**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**NURS 6324 Clinical Information Systems**

**Spring 2018**

## Instructor(s)

Lauren St. John, DNP, FNP-C, RN

**Office Location**

Remote, off-campus.

## Office Telephone Number

(419) 654-6492

## Email Address

lauren.stjohn@uta.edu

## Faculty Profile

https://mentis.uta.edu/explore/profile/lauren%20-st%20-john

## Office Hours

Virtual office hours. Monday – Friday by appointment.

## Maximum Timeframe for Responding to Student Communication

Response to student emails can generally be expected within 24 hours or with a 48 hour maximum time frame. Response to student assignments may be expected within 72 hours.

## Section Information

2182-NURS-6324-400

## Time and Place of Class Meetings

Course is delivered asynchronously online. There are no scheduled face-to-face class meetings.

## Description of Course Content

## Focuses on the selection and use of information systems/technology to provide health care and to evaluate patient care programs, outcomes, and systems. Prerequisite: NURS 6320 or concurrent enrollment; Doctoral standing. DNP or PhD Program. Knowledge of American Psychological Association (2011) formatting of manuscripts

## Student Learning Outcomes

## Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

## Analyze critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.

## Critique strategies for evaluation and resolution of ethical/legal informatics/technology issues within healthcare systems.

## Interpret practice based data and identify important trends.

## Develop interventions based on the analysis of data to improve outcomes.

## Required Textbooks and Other Course Materials

McBride, S. & Tietze, M. (2016). Nursing Informatics for the Advanced Practice Nurse: Patient Safety, Quality, Outcomes, and Interprofessionalism. Springer Publishing Company. ISBN: 978-0-8261-2488-3

American Psychological Association (2010). Publication manual (6th ed.). Washington, DC: Author. ISBN: 9781433805615.

## Descriptions of major assignments and examinations with due dates

|  |  |  |
| --- | --- | --- |
| **Assignment Name** | **Description** | **Due Dates** |
| Formal Discussion (Module 2) | Engage in a discussion on the topic of social media on the discussion board. You are expected to respond to an initial discussion prompting by Wednesday and respond to at least two of your peers by Sunday of this module. Grading criteria for discussions is provided in the course. | Respond to initial discussion prompting by **Wednesday of Module 2** (11:59pm Central Time)  Responses to your peers by **Saturday of Module 2** (11:59pm Central Time) |
| End-User Interview (Module 3) | Interview a nurse working in the clinical environment who regularly uses a clinical information system. Collect data about the perception of usability of the system. Grading criteria and an interview guide will be provided. You will report the most meaningful moments in a PowerPoint presentation that will be posted to a discussion board area along with an audio clip of the interview. You are expected to review the interviews of your peers and discuss. | PowerPoint and Interview audio posted to discussion board by **Wednesday of Module 3** (11:59pm Central Time)  Review your colleagues’ interviews and respond to at least 3 interviews on the discussion board. Also be courteous and respond to all postings directed to you by **Saturday of Module 3** (11:59pm Central Time) |
| Data Gap Analysis (Module 4) | Choose a workflow process that your healthcare organization might seek to improve. Comparing the current state with the desired state of the process, conduct a data gap analysis as it relates to the workflow process for quality improvement. Publish the results of your data gap analysis in your student e-Portfolio on WordPress. Grading criteria and guidelines are provided in the course. | Create your WordPress e-Portfolio if you haven’t in a previous course already and invite your instructor to view your e-Portfolio submissions by **Wednesday of Module 4** (11:59pm Central Time)  Data gap analysis completed and published to WordPress e-Portfolio for faculty viewing by **Sunday of Module 4** (11:59pm Central Time) |
| Formal Discussion (Module 5) | Engage in a discussion on the topic of legal and ethical issues relating to information technology on the discussion board. You are expected to respond to an initial discussion prompting by Wednesday and respond to at least two of your peers by Sunday during the discussion week. Grading criteria for discussions is provided in the course. | Respond to initial discussion prompting by **Wednesday of Module 5** (11:59pm Central Time)  Responses to your peers by **Saturday of Module 5** (11:59pm Central Time) |
| Data Scientist Position Description  (Module 6) | Create a hypothetical case study scenario that warrants the need for a data scientist within your organization. Write a position description for the data scientist. Include responsibilities and action items. The position description should be formatted in an organized and professional manner such as what you might see on a job advertisement board. This assignment does not need to have the format of an APA paper. | Submit your position description to the drop box in Blackboard by **Sunday of Module 6** (11:59pm Central Time) |
| Database Project  (Module 8) | Demonstrate the use of a publicly available database to develop intervention(s) to improve a health care outcome. In an APA-formatted report, present an analysis of the data that identifies trends that validate the health care problem. Connect the data analysis to the development of two targeted interventions for improving the health care issue. Show how the data can be used in the implementation and evaluation phases of the intervention. Grading criteria and guidelines are provided in the course. | Submit a final report of no more than 10 pages to the drop box in Blackboard by **Friday of Module 8** (11:59pm Central Time) |

