NURSING DEPARTMENT
BSN PROGRAM
NURS 4311 & NUR 321-
Nursing Informatics and Foundations for Nursing Informatics

SEMESTER HOURS: Three (3)
CONTACT HOURS: 3 clock hours of class
CLINICAL HOURS: N/A
PREREQUISITES: Admission to the BSN Program – BSN and RN-BSN Tracks

FACULTY INFORMATION:

Name: Juan Aguilar
Contact Information:
    Office Hours:
        Hours available via e-mail: After
        5pm
        Hours available on campus: N/A
    Hours available via phone office/home/cell: After 5pm
    Phone number(s): 830 734 8466
    University e-mail: jfa15ww@sulross.edu

COURSE DESCRIPTION:

This course introduces students to fundamental concepts related to nursing information, communication technologies, systems and skills and their impact on patient centered care. A variety of learning activities will engage students in the use of clinical information systems, electronic databases and health care records used to communicate and manage patient care data, support patient care decision making, and promote patient safety. Principles of legal, ethical and policy issues associated with information management in health care settings and how these concepts are used to analyze workflow, data trending, and system change in health care settings are addressed.

STUDENT LEARNING OUTCOMES:

The student will:

1. Describe the history and principles of information technology and its impact on nursing practice 2. Demonstrate the acquisition and retrieval of online nursing and patient related information resources 3. Describe patient care technologies, communication devices that support safe nursing practice.

4. Identify ethical standards of data security, confidentiality, and client's right to privacy
5. Outline regulatory requirements for information systems, patient technology and communication devices
6. Analyze a workflow design, integrating care coordination processes with the implementation of health care technologies
7. Explore the potential impact information technology will have on future nursing practice

REQUIRED TEXTS:

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1. Nelson, R. & Staggers, N. (2017). *Health informatics: An interprofessional approach (2nd ed.*). St. Louis: Elsevier.

2. Murphy, J., Goossen, W., & Weber, P. (2017). Forecasting informatics competencies for nurses in the future of connected health. Proceedings of the Nursing Informatics Post Conference 2016. Amsterdam: IOS Press. Available online at: http://ebooks.iospress.nl/ISBN/978-1-61499-738-2

3. Cates, A. (13thed.) (2017). *Annotated guide to the Texas Nursing Practice Act.* Austin, Texas: Texas Nurses Association.

4. Author (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, DC: American Psychological Association. (ISBN-1-55798-791-2).

OTHER REFERENCES:

1. American Association of Colleges of Nursing, (2021) The Essentials of Baccalaureate   Education for Professional Nursing Practice. Available online at www.aacn.org

2. Frye, E. & Schulte, F. (2019). Death by a thousand click: Where electronic health records went wrong. Retrieved on 5-4-2019 from http://fortune.com/longform/medical-records

3. HIMSS Learning Center Nursing Informatics https://www.himss.org/library/nursing-informatics 4. Honey, M., Collins, E., & Britnell, S. (2019). *Guidelines: Informatics for nurses entering practice.* Auckland: New Zealand. DOI: 10.17608/k6.auckland.7273037 retrieved on 5-6-2019

5. McBride, S., Tietze, M., Robichaux, C., Stokes, L., & Weber, E. (2018). "Identifying and addressing ethical issues with use of electronic health records" *OJIN: The Online Journal of Issues in Nursing, 23*(1), Manuscript 5. DOI: 10.3912/OJIN.Vol23No01Man05

6. Montalvo, I., (September 30, 2007). "The National Database of Nursing Quality Indicators™ (NDNQI®)" *OJIN: The Online Journal of Issues in Nursing.* Vol. 12 No. 3, Manuscript 2. Retrieved on 1/05/18 from http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume122007/No3Sept07/NursingQualityIndicators.html

7. Nursing Informatics (April 12, 2015). 2015 HIMSS Impact of the Informatics Nurse Survey retrieved on 5/6/2019 from https://www.himss.org/ni-impact-survey

8. Polin, S. (April 5, 2019). Amazon introduces Alexia in healthcare with HIPAA-compliant skills. Retrieved on April 6,2019 from https://searchhealthit.techtarget.com/news/252461228/Amazonintroduces-Alexa-in-healthcare-with-HIPAA-compliant-skills

9. Rotegard, A. K., Skiba, D. J., Barosa, S., & Alcazar, A. G. D (2018). Nursing Informatics 2018: ICT to improve quality and safety at the point of care. *Studies in health technology and informatics, Vol 250.* Amsterdam: IOS Press. ISSN 1879-8365 (online)

10. Sul Ross State University Student Handbook (2018). https://www.sulross.edu/page/2454/studenthandbook

11. Texas Nurses Association (2018). HIT: Healthcare information technology. Retrieved 5/6/2019 from https://www.texasnurses.org/page/HIT .

