SUL ROSS STATE UNIVERSITY DEPARTMENT OF NURSING

NURS 4311- Nursing Informatics

RN-BSN Program

SEMESTER HOURS: Three (3)

CONTACT HOURS: 15 clock hours of class

CLINICAL HOURS: N/A

PREREQUISITES: Admission to the BSN Program – BSN and RN-BSN Tracks

FACULTY INFORMATION:

Name: Melissa Massey, DNP, RN

Contact Information

Hours available via e-mail: I will respond to emails within 24 hrs.

Hours available via phone: Virtual by appointment

Hours available by appointment: Monday 5-7pm cst, and by appt as needed, and as needed by appointment

Phone number: 817-988-5002 (8am-7pm), texts are acceptable

University Email: Melissa.Massey@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:

Each student enrolled in this course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing Programs (DEC's), the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSM Essentials), and the QSEN Knowledge, Skills and Attitudes (KSA's) in this course. The student will be able to:

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:

1. Author (2020). Publication manual of the American Psychological Association (7th ed.) Washington, DC: American Psychological Association. (ISBN-1-55798-791-2).
2. Open education resources (OER)- Free eBooks

Clinical Nursing Skills (https://assets.openstax.org/oscms-prodcms/media/documents/Clinical-Nursing-Skills-WEB.pdf)

Medical-Surgical Nursing (https://assets.openstax.org/oscms-prodcms/media/documents/MedicalSurgical_NursingWEB.pdf)

Fundamentals of Nursing (https://assets.openstax.org/oscmsprodcms/media/documents/Fundamentals_of_Nursing__WEB.pdf)

OTHER REFERENCES:

1. American Association of Colleges of Nursing, (2021) The Essentials of Baccalaureate Education for Professional Nursing Practice. Available online atwww.aacn.org
2. Sul Ross State University Student Handbook (2018).https://www.sulross.edu/page/2454/student- handbook
3. Texas Nurses Association (2018). HIT: Healthcare information technology. Retrieved 5/6/2019 fromhttps://www.texasnurses.org/page/HIT .
4. 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 fromhttps://www.texasnurses.org/page/HIT.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS LEARNING ACTIVITIES:

Class Participation

Students will engage in online collaborative activities. Student dialogue will focus on developing professional perspectives. identifying the trends and issues in professional nursing and analyzing factors that affect professional nursing. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Discussion Forums

Students will participate in weekly discussion forums providing at least three (3) substantive posts each week with a supporting reference.

Professional Paper

Professional papers are to provide students with the opportunity to explore a topic related to trends and issues in nursing, use references, and demonstrate the mechanics of professional writing and use of APA 7th edition format.

ASSESSMENT OF STUDENT LEARNING

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

Summary of Measures for Evaluations:

Course Requirements	Points
Discussion Boards	50%
Professional Papers	50%
Total Points	100%

Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

Grading Scale

A = 90 – 100
B = 80 – 89
C = 75 – 79
F = 74 – 0

POLICIES FOR EXAMS AND ASSIGNMENTS

Online testing/Assessments: When assigned, examinations will be given via the use of Blackboard or faculty-proctored exams in the classroom. 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 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. Ten points per calendar day will be deducted for late submission of assignments. Assignments will not be accepted 3 days late. 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 and make-up assignment extensions can be arranged without penalty.

NURS 4311- Nursing Informatics

(This schedule is subject to change by faculty as needed.)

Class Weeks will be from Sunday 12:00 midnight –Sunday 11:59 PM Central Time. All assigned work activities for the week must be completed by Sunday midnight unless otherwise indicated by the instructor. Discussion Boards – The initial entry for the week's discussion board must be completed by Wednesday at 11:59pm. Two substantive responses to classmates' initial entry must be completed by Sunday 11:59pm. No Late submission on Discussion Post will be accepted.

