



UNIVERSITY OF
TEXAS
ARLINGTON | COLLEGE OF NURSING
AND HEALTH INNOVATION



The University of Texas at Arlington College of Nursing and Health Innovation

MSN NURS5308 Nursing Informatics

Course Description:

Focus on application of computer technology that supports the dissemination of health care data, information and knowledge. Selected software packages/applications are presented and used.

Course Outcomes:

1. Apply nursing informatics concepts to practice.
2. Discuss the implications of information technology for nursing practice and health care.
3. Examine the role of the nurse in development, implementation, and evaluation of computer technology in the health care system.
4. Discuss the social and ethical issues associated with the growth of information technology.
5. Apply personal skills in use of information technology appropriate to nursing practice, education and research.

Credit hours: 3 hours. This is a didactic course.

Pre and Co-requisite Courses:

Graduate Standing and completion of NURS 5327 Theory, NURS 5366 Principles of Research, and NURS 5367 Evidenced Based Practice

Section:

NURS5308 – 401- Summer 2018

Lead Faculty Instructor(s):

Sharon Blackerby, MSN, RN-BC, CPHQ

Lead Faculty, Nursing Informatics

Email: Blackerby@uta.edu

Faculty Profile: <https://mentis.uta.edu/explore/profile/sharon-blackerby>

Academic Coach(es):

Refer to your welcome letter (for the course) to determine your academic coach for this course.

Textbooks and Equipment

McGonigle, D. & Mastrian, K.G. (2018). *Nursing informatics and the foundation of knowledge*. (4th Ed.). Burlington, MA: Jones & Bartlett Learning.

American Psychological Association. (2010) *Publication manual of the American Psychological Association*. (6th Ed.). Washington, DC: Author. ISBN: 9781433805615

Link to UTA Library provided in Blackboard:

McBride, S. & Tietze, M. (2016). *Nursing informatics for the advanced practice nurse: Patient safety, quality, outcomes, and interprofessionalism*. New York, NY: Springer Publishing Company.

APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

- APA tutorial link: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- UTA CONHI Cover page **IS NO LONGER REQUIRED**. Please use the APA Cover Sheet as outlined in the APA Manual and library guides below.
- <http://library.uta.edu/sites/default/files/apa2014.pdf>
- <http://libguides.uta.edu/apa>
- <http://library.uta.edu/how-to/paper-formatting-apa-st>

Technology Requirements:

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format.

Communication

- **Student Email:**
Students enrolled in online UTA MSN courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.
- **Faculty and Students – Email:** For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student's personal email address will be deleted without a response.
- **Department Telephone Number:**
Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu
Manager of Graduate Nursing Programs

- **Chain of Communication for this course**
 - Contact your academic coach as your first line contact. The Coach will contact the Faculty as needed.
- **Preferred Methods for Reaching Course Faculty:**

When you need to reach course coach or faculty, email correspondence is the preferred method. Emails are checked at least once daily on weekdays and weekend days. Should we need to communicate further via telephone or virtual video conferencing, then that may be arranged after the initial email correspondence.
- **Maximum Timeframe for Responding to Student Communication**
 - Response to student emails can generally be expected within 24 hours with a 48-hour maximum time frame.
 - Students may expect assignments to be graded within 72 hours.
- **Virtual Office Hours:**
 - ***By appointment only***
 - Please email the professor to request and schedule an individual (or small group) virtual work session. The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email (by your coach), announcement, or the Q&A forum provided within the course.
 - If the above resources are not appropriate, please email the course faculty to schedule an individual virtual work session. Include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating (i.e. coach and/or lead faculty).
- **Zoom**
 - Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:
 - Use a computer with video and audio features
 - Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
 - Check their video and audio features via the cues provided in Zoom
 - The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.
 - Students do not need a Zoom account to join Zoom meetings hosted by a faculty member or lab/clinical instructor. Zoom tutorial can be found at the following link: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Attendance Policy

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

Grading and Evaluation:

- A = 90-100
- B = 80-89.99
- C = 70-79.99
- D = 60-69.99 (cannot progress)
- F = below 60.00 (cannot progress)

Final grades are not rounded up.

Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

- Your course professor
- Your advisor
- UTA Student Success Coordinators

Required Components for Course Credit	Percentage Value Within the Course
Discussion Board (Modules 1-5)	25% (5% per discussion)
Human-Technology Interface Application (Module 2)	20%
Workflow Design & Analysis Project (Module 3)	20%
Database Project (Module 4)	20%
Ethical Dilemma Assignment (Module 5)	15%

Late Assignments / Assessments:

- Late assignments, and/or quizzes/tests will normally not be accepted for a grade or reviewed for feedback and will be assigned a zero. Emergent situations in which faculty **may** consider late assignments, etc. IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO NOTIFY THEIR COACH AND/OR INSTRUCTOR OF ILLNESS/EMERGENCY. FAILURE TO DO SO DOES NOT GUARANTEE STUDENT ANY EXTENSION OF ASSIGNMENT/QUIZ/TEST DUE DATES. Original documentation evidence for absence will be required. Acceptable forms of documentation may include 1) Official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) Police report with student's or immediate family members' name(s) during the period of time in question; and 3) any other documentation from an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.
- Late Discussion Board Posts will result in a zero.

Course Format and Design

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided; you will be required to read the text books and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student, you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos and lectures have been provided over select concepts to enhance your learning. These videos and lectures are mandatory to view, and you will find them to be an integral part of learning in this particular course. For testing purposes, you are responsible for the content in the text books, lectures, videos, supplemental readings, and any of the other multimedia teaching/learning presentations utilized in this course.

Course Expectations

Students are expected to work independently on every assignment in this course unless instructed otherwise. Collusion or consulting with other students or healthcare professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is YOUR work that we are interested in evaluating, NOT the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

For example, since this is a three (3) credit hour didactic course over five weeks, you will complete a total of 45 hours or nine hours each week of content (content hours include: reviewing module lectures and videos, participating in discussion boards, and taking tests). In addition, you should expect to spend about 15 hours each week preparing (preparation includes: assigned readings, completing assignments and studying for tests). As a result, you will need to plan your time carefully.

Course Topics / Lesson Titles:

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
1	1. Course Introduction 2. Foundation of Informatics	<ul style="list-style-type: none"> • Course Overview • Definition of Nursing Informatics • Frameworks for Nursing Informatics • Four Sciences of Informatics
2	1. System Development 2. Human-Technology 3. Terminology in Nursing	<ul style="list-style-type: none"> • Systems Development Life Cycle • Human-Technology Interface • Terminology in Nursing
3	1. Health Information Systems 2. Consumer Education 3. Population Health	<ul style="list-style-type: none"> • Components of Electronic Health Record • Workflow Design • Technology-based approaches to consumer education and population health
4	1. Data Management 2. Information Security 3. Legal & Safety Implications	<ul style="list-style-type: none"> • Components of Data Management • Information Security • HITECH Act and HIPAA • Safety Culture
5	1. Social & Ethical Implications 2. Art of Caring 3. Nurse Roles & Competency 4. Future & Emerging Technologies 5. Telehealth 6. Course Conclusion	<ul style="list-style-type: none"> • Ethical and Social Implications • Art of Caring • Roles of Nursing and Associated Competencies related to Nursing Informatics • Future & Emerging Technologies • Telehealth • Course Evaluation

Course Schedule and Due Dates (**Central Time**)

Course or Module Activity	Due Date
Module One	
Attestation Statement	Wednesday 23:59
Discussion Board Topic: P.A.T.C.H. Assessment Scale	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Module Two	
Discussion Board Topic: System Development Life Cycle	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment Topic: Human-Technology Interface Application	Saturday 23:59
Module Three	
Discussion Board Topic: Patient-Consumer Education	Wednesday 23:50 – post initial discussion thread Saturday 23:59 – post to 2 colleagues
Assignment – Project Workflow Design & Analysis Project	Week 5 - Saturday 23:59

Module Four	
Discussion Board Topic: Information Security	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment – Project Database Project	Saturday 23:59
Module Five	
Discussion Board Topic: Art of Caring	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment Topic: Ethical Dilemma	Week 5 - Saturday 23:59

Schedule Adjustments:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. If any changes are made, the information will be added to the Announcement Board. – Sharon Blackerby, MSN, RN-BC, CPHQ

Assignments

- **Description of Major Assignments/Assessments:** For all course assignments/assessments, please refer to the course calendar in this syllabus and Blackboard for specific due dates and times. Please refer to Blackboard for more details concerning these assignments and for grading rubrics.
- **Blackboard Required:**
Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. **No exceptions will be made.**
- **Technical Problems:**
Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

Discussion Boards:

Discussion participation is crucial to your learning and success in the course.

