ANGELO STATE UNIVERSITY

MASTER of SCIENCE in NURSING

NUR 6316
INFORMATICS and HEALTHCARE TECHNOLOGY for ADVANCED NURSING
Fall 2017
MELISSA MCDOWELL, EdD, MSN, RN, CCRN
COURSE NUMBER
NUR 6316

COURSE TITLE
Informatics and Healthcare Technology for Advanced Nursing

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using the Blackboard Learning Management System.

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as Blackboard Collaborate may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/currentgraduate.html

COURSE DELIVERY
This is an online course offering. http://blackboard.angelo.edu Using the Blackboard Learning Management System software. For support on the Blackboard System, students should contact the ASU IT Helpdesk at (325) 942-2911 extension 1.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

Please see technical requirements for MSN classes at this link:
http://www.angelo.edu/nursing/student_resource/grad_info.php

FACULTY
Melissa McDowell, EdD, MSN, RN, CCRN
Assistant Professor
Office: VIN 134
Phone: 325-486-6882
Fax: 325-942-2236
Email: melissa.mcdowell@angelo.edu (preferred method of communication)

OFFICE HOURS
Virtual Office Hours via Blackboard Collaborate: Mondays 1:00 p.m.-6:00 p.m. (CST) and by appointment.

COURSE DESCRIPTION
This course integrates computer, information and nursing sciences in tandem with healthcare and communication technologies to deliver, integrate and coordinate nursing care. Students demonstrate meaningful use of technology by analyzing and ethically managing aggregate data to guide decisions and improve outcomes. Using information systems, emerging technologies an electronic health records, students will develop an evidence-based informatics project to inform or influence care.

MSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

THE ESSENTIALS OF MASTER’S EDUCATION IN NURSING
1. Background for practice from the sciences and humanities.
2. Apply organizational and systems leadership.
3. Quality improvement and safety.
4. Translating and integrating scholarship into practice.
5. Informatics and healthcare technologies.
6. Health policy and advocacy.
7. Interprofessional collaboration for improving patient and population health outcomes.
8. Clinical prevention and population health for improving health.

**QSEN COMPETENCIES**

1. Patient-Centered Care (PCC)
2. Teamwork and Collaboration (TC)
3. Evidence-based Practice (EBP)
4. Quality Improvement (QI)
5. Safety (S)
6. Informatics (I)

**Patient-Centered Care**
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

**Teamwork & Collaboration**
Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

**Evidence-Based Practice**
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

**Quality Improvement**
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to improve the quality and safety of health care systems continuously.

**Safety**
Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

**Informatics**
Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to QSEN Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
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</tr>
<tr>
<td>1. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to nursing education, research or nursing practice.</td>
<td>-Short APA paper -Quizzes on each Chapter -Discussion Board Questions Research/Area of Interest paper (APA) (Chapters 1 – 5)</td>
<td>5, 9</td>
<td>5, 9</td>
<td>1, 6</td>
</tr>
<tr>
<td>2. Utilize computer technology and outcome data for documentation, communication, client education, professional development and networking.</td>
<td>-Short APA paper -Quizzes on each Chapter -Discussion Board Questions (Chapters 6 - 11)</td>
<td>5, 9</td>
<td>5, 9</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>3. Explore the use of online environments for instruction, content sharing, commerce and the provision of health related services.</td>
<td>-Short APA paper -Quizzes on each Chapter -Discussion Board Questions (Chapters 12 - 14)</td>
<td>4, 5</td>
<td>4, 5</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>4. Discuss and use principles of usability, learnability, memorability, likeability, readability and aesthetics in the context of nursing informatics in education and practice.</td>
<td>-Short APA paper -Quizzes on each Chapter -Discussion Board Questions (Chapters 15 - 18)</td>
<td>5</td>
<td>5</td>
<td>1, 3</td>
</tr>
<tr>
<td>5. Customize an online environment to teach a selected nursing topic.</td>
<td>-Short APA paper -Quizzes on each Chapter -Discussion Board Questions (Chapters 19 - 22) -PowerPoint Presentation</td>
<td>5</td>
<td>5</td>
<td>2, 6</td>
</tr>
<tr>
<td>6. Utilize current and emerging technologies in the care environment to support lifelong learning for self and others.</td>
<td>-Short APA paper -Quizzes on each Chapter -Discussion Board Questions (Chapters 23 - 26)</td>
<td>5, 9</td>
<td>5, 9</td>
<td>1, 3, 4, 6</td>
</tr>
</tbody>
</table>
REQUIRED TEXTS AND MATERIALS