Module	Topics & Objectives	Learning Activities, Assignments
Week 1	**Weekly Outcomes** 1. Describe the relationship between informatics, information systems, and healthcare. (COs 1, 2, 3, 6, and 7) 2. Define nursing informatics. (CO 1) **Main Topics** • Information Systems • Knowledge **Concepts/Exemplars** • Introduction to Information Systems in Healthcare • Foundation of Knowledge Framework • Clinical Information Systems	**Academic Integrity Attestation** **Introduction Post- Due Friday** **Week 1 Discussion Post- PATCH SELF Assessment**
Week 2	**Weekly outcomes** Describe functions of healthcare technology. (COs 1, 2, 3, 4, 5, and 7) Identify how technology affects ways of knowing in nursing and healthcare. (COs 2, 3, 4, and 5) **Main Topics** Technology and Informatics Technology Literacy Patient Care Technologies Clinical Judgment Decision Support Systems **Concepts/Exemplars** Healthcare Technologies Patient Care Technologies	**Week 2 Discussion Post**

Week 3 (Continuation of previous content)	**Weekly outcomes** Describe functions of healthcare technology. (COs 1, 2, 3, 4, 5, and 7) Identify how technology affects ways of knowing in nursing and healthcare. (COs 2, 3, 4, and 5) **Main Topics** Technology and Informatics Technology Literacy Patient Care Technologies Clinical Judgment Decision Support Systems **Concepts/Exemplars** Healthcare Technologies Patient Care Technologies	**Week 3 Essay**
Week 4	**Weekly outcomes** Discuss the effect of information systems on the local, regional, and global levels. (COs 1, 4, 5, 6, and 7) Analyze the ways that technologies influence the delivery of healthcare. (COs 1, 2, 3, 4, 5, 6, and 7) **Main Topics** Impact of Technology on Healthcare and Patients Health Disparities Population Health Culture Diversity **Concepts/Exemplars** Informatics and Population Health Technology and Delivery of Healthcare Telehealth	**Week 4 Discussion Post**
Week 5	**Weekly outcomes** Discuss the effect of information systems on the local, regional, and global levels. (COs 1, 4, 5, 6, and 7) Analyze the ways that technologies influence the delivery of healthcare. (COs 1, 2, 3, 4, 5, 6, and 7) **Main Topics** Impact of Technology on Healthcare and Patients Health Disparities Population Health Culture Diversity	**Week 5 Presentation**

	Concepts/Exemplars Informatics and Population Health Technology and Delivery of Healthcare Telehealth	
Week 6	**Weekly outcomes** Explain how the use of data & technology supports the development of knowledge and best practices. (COs 1, 2, 3, 4, 5, 6, and 7) Appraise online resources that provide healthcare information. (COs 1, 2, and 7) Identify the impact of electronic resources on health literacy. (COs 1, 2, and 4) **Main topics** Benefits of Informatics To Health Care Professionals To Clients Electronic Resources for Nurses Available Applications Internet Intranet Electronic Resources for Clients Health Literacy Health Education **Concepts/Exemplars** Informatics and Evidence-Based Practice Electronic Resources and Nursing Knowledge Electronic Resources and Health/Information Literacy	**Week 6 Discussion Post**
Week 7	**Weekly Outcomes** Describe patient-care technologies as appropriate to address the needs of a diverse patient population. (CO 1) Analyze data from all relevant sources, including technology, to inform the delivery of care. (CO 2) Define standardized terminology that reflects nursing's unique contribution to patient outcomes. (CO 3) Discuss the principles of data integrity, professional ethics, and legal requirements related to data security, regulatory requirements, confidentiality, and client's right to privacy. (CO 4) Identify patient care technologies, information systems, and	**Week 7 Discussion Post**

	communication devices that support safe nursing practice. (CO 5) Investigate safeguards and decision-making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers. (CO 6) Discuss the value of best evidence as a driving force to institute change in delivery of nursing care. (CO 7) **Main Topics** Nurses as Knowledge Workers Standardization of Nursing Informatics **Concepts/Exemplars** Informatics and Professional Identity	
Week 8	**Weekly outcomes** Explain how the use of data & technology supports the development of knowledge and best practices. (COs 1, 2, 3, 4, 5, 6, and 7) Appraise online resources that provide healthcare information. (COs 1, 2, and 7) Identify the impact of electronic resources on health literacy. (COs 1, 2, and 4) **Main topics** Benefits of Informatics To Health Care Professionals To Clients Electronic Resources for Nurses Available Applications Internet Intranet Electronic Resources for Clients Health Literacy Health Education **Concepts/Exemplars** Informatics and Evidence-Based Practice Electronic Resources and Nursing Knowledge Electronic Resources and Health/Information Literacy	**Week 8 Discussion Post**

COURSE EXPECTATIONS:

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, and scholarly writing, make professional presentations, and engage in self-appraisal. APA format is used for written assignments.
Refer technical difficulties related to Blackboard Collaboration to IT resources as soon as possible. **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 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.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work 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., students 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 hour 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, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

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 email – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday- Friday.

