumerated in this lesson, evaluate the patient referral website of your choice. Use at least **6 criteria** that appear below and describe how the website meets (or does not meet) each criterion. Draw a conclusion about the readability of this website.

**IMPORTANT:** Select View Rubric when you open the assignment to see exactly what I expect to find in this assignment and how it will be graded.

Submit your assignment as an attachment below. Do not copy and paste it into the box. The format will be wrong.

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The health care professional increases the opportunity for the health care information to be understood if an evaluation of the readability of material or a website is done prior to use. The following measures increase the opportunity for the low literacy individual to understand and retain the vital health information.

1. Define the purpose and benefits of the document from the patient's point of view.
2. Write or look for material with short sentences. The sentences should also use simple sentence structure and avoid compound or complex formats.
3. Decrease the use of polysyllabic words, or look for material which does not contain such words.
4. Do not use or avoid material with child-like wording or pictures. Low literacy adults are insulted by material written for children. Captions should clarify the point of the picture or visual.
5. Use or look for material that uses numbered and/or boldface key points.
6. Use consistent wording. The use of more than one word to describe a point is confusing to the low literacy reader.
7. Use the active voice for verbs.
8. Make use of more white areas on a page than printed words. The low literacy reader will be overwhelmed with a page covered by words. (Cornett, 2009) (Scholoman, 2004)

*Any 6 of these standards of readability are the standards to use when completing the readability portion the Website Evaluation Assignment*
Resource Paper

This course functions as a brief introduction to many topics in Nursing Informatics. The final paper, 2 to 4 pages double spaced in length, gives the student a chance to explore 1 topic in more detail. The topics the student may choose from are listed below. Each of these topics demonstrates information technology for clinical practice already in use, or has the potential to support practice. The topics are:

- Nanotechnology
- Personal Health Records
- Human Patient Simulators (HPS)
- Online Support Groups

Each topic has a "Resources" document with more information about the topic to assist the student. For complete directions, the Resource documents for all topics and grading rubric see the links below.

The paper should be between 2 to 4 pages long, double-spaced, supported by at least 1 journal article as reference from current literature and 1 credible website OR 2 journal articles, and be properly cited and referenced using APA format. Please DO NOT "cut and paste" your paper into the box--it ruins the format and makes it very difficult to read.

Also save copies of every assignment and cannot do that if you use the box.

- HPS resources UTTC.doc
- Nanotechnology Resources .pdf
- Online Support Groups Resources .doc
- Personal Health Record Resources UTTC.pdf

Practice Assignment

No points. Here is an opportunity for you to learn more about the Safe Assign tool used in this course.

Please submit, via a Microsoft Office Word document, a brief one paragraph paper describing why you believe nursing informatics is an important to the nursing profession. In addition, please place a paragraph or two from an Internet news source in the document, so you can see that the tool can correctly identify material that has been copied and pasted versus appropriately cited sources. I believe that this
exercise will be valuable to you, because, you will be able to gauge the effectiveness of this instrument within the course and not be penalized.

Please read the statement below and post to the Discussion Board thread by Sunday the 7th.

I have read the course syllabus for N-__4303 Spring 2015___ and understand my obligations to adhere to the policies described. Posting this is in place of written signature.

Please note, due to the expedited class schedule, if week one assignments are not completed by Sunday of the first week, you will be dropped from the class.