## Course Schedule

The course schedule is posted on the course Blackboard for student viewing. *The instructor for this course reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

## Course Outcomes and Performance Measurement:

| Course Objective(s) | Module Number and Objective(s) | Assignment  (Practice) | Assessment Item **(Showing Mastery)** |
| --- | --- | --- | --- |
|  |  |  |  |
| Evaluate consumer health information sources for accuracy, timeliness, and appropriateness. |  |  |  |
|  | Assess health information resources available to support patient engagement (2) | Learning Activity: Tools for Change (2) |  |
|  | Apply the criteria for evaluating consumer health information sources (2) | Learning Activity: Consumer Health Information Exercise (2) | Formal Discussion: Social Media (2) |
|  | Investigate social media sources of health information for accuracy and timeliness (2) | Learning Activity: Twitter Exploration (2) |  |
|  | Respond to a patient case where consumer health information sources need to be addressed (2) |  | Formal Discussion: Social Media (2) |
| Analyze critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. |  |  |  |
|  | Outline key components of regulation and policy driving the change underway in the U.S. healthcare system (1) |  | End-User Interview Assignment (3) |
|  | Discuss the evolution of the electronic health record within health care organizations including federal initiatives, health care system impact, and clinical rationale (1) |  | End-User Interview Assignment (3) – interview and peer discussion portions |
|  | Recognize the components of the systems development life cycle (SDLC) within a health care organization (3) |  | End-User Interview Assignment (3) – presentation and peer discussion portions |
|  | Discuss meaningful use in terms of the systems development life cycle (SDLC) (3) | End-User Interview Assignment (3) – interview portion |  |
|  | Compare and contrast the roll out of electronic health records under federal guidelines (3) |  | End-User Interview Assignment (3) – peer discussion portion |
| Critique strategies for evaluation and resolution of ethical/legal informatics/technology issues within healthcare systems. |  |  |  |
|  | Analyze practical ways of applying the ethical model for ethical decision making to manage legal and ethical dilemmas in nursing informatics. (5) |  | Formal Discussion: Ethics/Legal (5) |
|  | Discuss legal and ethical dilemmas surrounding the use of healthcare information technology. (5) |  | Formal Discussion: Ethics/Legal (5) |
| Interpret practice based data and identify important trends. |  |  |  |
|  | Perform a gap analysis to determine where data  standards might need to be created (4) |  | Data Gap Analysis (4) |
|  | Develop a position description for a data scientist that explains the skills for data mining in a case study scenario (6) |  | Data Scientist Position Description (6) |
|  | Describe some simple steps in using common software available that can support you in analyzing and interpreting practice-based data for quality improvement (7) | QI Macros – discussion portion (7) |  |
|  | Practice statistical analysis and running common tests for examining quality and patient safety issues (7) | QI Macros – application portion (7) |  |
|  | Present an interpretation of publicly available data and data trends that validate a health care problem (8) |  | Database Project (8) |
| Develop interventions based on the analysis of data to improve outcomes. |  |  |  |
|  | Examine workflow redesign within a quality-improvement strategy to improve the practice setting using health information technology (4) |  | Data Gap Analysis (4) |
|  | Formulate the methods for analyzing data in a case study (6) | Data Analytics Case Study (6) |  |
|  | Explain how the tools and analytic approaches used in data analysis inform the development of interventions (6) | Data Analytics Case Study (6) |  |
|  | Critique the life-cycle of four clinical decision support intervention programs for quality improvement (7) | Clinical Decision Support Programs – Questions for Consideration (7) |  |
|  | Demonstrate the use of a publicly available database to develop intervention(s) to improve a health care outcome (8) |  | Database Project (8) |

## Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to participate in this online course at least 4-5 days per week. Participation is noted through evidence of student engagement with the course materials on Blackboard.

## Other Requirements

This course is offered in entirety as an online format through Blackboard. It is a requirement and responsibility of each student to have access to a computer and a high-speed Internet connection on a daily basis. Review UT Arlington’s hardware recommendations: <http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php> and Blackboard’s browser requirements: <http://www.uta.edu/blackboard/browsertest/browsertest.php>.