- 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 and/or techassist@sulross.edu.

- Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email & if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.

- Writing and use of APA: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines. http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting.

- 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.

- 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, email or text as soon as possible and make arrangements to make up the assignments.

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 email 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 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. 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).

b) Close the post by writing your full name at the end of the message.

5. Emails and 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 Email and 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-using 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 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 an email or discussion.

e) Read what you have written for content.

f) Rethink what you have written for tone.

g) Reread what you have written for organization and coherence; and

h) Revise what you have written for grammar, punctuation and mechanics.

i) Once you submit your work, discussion, or e-mail, you cannot change what you have written

MANDATORY UNIVERSITY STATEMENTS

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 non- administered 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.

Statement for use of AI

The rise of generative AI technologies—such as ChatGPT and DALL·E—has generated significant interest among students in our field. These tools can support a range of academic activities, including idea generation, deeper exploration of complex questions or problems, and creative engagement with course materials.

In this course, we may incorporate generative AI tools (e.g., ChatGPT) to critically examine how such technologies can enhance our understanding of the subject matter. You will receive clear instructions regarding when and how these tools may be used, along with appropriate guidance on attribution where applicable.

Please note: Any use of generative AI tools outside where specified guidelines permit will be considered a violation of academic integrity and treated as plagiarism.

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 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 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.

AMERICANS 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.

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.

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES

Applicable BON Baccalaureate Differentiated Essential Competencies

I. Member of the Profession:

A. Function within the nurse's legal scope of practice and in accordance with the policies andprocedures of the employing health care institution or practice setting.

B. Assume responsibility and accountability for the quality of nursing care provided to patients,families, populations, and communities.

C. Promote the practice of professional nursing through leadership activities and advocacy.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self- analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence- based practice outcomes, and research studies as the basis for decisionmaking and comprehensive patient care.

B. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.

C. Coordinate human, information, and materiel management resources in providing care forpatients, families, populations, and communities.

III. Patient Safety Advocate:

A. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board ofNursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.

IV. Member of the Health Care Team:

A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.

B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities.

E. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.

Last Page of Syllabus

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

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	1.1, 2.6, 3.5, 4.2, 5.1, 6.3, 7.1, 8.1, 8.2, 8.3, 9.2
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	1.2, 2.4, 3.1, 5.1, 6.4, 7.3, 8.1, 8.2, 8.3, 9.6
3.Describe patient care technologies, communication devices that support safe nursing practice.	I-A2; I-B-1-8; I-C-2; II- E-8-11; III-C1, 2, 3; III- D1, 2, 3; III-E 1-4; III- F1-3; IV-A1-4	1.3, 2.2, 3.1, 4.3, 5.1, 6.1, 7.1, 8.1, 8.4, 8.5, 9.2, 9.5, 10.3
4.Identify ethical standards of data security, confidentiality, and client's right to privacy	1. A 2b, 3; II-D-3,4; E2. 11; F3, 5,6; III-A1-6; 3. 1-5; C-1; D-1; E-1; F- 4. 2; IV-C4-8; IV-D2, 4, 5. 7; IV-F1-4	1.1, 2.1, 2.7, 3.4, 4.3, 5.2, 6.1, 6.4, 7.2, 7.3, 8.1, 8.2, 8.3, 8.5, 9.1, 9.4, 10.2
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;	1.3, 2.3, 3.5, 3.6, 5.2, 5.3, 6.1, 6.3, 6.4, 7.1, 8.1, 8.2, 8.3, 8.4, 8.5, 9.4
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	1.3, 2.2, 2.9, 3.2, 3.3, 3.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.3, 8.2, 8.3, 8.5, 9.2, 10.3

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- 3-5; III-C; IV-B-3,4; IV-D-1-3;	1.1, 1.3, 2.4, 2.5, 2.7, 3.6, 4.1, 5.2, 6.3, 8.2, 8.3, 8.5, 9.2, 10.3