ANGELO STATE UNIVERSITY
BACHELOR of SCIENCE in NURSING
RN-BSN Program

NUR 4306
INFORMATICS, QUALITY MANAGEMENT,
AND HEALTH CARE TECHNOLOGY

SEMESTER: Fall 2017
Lenore Cortez, MSN, RNC
COURSE NUMBER
NUR 4306

COURSE TITLE
Informatics, Quality Management, and Health Care Technology

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
RN-BSN Student with RN Licensure; core compliant
GBSN Student (for elective)

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. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate Nursing Handbook should be reviewed before taking this course.

http://www.angelo.edu/dept/nursing/handbook/index.html

Students should be able to:
- Use devices to communicate with other systems to access data, upload, & download materials
- Use Skype or similar to communicate with others
- Use e-mail to create, send, and respond to others
- Create, attach, and open files
- Use Webcam for Collaborate and/or Skype communications and Respondus LockDown Browser Testing
- Use presentation software such as PowerPoint to create slides and displays
- Create multimedia presentations
- Use word processing
- Navigate Blackboard and the Internet
- Navigate a Windows or MAC operating system
COURSE DELIVERY
This is an online course offering http://blackboard.angelo.edu using the Blackboard Learning Management System software. Thus, students must know how to use Blackboard. For support on the Blackboard system, students should check the “Help” tab within Blackboard and if still unable to solve the issue contact the 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 reserves 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 during posted acceptable hours for calling, or via email notification (preferred) during times within and 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 BSN classes at this link:
http://www.angelo.edu/dept/nursing/rn-bsn_program.php

Technical requirements for the Pearson Course can be found at this link:

FACULTY
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Office: VIN 275
Phone: 325-486-6859
Cell #: 603-321-5585
Fax: 325-942-2236
E-Mail: lcortez5@angelo.edu

OFFICE HOURS
Please contact me by e-mail to schedule an appointment. If there is an emergency you can also reach me by text message or leave a message on my cell phone and I will call you back.

COURSE DESCRIPTION
This course examines computer communication and information sciences introducing students to an overview of information management in various health care settings. Students will learn strategies to manage information using technology to support decision making to improve patient care.
Course Overview
Nursing Informatics is the foundation for the improvement of nursing practice and patient outcomes through the application of knowledge and understanding of the history, terminology, and impact of informatics to the promotion of nursing professionalism in patient care and safety.

Mapping the Course

BSN Program Outcomes
Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills, and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information; evaluate patient data, and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse to plan, and/or implement patient centered care.

The Essentials of Baccalaureate Education for Professional Nursing Practice

1. Liberal education for baccalaureate generalist nursing practice
2. Basic organizational and systems leadership for quality care and patient safety
3. Scholarship for evidence-based practice
4. Information management and application of patient care technology
5. Healthcare policy, finance, and regulatory environments
6. Interprofessional communication and collaboration for improving patient health outcomes
7. Clinical prevention and population health
8. Professionalism and professional values
9. Baccalaureate generalist nursing practice
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
Minimize 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.
# STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity/activities validating outcome achievement</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the role and impact of informatics in health care</td>
<td>Week 2-3 Lecture &amp; Discussion Lesson Presentation 1-2 Quiz 1 &amp;2</td>
<td>4, 6</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>2. Analyze the role of the Internet in health care informatics</td>
<td>Week 3-4 Lecture &amp; Lesson Presentation #3 Quiz 2</td>
<td>4</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>3. Analyze information systems used in health care delivery</td>
<td>Week 5-6 Lecture &amp; PPT Assignment Lesson Presentation #4 Quiz 3</td>
<td>4</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>4. Explain the process for selecting and implementing information systems in health care</td>
<td>Week 7-8 Lecture &amp; PPT Assignment Lesson Presentation #5 Quiz 3</td>
<td>4</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>5. Analyze the use of electronic and personal health records</td>
<td>Week 9-10 Lecture &amp; Discussion Lesson Presentation #6-8 Quiz 4</td>
<td>4</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>6. Explain how the security of patient information can be enhanced</td>
<td>Week 11-12 Lecture &amp; Discussion Lesson Presentation #9 Quiz 5</td>
<td>4</td>
<td>4</td>
<td>I</td>
</tr>
<tr>
<td>7. Explain the impact of regulatory oversight in health care informatics</td>
<td>Week 13 Lecture &amp; Discussion Lesson Presentation #10 Quiz 5</td>
<td>4</td>
<td>4, 5</td>
<td>I</td>
</tr>
<tr>
<td>8. Analyze continuity planning in relation to disasters</td>
<td>Week 14 Lecture &amp; PPT Presentation Lesson Presentation #11 Quiz 6</td>
<td>4</td>
<td>4</td>
<td>I, S</td>
</tr>
<tr>
<td>9. Determine the relationship between informatics and patient outcomes</td>
<td>Week 14 Lecture &amp; PPT Assignment Lesson Presentation #12 Quiz 6</td>
<td>4</td>
<td>4, 6</td>
<td>I, PCC</td>
</tr>
</tbody>
</table>
REQUIRED TEXTS AND MATERIALS
Nursing Informatics 3.0 CourseConnect Package for Angelo State University, 1/e
ISBN10: 126995427X
ISBN13: 9781269954273
Package includes-
− 0132574950 Handbook of Informatics for Nurses & Healthcare Professionals, 5/e
− Nursing Informatics 3.0 access card