You will use your Net ID and password to login to Blackboard at <https://elearn.uta.edu/>. It is your responsibility to become familiar with Blackboard and how to access course components. There are several Blackboard resources for students including <http://www.uta.edu/blackboard/students/index.php> and <http://help.blackboard.com/>.

This course requires the use of word processing and presentation software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UT Arlington bookstore <http://www.uta.edu/bookstore>.

**Please do NOT request altered due dates or times; you are expected to adhere to the course schedule. Special Note: Papers that are uploaded will be graded as is. Failure to upload the correct paper version OR uploading the wrong paper will result in point deductions as described above. The faculty is NOT responsible for notifying the student the wrong paper was submitted. Verify every upload carefully. If faculty is unable to open a paper, it may receive late points as described.**

**ALL papers must be submitted as MS-Word documents—no exceptions (do not send as Apple documents, pdf, or rtx). Papers sent in non-word documents will not be graded and resubmitted papers will be treated as late. All discussion question responses are to be posted on Blackboard; attachments are not accepted.**

**Clinical Hours**

No clinical hours required for this course.

## Grading Policy

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83-91

C = 74-82

D = 68 to 73 – cannot progress

F = below 59 – cannot progress

| **Required Components for Course Credit** | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
| Formal Discussion (Module 2) | 10% |
| End-User Interview | 20% |
| Data Gap Analysis | 20% |
| Formal Discussion (Module 5) | 10% |
| Data Scientist Position Description | 15% |
| Database Project | 25% |

## Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

## Late Assignments / Assessments:

Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero.

## Expectations of Out-of-Class Study

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc.

## CONHI – Drop Policy

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Academic Advisor @ MSNAdvising@uta.edu.

Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>.  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20176>

1.      A student may not add a course after the end of late registration.

2.      A student dropping a graduate course after the Census Date but on or before the last day to drop may receive a grade of W. Students dropping a course must:

(1)  Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Census Day: 03/26/2018**

**Last day to drop or withdraw 04/23/2018 by 4:00 p.m. CT**

## Disability Accommodations

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability.

Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\olivier\AppData\Local\Temp\jmhood@uta.edu).

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS) , or call (817) 272-6593.

**The English Writing Center (411LIBR)**:The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Success Faculty:** In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: [donelle@uta.edu](mailto:donelle@uta.edu).

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  [schira@uta.edu](mailto:schira@uta.edu).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

If you are unable to resolve your issue contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Librarian to Contact:**

|  |  |  |
| --- | --- | --- |
| Peace Williamson  817-272-6208  [peace@uta.edu](mailto:peace@uta.edu) | Lydia Pyburn  817-272-7593  [llpyburn@uta.edu](mailto:llpyburn@uta.edu) | Heather Scalf  817-272-7436  [scalf@uta.edu](mailto:scalf@uta.edu) |

Contact all nursing librarians:

[library-nursing@listserv.uta.edu](mailto:library-nursing@listserv.uta.edu)

**Helpful Direct Links to the UTA Libraries’ Resources**

|  |  |
| --- | --- |
| **Research Information on Nursing** | [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |
| **Library Home Page** | <http://library.uta.edu/> |
| **Subject Guides** | <http://libguides.uta.edu> |
| **Ask us** | <http://ask.uta.edu> |
| **Database List** | <http://libguides.uta.edu/az.php> |
| **Course Reserves** | <http://pulse.uta.edu/vwebv/enterCourseReserve.do> |
| **Library Catalog** | <http://uta.summon.serialssolutions.com/#!/> |
| **E-Journals** | <http://pulse.uta.edu/vwebv/searchSubject> |
| **Library Tutorials** | [library.uta.edu/how-to](http://library.uta.edu/how-to) |
| **Connecting from Off- Campus** | <http://libguides.uta.edu/offcampus> |
| **Academic Plaza Consultation Services** | [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza) |
| **Study Room Reservations** | [openroom.uta.edu/](http://openroom.uta.edu/) |

For help with APA formatting, you can go to:

1. <http://libguides.uta.edu>
2. Scroll down and click on “Nursing”
3. Click on “APA Guide” for advice on various aspects of paper writing.  This is a short-cut for the APA Manual.  When in doubt, refer to the Manual.