- In order to receive full credit for each module discussion, you must contribute one initial substantive post and a minimum of 2 substantive replies to classmates, unless otherwise stated. In addition, at least one reference (other than your textbook) must be included in your initial post and at least one reference in one of the peer replies is required.
- A substantive post is thoughtful and includes reflection, elaboration, analysis, application, synthesis and/or evaluation. In your initial post, you must also provide personal insights which includes:

- How this information impacts the role of a nurse educator/nurse administrator and
- How it can be applied to nursing education or span of control for nursing administration
- Please refer to the Guidelines for Substantive Posts and the Discussion board grading rubric.
- Late or missing discussion board posts will result in a zero.

Testing:

- This course does not have a Final Exam.

Course Outcomes and Performance Measurement:

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
1. Apply nursing informatics concepts to practice. (MSN <u>PO</u> :1-3; <u>AACN</u> : I.1, I.4, I.7, V.1, V.2, V.3, V.4, V.5, V.6, VI.3, VII.5, VIII.2, IX.4, IX.5, IX.8 <u>NLN</u> : 1, 2, 5, 6	<p>Module 1: Course Introduction & Foundation of Informatics <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Evaluate and discuss your attitudes towards computers in healthcare and how nursing informatics will affect your attitude. 2. Define nursing informatics 3. Identify several frameworks for nursing informatics 4. Identify the four sciences of informatics <p>Module 2: Systems Development, & Human Factors <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the components of the System Development Life Cycle. 2. Review selected approaches to the System Development Life Cycle and discuss advantages and disadvantages of a selected approach 3. Identify Human-Technology interface 4. Review and recall terminology in nursing. <p>Module 3: Healthcare Information Systems, Workflow Design, consumer Education, and Population Health <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify components of the electronic health record 2. Discuss advantages and barriers for using electronic health records 3. Identify and recall concepts of workflow design 4. Using a flawed scenario, design and discuss the workflow process and the implication to nursing practice 5. Identify and describe technology-based approaches to consumer education and population health 	<p><u>Discussion</u>: Module 1 PATCH Self-Assessment (Graded rubric)</p> <p><u>Discussion</u>: Module 2 System Development Life Cycle (graded rubric)</p> <p><u>Discussion</u>: Module 3 Technology use on patient or consumer education (Graded rubric)</p> <p><u>Discussion</u>: Module 4 Access to healthcare information and security measures (Graded rubric)</p> <p><u>Discussion</u>: Module 5 Incorporating art of caring and technology (Graded rubric)</p> <p><u>Assignment</u>: Module 2 Human-Technology Interface Application (Graded rubric)</p> <p><u>Assignment</u>: Module 3 Workflow design process and the application to nursing practice (Graded rubric)</p> <p><u>Assignment</u>: Module 4 Using a designated database and</p>