12. Texas Nurses Association and Texas Organization of Nurse Executives (2016). Statewide study assessing the experience of nurses with their electronic health records. Report to TNA and TONE Boards. Austin Texas Retrieved 5/6/2019 from https://www.texasnurses.org/page/HIT.

Web Resources
    NCSBN (2011). White paper: A nurse's guide to the use of social media. Chicago: NCSBN.
        Available at: https://www.ncsbn.org/3739.htm
    NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at:
        https://www.ncsbn.org/347.htm
    HIMMS – Transforming health through information and technology
        https://www.himss.org/whatnursing-informatics
        https://www.himss.org/library/why-online-journal-nursing-informatics-ojni-vital-read
    Nursing Informatics Learning Center http://nursing-informatics.com//index.html
    Online Journal of Issues in Nursing
        http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJ
        IN/TableofContents/vol132008/No2May08/TheTigerProject.html
    PATCH Assessment Scale v. 3 http://nursing-informatics.com/niassess/plan.html
    Sul Ross State University Student Handbook (2018).
        https://www.sulross.edu/page/2454/studenthandbook
    Tiger Connect https://www.tigerconnect.com/solutions/healthcare-professionals/nurses/
    TIGER Initiative https://www.himss.org/getinvolved/technology-informatics-guiding-educationreform-
        tiger-initiative
        https://www.himss.org/professionaldevelopment/tiger-initiative

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITES:

Reading Assignments are to be completed each week prior to the discussion board to prepare the student for discussion board. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Class, Discussion Board & Online Seminar Participation:
Students will participate in online collaborative activities that explore the role of technology and informatics within the Health Care setting. Students are expected to participate in weekly Discussion Board providing at least two (2) substantial comments each week. Students will post Initial Discussion on Wednesday 2355 PM and provide two (2) substantial comments on at least two peers before Sunday 2355 PM. Participation and collaboration is the key to learning from each other.

Class Group Presentation – Analysis of Point of Care Technology
Students will compare two point of care technologies designed to impact a health outcome for a specific illness or compare one point of care technology with a traditional approach to improving a health outcome for a specific illness. (Chapter 9 Nelson & Staggers)

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Professional Paper – Nursing Informatics
This learning activity provided students with the opportunity to investigate the role of informatics in providing, documenting, and analyzing patient-centered care.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluations:**

Course Requirements	Percentage
1. Participation in Discussion Board/Collaborations	30 %
2. Group Project & Presentation	30 %
3. Scholarly Paper	40%
Total points	100

3. **Calculation of Final Grade**: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

    Grading Scale
    A = 90 – 100; B = 80 – 89; C = 75 – 79; D = 70 – 74; F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments: When assigned, examinations or quizzes will be given via the use of BlackBoard. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Fifteen points per calendar day will be deducted for late submission of assignments. Assignments more than 2 days late will not be accepted and a grade of 0 will be given. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.

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COURSE SCHEDULE: (This schedule is subject to change by faculty.)

Module & Date	Topics & Objectives	Required Readings	Learning Activities, Assignments and Submission Dates

Week 1	**Topic: Introduction to Nursing Informatics**
	 Objectives:
	 1. History of Nursing Informatics
	 2. Theoretical Foundations
	    a. Foundation of Knowledge Model
	    b. Cognitive science
	    c. Information science
		• Ch 1, 2, 3, 4	• **Nurse Informatics Article 1 & 2**
			
			 • Discussion Board 1
			   1. Develop a definition of Health Informatics that you can use to describe and explain to a patient with limited literacy
			   2. Describe technology related literacies and explain their relationship to health informatics
			 Due: Sunday @ 2359
			
			 • Self assessment – Patch Assessment http://nursing-informatics.com/niassess/plan.html **Due: Sunday @ 2359**

Week 2	**Topic: Perspectives on Nursing Informatics** Objectives: 1. Human -Technology Interface 2. The art of Caring 3. Ethical Applications	• CH 12, 13, 14, 21	• Nurse Informatics Article/PPT 3 & 4 • Assign Groups for Presentation Project POC Technologies • Discussion Board 2 **1. What ethical concerns do you have about the sharing of health data online?** **2. What is the role of social media in health care and what do you see as the strengths and challenges of using social media in health care?** **3. Identify and define the factors that contribute to a user experience and explain how these**

Module & Date	Topics & Objectives	Required Readings	Learning Activities, Assignments and Submission Dates
			influence or improve the usability of health information technologies Due: Sunday @ 2359