OTHER REQUIRED MATERIALS
− Computer with MAC or Windows Operating System
− High Speed Internet Access (hard wired to router preferable)
− Webcam
− Microphone headset or quality built-in microphone
− Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TOPIC OUTLINE
− Informatics in Health Care
− The Impact of Health Care Informatics on Nursing
− The Role of the Internet in Health Care Informatics
− Information Systems
− Implementing Information Systems
− Electronic Health Records
− Personal Health Records
− Telehealth
− Enhancing the Privacy and Security of Patient Information
− Information Technology Oversight
− Continuity Planning
− Informatics and Patient Outcomes

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 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = 0-59 points (Grades are not rounded up)
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 (6)</td>
<td>15</td>
</tr>
<tr>
<td>Assignments (PowerPoints) (2)</td>
<td>15</td>
</tr>
<tr>
<td>Innovations Paper (1)</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes (6)</td>
<td>25</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-reviewed journal articles, researching additional information and examples on the Internet (from appropriate sites), and discussing course material and clinical experiences with their peers.

Strategies Used:
- Assigned Readings & Presentations (see list with calendar)
- Internet Resources
- Discussion Forums
- Quizzes
- Written Assignments

METHOD OF ASSESSING LEARNING OUTCOMES
- Online Discussion
- Assignments (PowerPoint Presentations)
- Quizzes & Final Exam
- Innovations Paper

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.
PowerPoint Assignments:
On assigned weeks 6-7 and 12-13 you will create PowerPoint presentations to demonstrate your knowledge on the materials covered. Through the completion of these assignments, the student will:

- Develop professional written and presentational skills
- Improve technological skills
- Adopt a spirit of professional collaboration through peer review

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.

Innovations Paper
There are two purposes for this paper. One is to provide you the opportunity to explore in depth new technology in health care that affects patient care in terms of delivery or outcomes. The second purpose is for you to present what you learn in a professionally written literature review. The premise of the assignment is to help the student gain more knowledge of technology used in health care delivery. Armed with this knowledge, the student can develop strategies to use technology to improve patient outcomes. Helpful hint: Use the grading rubric content areas to form headings for your paper.

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. In short, exams taken over wi-
fi networks run the risk of being negatively impacted in terms of the user being “dropped” from the Blackboard site.

**ONECARD**
You will need to use your OneCard for identification. If you do not have the OneCard you can get it by going to [http://www.angelo.edu/services/asuone/get_your_onecard.php](http://www.angelo.edu/services/asuone/get_your_onecard.php) and completing the information. Once you submit your information, it takes 2 weeks to receive their card. ASU requires that all students (even online students) have the OneCard. If you are uncomfortable using your OneCard because it is attached to a banking account, cover the number with your finger or tape and use the card for identification.