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
	<p>Module 4: Data Management, Security, Legal, & Safety Implications <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the elements of data management 2. Extract and analyze specific data elements using a designated database with the development of a written summary 3. Identify concepts related to information security, HITECH Act, and HIPAA 4. Discuss the importance and the impact of the HITECH Act and HIPAA. 5. Identify characteristics of a safety culture and the impact of information technology on patient safety <p>Module 5: Social & Ethical Implications, Art of Caring, Nurse's Role & Competency, Telehealth & Emerging Technologies <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Examine social and ethical dilemma and apply decision-making methods 2. Identify and examine the art of caring related to the use of technology and discuss the application to nursing practice 3. Identify the roles of nursing and competencies related to nursing informatics 4. Identify concepts and the use of Telehealth with the application to nursing 5. Identify future and emerging technologies related to nursing practice 	<p>development of a report (Graded rubric) <u>Assignment:</u> Module 5 Ethical issue related to nursing informatics (Graded rubric)</p>
<p>2. Discuss the implications of information technology for nursing practice and health care. (MSN <u>PO</u>:1-3; AACN: I.1, I.4, I.7, V.1, V.2, V.3, V.4, V.5, V.6, VI.3, VIII.2, IX.4, IX.5 <u>NLN</u>: 1, 2, 5, 6</p>	<p>Module 2: Systems Development, & Human Factors <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the components of the System Development Life Cycle- 2. Review selected approaches to the System Development Life Cycle and discuss advantages and disadvantages of a selected approach 3. Identify Human-Technology interface 4. Review and recall terminology in nursing. <p>Module 3: Healthcare Information Systems, Workflow Design, consumer Education, and Population Health <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify components of the electronic health record 2. Discuss advantages and barriers for using electronic health records 3. Identify and recall concepts of workflow design 4. Using a flawed scenario, design and discuss the workflow process and the implication to nursing practice 	<p><u>Discussion:</u> Module 2 System Development Life Cycle (graded rubric) <u>Discussion:</u> Module 3 Technology use on patient or consumer education (Graded rubric) <u>Discussion:</u> Module 4 Access to healthcare information and security measures (Graded rubric) <u>Discussion:</u> Module 5 Incorporating art of caring and technology (Graded rubric) <u>Assignment:</u> Module 2 Human-Technology Interface Application (Graded rubric) <u>Assignment:</u> Module 3</p>

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
	<p>5. Identify and describe technology-based approaches to consumer education and population health</p> <p>Module 4: Data Management, Security, Legal, & Safety Implications <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the elements of data management 2. Extract and analyze specific data elements using a designated database with the development of a written summary 3. Identify concepts related to information security, HITECH Act, and HIPAA 4. Discuss the importance and the impact of the HITECH Act and HIPAA. 5. Identify characteristics of a safety culture and the impact of information technology on patient safety <p>Module 5: Social & Ethical Implications, Art of Caring, Nurse's Role & Competency, Telehealth & Emerging Technologies <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Examine social and ethical dilemmas and apply decision-making methods 2. Identify and examine the art of caring related to the use of technology and discuss the application to nursing practice 3. Identify the roles of nursing and competencies related to nursing informatics 4. Identify concepts and the use of Telehealth with the application to nursing 5. Identify future and emerging technologies related to nursing practice 	<p>Workflow design process and the application to nursing practice (Graded rubric) <u>Assignment:</u> Module 4 Using a designated database and development of a report (Graded rubric) <u>Assignment:</u> Module 5 Ethical issue related to nursing informatics (Graded rubric)</p>
<p>3. Examine the role of the nurse in development, implementation, and evaluation of computer technology in the health care system. (MSN <u>PO</u>:1-3; AACN: I.7, V.1, V.2, V.3, V.4, V.5, VI.6, IX.4, IX.5 <u>NLN</u>: 1, 2, 5, 6</p>	<p>Module 1: Course Introduction & Foundation of Informatics <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Evaluate and discuss your attitudes towards computers in healthcare and how nursing informatics will affect your attitude. 2. Define nursing informatics 3. Identify several frameworks for nursing informatics 4. Identify the four sciences of informatics <p>Module 2: Systems Development, & Human Factors <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the components of the System Development Life Cycle. 2. Review selected approaches to the System Development Life Cycle and discuss advantages and disadvantages of a selected approach 3. Identify Human-Technology interface 	<p><u>Discussion:</u> Module 1 PATCH Self-Assessment (Graded rubric) <u>Discussion:</u> Module 2 System Development Life Cycle (graded rubric) <u>Discussion:</u> Module 3 Technology use on patient or consumer education (Graded rubric) <u>Discussion:</u> Module 4 Access to healthcare information and security measures (Graded rubric) <u>Discussion:</u> Module 5</p>