TIGER competencies ([http://www.tigersummit.com/Competencies_New_B949.html](http://www.tigersummit.com/Competencies_New_B949.html))


OTHER REQUIRED MATERIALS

- Computer with MAC OS or Windows Operating System
- High Speed Internet Access
- Webcam (Built in or stand-alone)
- Video recording capability (MAC or Windows Movie Maker, or camcorder)
- Audio recording device such as computer MP3 capability
- USB microphone headset or built-in microphone
- Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)

RECOMMENDED TEXTS

Centers for Medicare and Medicaid (2016). Electronic health records incentive programs.


TOPIC OUTLINE

2. Use of outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health
outcomes.


4. Discussion of information and communication technologies, resources, and principles of learning to teach patients and others.

5. Current and emerging technologies in the care environment to support lifelong learning for self and others.

**GRADING SYSTEM**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90-100 percent
- B = 80-89 percent
- C = 70-79 percent
- F = <70 percent

**EVALUATION AND GRADES**

Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FINAL GRADE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>15</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Research/Topic of Interest Paper</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Assignments (Short Papers)</td>
<td>10</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**TEACHING STRATEGIES**

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

**Strategies Used:**

- Assigned Readings & Courseware Presentations (see list with course calendar/schedule)
- Courseware practice drills
- Internet Resources
ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

**Discussion Board Activities:**
Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course. Discussion Board Forums are open as noted on the Course Calendar/Schedule and not every week.

**PowerPoint Assignment:**
On Week 7 you will create a PowerPoint presentation to demonstrate your knowledge on a topic of your choice based on the materials covered to this point in the course. Through the completion of this assignment, the student will:

- Continue to develop professional written and presentational skills
- Improve technological skills
- Adopt a spirit of professional collaboration through peer review
- Aid in collaborative group learning

This assignment will be posted on the Discussion Board for peer analysis and submitted to the Assignment Folder for evaluation. Once you have received feedback from your peers, you may modify your presentation and submit to the Assignment Folder. Students will be graded on their assignment submission as well as participation in the peer review discussions.

**Research/Area of Interest Paper**
As student selected potential topics gravitate around 4 major areas of emphasis, this paper provides the student the opportunity to explore a topic in-depth within one of the areas of emphasis; patient-care delivery, consumer health promotion, education through information technology and using informatics to aid in nursing research. A further purpose is for the advancement of information literacy skill development and database searching.

**Bi-Weekly Assignments (Short Papers)**
These short APA style papers (1 – 4 pages) are drawn from previous weekly online courseware and assigned reading. Topics are designed to help synthesize course material and encourage the student to read widely in the specific field based on weekly content. The assignments also present multiple opportunities for students to hone APA formatting and information literacy skills.
EXAMS, QUIZZES, & PRESENTATIONS
Outside of extenuating circumstances reviewed by and approved by the instructor, there are no makeup exams, discussion board assignments, assignments, or presentations. If the student misses an exam, a deadline for discussion, or project presentation, he/she will receive a zero for the missed item. The student is still responsible for reviewing the material covered during missed time for examination purposes.

Testing via Respondus Monitor
Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are required to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve testing environment.