In addition to providing the general library guide for nursing (<http://libguides.uta.edu/nursing>), we can put together course specific guides for your students.  The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**Course Schedule.**

|  |  |  |
| --- | --- | --- |
| **Topics Covered** | **Course Activity** | **Due Date (all deadlines are Central Time)** |
| **Week 1 (3/19-3/25)** | **Module 1** | **Complete by:** |
| National Strategy for Quality Improvement; Affordable Care Act; HITECH/HIPAA; Meaningful Use | **Introduce Yourself Discussion** | **Wednesday 23:59 of Module 1** - post discussion thread  **Saturday 23:59 of Module 1** - post replies to 2 colleagues |
| **Readings**  McBride & Tietze foreword, preface, chapters 1, 14. |  |
| **Assignments - None** |  |
| **Week 2 (3/26-4/1)** | **Module 2** | **Complete by:** |
| Health Literacy and Health Initiatives; HON Foundation/Trust-e; Social Media; Internet Tools | **Formal Discussion**  (topic: social media) | **Wednesday 23:59** **of Module 2** - post discussion thread  **Saturday 23:59** **of Module 2** - post replies to 2 colleagues |
| **Readings**  McBride & Tietze chapters 5, 27, and pp. 373-374. |  |
| **Assignments - None** |  |
| **Week 3 (4/2-4/8)** | **Module 3** | **Complete by:** |
| Systems Development Life Cycle; Human-Technology Interface; Electronic Health Records | **Discussions – End-User Interview** |  |
| **Readings**  McBride & Tietze chapters 7, 8. |  |
|  | **Assignment: End-User Interview** | **Wednesday 23:59 of Module 3** - PowerPoint and Interview audio posted to discussion board  **Saturday 23:59 of Module 3** - Review your colleagues’ interviews and respond to at least 3 interviews on the discussion board. Also be courteous and respond to all postings directed to you |
| **Week 4 (4/9-4/15)** | **Module 4** | **Complete by:** |
| National Standards for Health Information Technology; Privacy and Security; Telehealth | **Discussions - None** |  |
| **Readings**  McBride & Tietze chapters 9, 12 |  |
| **Assignment: Data Gap Analysis** | **Wednesday 23:59 of Module 4** - Create your WordPress e-Portfolio if you haven’t already done so in a previous course and invite your instructor to view your e-Portfolio submissions  **Sunday 23:59 of Module 4** - Data gap analysis completed and published to WordPress e-Portfolio for faculty viewing |
| **Week 5 (4/16-4/22)** | **Module 5** | **Complete by:** |
| Evaluation Methods and Strategies for EHRs; Workflow Redesign; Patient Safety and HIT; Legal/Ethical Issues | **Formal Discussion**  (topic: legal/ethical issues) | **Wednesday 23:59 of Module 5** - post discussion thread  **Saturday 23:59 of Module 5** - post replies to 2 colleagues |
| **Readings**  McBride & Tietze chapters 10, 20, and pp. 692-694  McGonigle & Mastrian chapter 5 |  |
| **Assignments - None** |  |
| **Week 6 (4/23-4/29)** | **Module 6** | **Complete by:** |
| Data Mining; Big Data; Knowledge Discovery; Translational Research | **Discussions - None** |  |
| **Readings**  McBride & Tietze chapters 18, 26 |  |
| **Assignment: Data Scientist Position Description** | **Sunday 23:59 of Module 6** - Submit your position description to the drop box in Blackboard |
| **Week 7 (4/30-5/6)** | **Module 7** | **Complete by:** |
| Clinical Decision Support Systems; QI Strategies and Essential Tools; Six Sigma with QI Macros | **Discussions – QI Macros** | **Wednesday 23:59 of Module 7** - post discussion thread  **Saturday 23:59 of Module 7** - post replies to 2 colleagues |
| **Readings**  McBride & Tietze chapters 19, 21 |  |
| **Assignments - None** |  |
| **Week 8 (5/7-5/11)** | **Module 8** | **Complete by:** |
| Data Sharing; Analyzing Data and Developing Interventions to Improve Outcomes | **Discussions - None** |  |
| **Readings -** Krumholz et al. (2016). Data acquisition, curation, and use for a continuously learning health system: A vital direction for health and health care. National Academy of Medicine, pp. 1-15. |  |
| **Assignments – Database Project** | **Friday 23:59 of Module 8** - Submit a final database project report of no more than 10 pages to the Blackboard drop box. |

**UTA College of Nursing and Health Innovation - Additional Information:**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean, Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. Students must adhere to the Dress Code Policy. www.uta.edu/nursing/file\_download/234/BSNDressCode.pdf **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing and Health Innovation ID in the clinical environment.**

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Ebola exposure**: Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

**Confidentiality Agreement:** You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. **Please do not sign** other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/conhi/students/policy/index.php>

**Student Code of Ethics:** The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/conhi/students/msn-resources/index.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/conhi/students/scholarships/index.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA CONHI Graduate Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. For non-emergencies, call 817-272-3381.

**Graduate Nursing Support Staff**

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