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
	<p>Module 3: Healthcare Information Systems, Workflow Design, consumer Education, and Population Health <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify components of the electronic health record 2. Discuss advantages and barriers for using electronic health records 3. Identify and recall concepts of workflow design 4. Using a flawed scenario, design and discuss the workflow process and the implication to nursing practice 5. Identify and describe technology-based approaches to consumer education and population health <p>Module 4: Data Management, Security, Legal, & Safety Implications <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify characteristics of a safety culture and the impact of information technology on patient safety <p>Module 5: Social & Ethical Implications, Art of Caring, Nurse's Role & Competency, Telehealth & Emerging Technologies <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Examine social and ethical dilemmas and apply decision-making methods 2. Identify and examine the art of caring related to the use of technology and discuss the application to nursing practice 3. Identify the roles of nursing and competencies related to nursing informatics 4. Identify concepts and the use of Telehealth with the application to nursing 5. Identify future and emerging technologies related to nursing practice 	<p>Incorporating art of caring and technology (Graded rubric)</p> <p><u>Assignment:</u> Module 2 Human-Technology Interface Application (Graded rubric) <u>Assignment:</u> Module 3 Workflow design process and the application to nursing practice (Graded rubric) <u>Assignment:</u> Module 4 Using a designated database and development of a report (Graded rubric) <u>Assignment:</u> Module 5 Ethical issue related to nursing informatics (Graded rubric)</p>
<p>4. Discuss social and ethical issues associated with the growth of information technology. (MSN <u>PQ</u>:1-3; AACN: I.4, I.7, V.1, V.2, V.3, V.4, V.5, V.6, VI.3, VII.5, IX.8 <u>NLN</u>: 1, 2, 5, 6</p>	<p>Module 2: Systems Development, & Human Factors <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify Human-Technology interface <p>Module 4: Data Management, Security, Legal, & Safety Implications <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the elements of data management 2. Extract and analyze specific data elements using a designated database with the development of a written summary 3. Discuss the importance and the impact of the HITECH Act and HIPAA. 4. Identify characteristics of a safety culture and the impact of information technology on patient safety 	<p><u>Discussion:</u> Module 4 Access to healthcare information and security measures (Graded rubric)</p> <p><u>Assignment:</u> Module 2 Human-Technology Interface Application (Graded rubric) <u>Assignment:</u> Module 5 Ethical issue related to nursing informatics (Graded rubric)</p>

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
	Module 5: Social & Ethical Implications <u>Objectives</u> 1. Examine social and ethical dilemmas and apply decision-making methods	
5. Apply personal skills in use of information technology appropriate to nursing practice, education, and research. (MSN <u>PO</u> :1, 3; AACN: I.1, I.4, I.7, V.1, V.2, V.3, V.4, V.5, V.6, VII.5, IX.5 NLN: 1, 2, 5, 6	Module 1: Course Introduction & Foundation of Informatics <u>Objectives</u> 1. Evaluate and discuss your attitudes towards computers in healthcare and how nursing informatics will affect your attitude. 2. Define nursing informatics 3. Identify several frameworks for nursing informatics 4. Identify the four sciences of informatics Module 2: Systems Development, & Human Factors <u>Objectives</u> 1. Identify the components of the System Development Life Cycle. 2. Review selected approaches to the System Development Life Cycle and discuss advantages and disadvantages of a selected approach 3. Identify Human-Technology interface 4. Review and recall terminology in nursing. Module 3: Healthcare Information Systems, Workflow Design, consumer Education, and Population Health <u>Objectives</u> 1. Identify components of the electronic health record 2. Discuss advantages and barriers for using electronic health records 3. Identify and recall concepts of workflow design 4. Using a flawed scenario, design and discuss the workflow process and the implication to nursing practice 5. Identify and describe technology-based approaches to consumer education and population health Module 4: Data Management, Security, Legal, & Safety Implications <u>Objectives</u> 1. Identify the elements of data management 2. Extract and analyze specific data elements using a designated database with the development of a written summary 3. Identify concepts related to information security, HITECH Act, and HIPAA 4. Discuss the importance and the impact of the HITECH Act and HIPAA. 5. Identify characteristics of a safety culture and the impact of information technology on patient safety	<u>Discussion:</u> Module 1 PATCH Self-Assessment (Graded rubric) <u>Discussion:</u> Module 2 System Development Life Cycle (graded rubric) <u>Discussion:</u> Module 3 Technology use on patient or consumer education (Graded rubric) <u>Discussion:</u> Module 4 Access to healthcare information and security measures (Graded rubric) <u>Discussion:</u> Module 5 Incorporating art of caring and technology (Graded rubric) <u>Assignment:</u> Module 2 Human-Technology Interface Application (Graded rubric) <u>Assignment:</u> Module 3 Workflow design process and the application to nursing practice (Graded rubric) <u>Assignment:</u> Module 4 Using a designated database and development of a report (Graded rubric) <u>Assignment:</u> Module 5 Ethical issue related to nursing informatics (Graded rubric)