The student must be connected directly to the internet. Not having a direct connection places the student at risk for being dropped from the exam. If the student is dropped from the exam due to not having a direct connection, the exam will not be reset.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• ASU Graduate Catalog located on the ASU website https://www.angelo.edu/catalogs/ and
• University Graduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES
August 28th First Day of Class
September 4th Labor Day Holiday – No class
November 3rd Last day to drop a class or withdraw from the University for this Semester
November 22nd-23rd Thanksgiving Holiday
December 4th-8th Lab Finals
December 11th-15th Final Exams Week
December 15th Last Day of Fall Semester
December 16th Fall Commencement

STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and
group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2009) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Collaborate or similar.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSESSMENT SUBMISSION
In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email me at melissa.mcdowell@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assessment on time and are just having problems with the
online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSESSMENTS POLICY

LATE WORK POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit an assignment by the deadline will result in a fifteen point deduction per day past the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the Student Handbook of Angelo State University http://www.angelo.edu/student-handbook/.

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the
Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

1. “A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

**COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**SYLLABUS**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**WEBLINKS:**

- Board of Nursing for the State of Texas [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)
- MSN Graduate Student Resources [http://www.angelo.edu/dept/nursing/studentresources/gradinfo.php](http://www.angelo.edu/dept/nursing/studentresources/gradinfo.php)

**COURSE EVALUATION**

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
# RUBRICS FOR ASSESSMENTS

## Online Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Fair 1 Point</th>
<th>Good 2 Points</th>
<th>Excellent 3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>The student did not post at all</td>
<td>Student participated in 1 primary post and 1 response to a peer evenly distributed during the discussion period</td>
<td>Student participated in 1 primary post and 2 responses to peers evenly distributed during the discussion period</td>
<td>Student participated in 1 primary post and 3 responses to peers evenly distributed during the discussion period</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>Does not post information pertinent to the assignment</td>
<td>Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task; includes peer reviewed references and textbook</td>
<td>Posts well developed comments addressing assignment including readings, addresses all aspects of the task; includes full development of concepts; includes peer reviewed references other than textbook</td>
<td>Posts well developed comments addressing assignment including readings, addresses all aspects of the task; includes peer reviewed references other than textbook</td>
</tr>
<tr>
<td><strong>Follow-Up Postings</strong></td>
<td>Does not post follow-up responses to instructor or peers; or follow-up responses to instructor or peers are not relevant</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion</td>
<td>Elaborates on an existing posting with further comment or observation</td>
<td>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion</td>
<td>Repeats but does not add substantive information to the discussion</td>
<td>Posts information that is factually correct; lacks full development of concept or thought</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>Does not include references or supporting experience</td>
<td>Uses personal experience, but no references to readings or research</td>
<td>Incorporates some references from peer-reviewed literature and personal experience</td>
<td>Uses references to peer-reviewed literature, incorporates readings, and may add appropriate personal experience to support comments</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long or unorganized content that may contain multiple errors or may be inappropriate</td>
<td>Communicates in friendly, courteous, and helpful manner with some errors in clarity or mechanics</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Score:</td>
<td>18 = 100</td>
<td>14 = 84</td>
<td>10 = 68</td>
<td>6 = 50</td>
</tr>
<tr>
<td></td>
<td>17 = 96</td>
<td>13 = 80</td>
<td>9 = 64</td>
<td>5 = 30</td>
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<tr>
<td></td>
<td>16 = 92</td>
<td>12 = 76</td>
<td>8 = 60</td>
<td>4 = 20</td>
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<td></td>
<td>15 = 88</td>
<td>11 = 72</td>
<td>7 = 56</td>
<td>3 = 10</td>
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</tbody>
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Guidelines for PowerPoint Presentation / Peer Review Process

Based on your reading/interacting with the text(s) and courseware (so far) identify a topic or content area related to informatics that particularly interests you and would be of benefit to group learning. (Could also form the basis for the 10 page Area of Interest APA format paper due towards the end of the course should you choose).