Week 3	**Topic: Legal Aspects of Informatics** Objectives: 1. Scope and Standards 2. Legal Aspects of Nursing Informatics 3. Electronic Security	• CH 22, 25, 26	• Nurse Informatics Article 5 & 6 • Discussion Board 3 **1. What are the challenges and benefits of developing standardized terminology in Health care informatics?** **2. What is the difference between laws, regulations, Guidance or advisory documents?** **3. Define the following informatics concepts: privacy, security, confidentiality, integrity, availability, authenticity. What is the nurse's responsibility in relation to these concepts? How are these concepts represented in the Information Technology Security Policy of your institution?** **Due: Sunday @ 2359**
Week 4	**Topic: Applications of Informatics** Objectives: 1. Clinical Decision Making 2. Administrative information Systems 3. Workflow & meaningful use	CH 7,10, 27	• Nurse Informatics Article 7 • Discussion Board 4 **1. What are the major types of clinical decision support and their purposes?** **2. What is the difference between clinical and administrative health information systems?** **3. Define meaningful use and describe how the criteria for meeting meaningful use are measured.** **Due: Sunday @ 2359**
Week 5	**Topic: Information Systems** Objectives: 1. EHR and Clinical Informatics 2. Data Collection & Analysis	• CH 5, 6, 23	• Nurse Informatics Articles 8 & 9 **Class Group Presentation on POC Technologies** • Discussion Board 5 **1. What are the key components of electronic health records and their relationships?** **2. What is the meaning of interoperability and why is this important?** **3. What are benefits of electronic health records in relation to cost, access, quality, safety, and effectiveness?** **Due: Sunday @ 2359**
Module & Date	**Topics & Objectives**	**Required Readings**	**Learning Activities, Assignments and Submission Dates**

Week 6	**Topic: Informatics and consumer health literacy and safety** Objectives: 1. Promoting patient safety 2. Promoting patient engagement	• CH 24, 15	• Discussion Board 6 **1. Describe the role of health information technology in promoting patient quality and safety. How do the three national initiatives support these outcomes? 2. How do mobile health applications promote patient engagement? Due: Sunday @ 2359**
Week 7	**Topic: Using Informatics for community/ population health and Distance Care** Objectives: 1. Promoting community/population health 2. Telenursing and remote access	• CH 8 11,	• Turn in Professional Paper • Discussion Board 7 **1. How can professional nurses employ information technology to promote public health goals within a community? 2. What are the contributions and barriers to the use of telehealth and telenursing within a community? Due: Sunday @ 2359**
Week 8	**Topic: Future of Nursing Informatics** Objectives: 1. Examine Impact of new and emerging models of technology on nursing practice	• CH 35	• Final Class

COURSE EXPECTIONS:

Verbal and written responses to assignments incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics, and students' investigations into practice issues, and reviews of literature.

The course is designed to provide opportunities for you to participate in case analysis, demonstrate clinical reasoning, completion of e-learning assignments, scholarly writing, make professional presentations, and selfappraisal. APA format is used for written assignments.

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Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

Orientation to Course:

See schedule for dates and times for course orientation. The orientation provides students with instruction on

how to manage on line learning and to address questions concerning the course and course requirements.

Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must submit a snap-shot of picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, and activities to fully participate in the course and assignments.
6. Each member of the class can use computer technology and access resources via the Internet and other mobile technologies as needed for the course.

COMMUNICATIONS:

- Announcements – Check announcements each time you log onto the course.
- Course E-mail – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- Responses to e-mails and course postings – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.

- Assignments – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- Writing and use of APA format – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every scheduled class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and arrange to make up the assignments.
- The Blackboard platforms has a tracking feature that quantifies when and how often students are active in the course and provides information about which pages in the course students access. The Blackboard tracking function may be used to verify student online participation.
- By enrolling in this course, you are indicating that you have arranged your schedule and activities so that you can fully participate in the course and associate learning activities.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.

    a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.;

    b. Be careful with the tone of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insult;

    c. Do not use all caps in the message box (it is considered shouting);

    d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.

3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.

4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.

    a. Use a meaningful title in the Subject line. For e-mail, include course number.

    b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).

    c. Close the posting by writing your full name at the end of the message.

5. Discussion Boards are public, and the University archives all materials - Do not post anything too personal as all students in the class and your instructor will see what you write.

    a. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.

    b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.

    c. When posting a response, make sure you identify the post to which you are responding.

    d. If the topic you plan to address is covered in an existing thread, do not start a new thread.

    e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.

    f. Try not to lurk, meaning you are just reading and not participating.