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
	Module 5: Social & Ethical Implications, Art of Caring, Nurse's Role & Competency, Telehealth & Emerging Technologies <u>Objectives</u> <ol style="list-style-type: none"> 1. Examine social and ethical dilemmas and apply ethical decision-making 2. Identify and examine the art of caring related to the use of technology and discuss the application to nursing practice 3. Identify the roles of nursing and competencies related to nursing informatics 4. Identify concepts and the use of Telehealth with the application to nursing 5. Identify future and emerging technologies related to nursing practice 	

UTA Policies

Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently, the use of quoted sentences will result in a point deduction up to and including a zero

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 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.

"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 Board of Nursing (BON) using rule §215.8 as a guide.**

Disability Accommodations:

UT Arlington 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)**. 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 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.

Counseling and Psychological Services, (CAPS) 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.

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>.

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

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/>

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.

Title IX

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). 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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Drop Policy:

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. 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/aao/fao/>

The last day to drop a course is listed in the Academic Calendar available:
<https://www.uta.edu/records/services/accelerated-online-programs.php#summer>

Last day to drop or withdraw in this course:

July 23, 2018

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 with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
 - Contact course faculty to obtain permission to drop the course with a grade of "W".
 - Contact your graduate advisor to obtain the form and further instructions

University Library Resources for Online Students

Librarian to Contact:

- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, lpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu
- Kaeli Vandertulip, 817-272-5352, Kaeli.vandertulip@uta.edu

Contact all nursing librarians: library-nursing@listserv.uta.edu

Helpful Direct Links to the UTA Libraries' Resources

- Research Information on Nursing, <http://libguides.uta.edu/nursing>
- Library Home Page, <http://library.uta.edu/>
- Subject Guides, <http://libguides.uta.edu>
- Chat with the Library, <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, <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus, <http://libguides.uta.edu/offcampus>

The following URL houses a page for commonly used resources needed by students in online courses: <http://library.uta.edu/distance-disability-services>.

CONHI and Program Policies

MSN Program Expectations:

1. **GPA of 3.0:** Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
 - Your course professor
 - UTA Student Success Coordinators
 - Your advisor
2. **Let's Get Clinical:** Successful completion of the required 135 clinical hours during your last course is completely dependent upon successful completion of the "Let's Get Clinical" portion of your Pathway to Graduation. Successful graduation requires both completion of:
 - **Preceptors and Clinical Sites:** Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the ram to ensure readiness when the clinical courses begin.

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

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.

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 following are 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

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

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 CONHI has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is

<http://www.uta.edu/nursing/student-resources/scholarship> 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 CONHI Student Handbook for more information.

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/msn-resources/index.php>

**Department of Graduate
Programs**

Judy Leflore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN

Associate Dean Graduate Nursing Programs

Director, PNP, ACPNP, NNP

Programs Office # 514-Pickard Hall

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**Department of Graduate
Programs Staff**

**Felicia Chamberlain, Manager of Graduate Nursing
Programs**

Office # 515- Pickard Hall (817)-272-0659

Email: chamberl@uta.edu

Graduate Advisors

Refer to this link: <http://www.uta.edu/conhi/students/advising/nursing-grad.php>

Lisa Rose AO/Campus Programs, Academic Advisor II (A-C)
Email: lirose@uta.edu

Starlett Mitchell AO/Campus Programs, Academic Advisor II (D-H)
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Timara Spivey AO/Campus Programs, Academic Advisor II (I-M)
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