Through the completion of this (1) assignment, the student will:

- Continue to develop professional written and presentational skills
- Improve technological skills
- Develop information literacy skills (library database search)
- Adopt a spirit of professional collaboration through peer review
- Expand self and group knowledge regarding select in-depth informatics related

Each assignment will be posted on the Discussion Board for peer analysis and submitted to the Assignment Folder for evaluation. Once you have received feedback from your peers, you may modify your presentation and submit to the appropriate Assignment Folder. Students will be graded on their assignment submission as well as participation in the peer review discussions.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (20 points)</td>
<td></td>
</tr>
<tr>
<td>- Follows instructions; Information is interesting and easy to follow</td>
<td></td>
</tr>
<tr>
<td>- Information demonstrates student is well informed about topic</td>
<td></td>
</tr>
<tr>
<td>- Information includes reliable, factual information with main points supported by literature</td>
<td></td>
</tr>
<tr>
<td>- Slides contain no typos, spelling, or grammatical errors</td>
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<tr>
<td>Organization (20 points)</td>
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</tr>
<tr>
<td>- The introduction includes a clear statement of the topic</td>
<td></td>
</tr>
<tr>
<td>- Ideas are organized in a logical way</td>
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<tr>
<td>- The information and supporting details are easy to follow</td>
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</tr>
<tr>
<td>- The body of the presentation supports the topic</td>
<td></td>
</tr>
<tr>
<td>- The conclusion of the presentation shares a strong message</td>
<td></td>
</tr>
<tr>
<td>Visual Aids and Technology Use (20 points)</td>
<td></td>
</tr>
<tr>
<td>- Templates, pictures, and graphics improve the presentation, reinforce main points, and are creative and appropriate</td>
<td></td>
</tr>
<tr>
<td>- Presentation is attractive</td>
<td></td>
</tr>
<tr>
<td>- Letters and fonts are easily read</td>
<td></td>
</tr>
<tr>
<td>References (15 points)</td>
<td></td>
</tr>
<tr>
<td>- References are from peer-reviewed literature (at least 3 current articles &lt; 5yrs old)</td>
<td></td>
</tr>
</tbody>
</table>
- References are appropriate and address the topic
- References written in correct APA style
- Demonstrates evidence of a comprehensive literature search

**Peer Review (25 points)**
- Reviewed 2 or more submissions
- Used positive critical thinking in critique providing substantive comments, demonstrating collegial communication
- Addressed content and organization
- Addressed visual aids and technology use
- Addressed APA format and Reference page

Each above bullet point worth 3 - 5 points each

<table>
<thead>
<tr>
<th>Total Grade (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
# Student Peer Review Form

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>• Follows instructions; Information is interesting and easy to follow</td>
<td></td>
</tr>
<tr>
<td>• Information demonstrates student is well informed about topic</td>
<td></td>
</tr>
<tr>
<td>• Information includes reliable, factual information with main points supported by literature</td>
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<tr>
<td>• Slides contain no typos, spelling, or grammatical errors</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>• The introduction includes a clear statement of the topic</td>
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<tr>
<td>• Ideas are organized in a logical way</td>
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<tr>
<td>• The information and supporting details are easy to follow</td>
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<tr>
<td>• The body of the presentation supports the topic</td>
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<tr>
<td>• The conclusion of the presentation shares a strong message</td>
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<tr>
<td><strong>Visual Aids and Technology Use</strong></td>
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<tr>
<td>• Templates, pictures, and graphics improve the presentation, reinforce main points, and are creative and appropriate.</td>
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<tr>
<td>• Presentation is attractive.</td>
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<tr>
<td>• Letters and fonts are easily read.</td>
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<tr>
<td><strong>References</strong></td>
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<tr>
<td>• References come from peer-reviewed literature (at least 3 current used)</td>
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<tr>
<td>• References are current, appropriate and address the topic</td>
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<td>• References written in correct APA style</td>
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Nursing Informatics Area of Interest Paper Rubric
This 10 page APA formatted paper (including title and reference pages) is based on Nursing Informatics (NI) research topics/areas of interest which focus on four major areas of emphasis: (1). Patient Care Delivery, (2). Consumer Health Promotion, (3). Using Information Technology for Education, and, (4). Nursing Informatics and Nursing Research.