6. Quality of online communications/postings is important

    a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source - use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source – using your own words to explain your understanding of the another's ideas or work, provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.

    b. If the posting is going to be long, use paragraphs;

    c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;

    d. Just as you would proofread a formal paper, before posting;

        i. Read what you have written for content;

        ii. Rethink what you have written for tone;

        iii. Reread what you have written for organization and coherence; and iv. Revise what you have written for grammar, punctuation and mechanics.

v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don't send large files someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

ACADEMIC HONESTY POLICY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a nonadministered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the RGC Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority,

and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

Guidelines for Professional Paper on Nursing Informatics

Objectives: The student will

1. Conduct online searches on selected topic.
2. Develop a presentation in collaboration with at least one other student on a selected topic that demonstrates:
   Clarity of thought
   Ability to analyze a professional topic
   Ability to select and interpret peer reviewed literature pertinent to the selected topic.
   Capacity to integrate knowledge for application in clinical practice Use APA format
   for references.

Activity: The student will select a topic and conduct online research on the topic; make a presentation to peers that is consistent with the Group Presentation Grading Rubric including the use of APA format.

Select Topic
Please note due date for the paper. (Week 7)

Research
You are expected to utilize online search tools and available resources located in the library. Submit evidence of your research process by including references and resources using APA format and validating that the reference is a peer-reviewed source.

In your research seek to answer to the following questions concerning your topic: 1.
   Why is this topic significant to Nursing Informatics
   2. What is the history/context of this topic?
   3. What standards address this topic?
   4. Why is this topic important to the nursing profession?
   5. How will you use knowledge gained in nursing practice?

Grading
Refer to the Group Presentation Grading Rubric for the assignment. Submit the presentation to course assignment.

Professional Paper Grading Rubric

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Student: _____ Date: _____

 Paper title: _____
Total Possible points = 100   Student points and letter grade _____/_____

Section			
Introduction 15=___	Define and describe selected topic **Points 10-15**	States and defines topic **Points 1-9**	Topic not described **Points 0**
Body 50=____	Responds the questions: 1. Why is this topic significant to Nursing Informatics 2. What is the history/context of this topic? 3. What standards address this topic? 4. Why is this topic important to the nursing profession? 5. How will you use knowledge gained in nursing practice? **Points 40-50**	Partially responds to questions. **Points 1-39**	Fails to address questions **Points 0**
Summary 15=____	Succinct summary of topic and key current/future issues. **Points 10-15**	General comments about the subject and some issues **Points 1-9**	Does not fully address topic and issues **Points 0**
Format 20=____	Adheres to APA format with cover page, body not to exceed two (2) pages, doublespaced in 12-point font. References properly formatted by APA. **Points 15-20**	Partially adheres to APA format **Points 1-14**	Fails to adhere to APA format **Points 0**
	Total Points – Maximum of 100		

Comments and suggestions:

Faculty: _____
Group Project & Presentation

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Appraisal of Point of Care Technology

Compare two point of care technologies designed to impact a health outcome for a specific illness or compare one point of care technology with a traditional approach to improving a health outcome for a specific illness. (Chapter 9 Nelson & Staggers)

Point of Care Technology (name, cite source)	Description	Effectiveness	Impact on Patients	Impact on Nurses
PCT / Illness/ Health Outcome				
PCT or Traditional Approach /Illness/ Health Outcome				
Comparison				
Summary				
References:				

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

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The Table below demonstrates which elements of TBON DECs and AACN Essentials are addressed in relation to course objectives.

Objectives	TBON DECs	AACN Essentials
1. Describe the history and principles of information technology and its impact on nursing practice	I-B-2, 4, 6, 7; 1-4; I-C-3, 5; I-D 1-5; II-B-1-3, 5, 12; II-C-3, 4; II-D 1-5; II-E 2-4 & 7-12	I, III, V
2. Demonstrate the acquisition and retrieval of online nursing and patient related information resources	I-B 2a, b; I-B 2, 3; I-B, 4-9; III-B-5, 7	VI, VII
3. Describe patient care technologies, communication devices that support safe nursing practice.	I-A2; I-B-1-8; I-C-2; IIE-8-11; III-C1, 2, 3; III-D1, 2, 3; III-E 1-4; IIIF1-3; IV-A1-4	I, II, V
4. Identify ethical standards of data security, confidentiality, and client's right to privacy	II-A 2b, 3; II-D-3,4; E8-11; F3, 5,6; III-A1-6; B-1-5; C-1; D-1; E-1; F-1,2; IV-C4-8; IV-D2, 4, 6, 7; IV-F1-4	V, VI
5. Outline regulatory requirements for information systems, patient technology and communication devices	I-B4-7; I-C 1-6; II-H-4; IV-C-4-8;	III, IV
6. Analyze a workflow design, integrating care coordination processes with the implementation of health care technologies	I-B-1-5; I-C-5; I-D-1-4	VII
7. Explore the potential impact information technology will have on future nursing practice	I-A 1-4; 1-D 1-4; II-D2, 4, 5; II-E_ 7-11; II-H-1-7; III-A-4-6; III-B- 35; III-C; IV-B-3,4; IVD-1-3;	VI; VIII