Patient Care Delivery
Examples of topics may include but are not limited to, helping nurses access patient information more efficiently, helping nurses access relevant information in a timely manner to a particular situation, identifying ways in which nursing errors can be reduced during patient care delivery, challenges with technology integration or limiting system failures, ergonomics of information technology, and finally evaluation of new technology impacting patient care.

Consumer Health Promotion
Examples of topics may include but are not limited to, the best methods for synthesizing and delivering consumer health information, the best technologies to deliver consumer health promotion, which consumer health information is collected in relation to communicating with the patient, social media use, and finally, protecting against data breaches.

Information Technology and Education
Examples of topics may include but are not limited to, how to best utilize information technology to further nurse training, use of simulation, use of social media, and finally, information literacy and the nursing student.

Nursing Research and Informatics
Examples of topics may include but are not limited to, defining nursing data sets (nomenclatures and terminologies), enhancing patient confidentiality (privacy and security), how best to organize data and present it for researchers in the nursing field.

Helpful Hint: Using the paper’s Evaluation Criteria/Rubric section headings as a framework (paper headings) will aid your paper organization and flow.
## Evaluation Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Introduction &amp; Background</strong> (10 points)</td>
<td></td>
<td>- Introduces and describes technology fully using peer-reviewed sources for support&lt;br&gt;- Provides pertinent background information about selected technology&lt;br&gt;- Explains what the technology does and how it works</td>
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<td><strong>Quality of Innovation</strong> (20 points)</td>
<td></td>
<td>- Establishes need for selected topic&lt;br&gt;- Supports the need for the technology and explains why it is important&lt;br&gt;- Relates technology to patient care quality and patient safety&lt;br&gt;- Provides reference data and/or statistics that demonstrate the need for the technology</td>
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<tr>
<td><strong>Stakeholders</strong> (15 points)</td>
<td></td>
<td>- Discusses who will be impacted by the new technology&lt;br&gt;- Identifies those that would need to accept the new technology&lt;br&gt;- Identifies who the stakeholders are&lt;br&gt;- Provides rationale why stakeholders inclusion</td>
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<tr>
<td><strong>Organizational Impacts</strong> (15 points)</td>
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<td>- Discusses impact on education, administration, direct nursing care and patient outcome&lt;br&gt;- Demonstrates critical thinking regarding the impact</td>
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<tr>
<td><strong>Conclusions and Suggestions</strong> (10 points)</td>
<td></td>
<td>- Briefly summarizes and ties major points of project paper together&lt;br&gt;- Concludes with suggestions for future projects to same audience or extended audience</td>
</tr>
<tr>
<td><strong>APA format</strong> (15 points)</td>
<td></td>
<td>- Title Page in correct APA format; Creative title fitting topic selection&lt;br&gt;- Paper written in correct APA format (formatting, headings, citations, scholarly writing)&lt;br&gt;- Appropriate references to support topic&lt;br&gt;- References come from a variety of sources, <em>at least 3</em> current (&lt; 5 years old) and from peer-reviewed professional journals and no more than 3 web-based sources;&lt;br&gt;- References written in APA format</td>
</tr>
<tr>
<td><strong>Quality and Integrity of the Paper</strong> (15 points)</td>
<td></td>
<td>- Writing is professional, clear, well developed, free of typos, spelling errors, and grammatical errors&lt;br&gt;- Thoughts and ideas are original supported by professional literature&lt;br&gt;- Direct quotations used only where absolutely necessary to convey a point</td>
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*Note - papers are checked by Turnitin a program designed to check papers for originality

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**Comments**
**Bi-Weekly Assignment/Short Paper Rubric**

These short APA style papers (2 – 4 pages) are drawn from the weekly online courseware and assigned reading. Topics are designed to help synthesize course material and encourage the student to read widely in the specific field based on weekly content. The assignments also present multiple opportunities for students to hone APA formatting and information literacy skills.

<table>
<thead>
<tr>
<th>APA format (50 points)</th>
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**Comments:**

End of syllabus.