**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:
- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)

**IMPORTANT UNIVERSITY DATES**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>August 28</td>
<td>Fall classes officially begin</td>
</tr>
<tr>
<td>Sept 4</td>
<td>Labor Day holiday – No class</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Last day to drop a class/withdraw from the University for Fall Semester</td>
</tr>
<tr>
<td>Nov 22 - 24</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Dec 11 - 15</td>
<td>Final Exams Week</td>
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<tr>
<td>December 16</td>
<td>Fall Graduation</td>
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</table>

**ATTENDANCE & STUDENT RESPONSIBILITY**
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 have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. just as you would in a face-to-face course. In addition, 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.
Full participation in the course is a professional expectation and required for successful and satisfactory completion of all course objectives. Online classroom attendance is evidenced by timely participation in the discussion assignments and other assigned activities. Failure to participate in a timely manner to any bi-weekly discussion is an absence, which may result in an evaluation of the student’s ability to meet course objectives, and result in failure of the course. Missing 2 bi-weekly Discussion Board forums is equivalent to missing 4 weeks of the class (2 absences). Students missing 2 Discussion Board forums will be removed from the class.

Students are expected to participate in the bi-weekly discussion board across several days during the week the board is open (See Course Calendar and Discussion Board Rubric) to keep up with discussion forums and announcements. In addition, students should check for e-mails daily to ensure that they do not miss important announcements that may be addressed to the student individually and/or to the class. For this session, participation in the Discussion Groups begins on Monday at 0800 and postings will be accepted until Sunday at midnight.

All activities and assignments are due Central Standard Time (CST). If an assignment is due ‘by midnight’ the assignment folder, test, module... will be set to close at 11:59 P.M.

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 (2010) 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. The student should check frequently (at least daily) for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Collaborate, etc. I prefer to be contacted by e-mail. E-mail is the easiest way to reach me on as I check several times a day during the semester. If urgent you can always call (603)321-5585 (my cell phone).

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. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- 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 "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 Folders menu button 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 lcortez5@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**
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. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original 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/](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.

GRADE APPEAL POLICY (OP 10.03, Grade Grievance)
Should a student be unable to resolve the grievance with the faculty member (either because no resolution was reached with the faculty member or because the faculty member is on leave or not returning to the university), the student may appeal the grade.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“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 presentations. 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 CHANGES
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/)
BSN Student Resources [http://www.angelo.edu/dept/nursing/online_learning.php](http://www.angelo.edu/dept/nursing/online_learning.php)
[http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php](http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php)
See the External Links menu button for more links

**WITHDRAWAL FROM CLASS**
Students wishing to drop the class must do so before the final drop date. If a student does not drop before the official last drop date, he/she will receive an F in the class as their final grade if their work is not up to the required standard. The University Calendar and online drop slips are available in the links provided.

University Calendar

[Drop Request for Online Courses](http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.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>Participates 1-2 times, late in the week, or does not participate at all</td>
<td>Participates 3 different days in the week</td>
<td>Participates 4 or more days throughout week</td>
<td>Participates 5-6 days throughout the week</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 only textbook as a reference</td>
<td>Posts well developed comments addressing assignment including readings, addresses all aspects of the task; lacks full development of concepts; includes peer-reviewed references and references other than textbook</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts and or asking questions that advances discussion.</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 existing posts with further comment or observation; moves discussion forward; enriches discussion</td>
<td>Posts factually correct, reflective, and substantive contribution; advances discussion</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>Uses references from peer-reviewed literature, incorporates readings, and may add appropriate personal experience to support comments</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>Does not include references other than textbook or other supporting experience to support comments</td>
<td>Uses personal experience, but no references to readings or research to support comments</td>
<td>Incorporates some appropriate references, textbook readings, and/or personal experience to support comments</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style and is free of grammatical or spelling errors</td>
</tr>
<tr>
<td><strong>Clarity &amp; Mechanics</strong></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 writing errors</td>
<td></td>
</tr>
</tbody>
</table>

**Score:**

- 18 = 100
- 17 = 96
- 16 = 92
- 15 = 88
- 14 = 84
- 13 = 80
- 12 = 76
- 11 = 72
- 10 = 68
- 9 = 64
- 8 = 60
- 7 = 56
- 6 = 50
- 5 = 30
- 4 = 20
- 3 = 10

*Updated 1/5/15*
**Guidelines for PowerPoint Presentations / Peer Review Process**

Through the completion of these assignments, the student will:
- Develop professional written and presentational skills
- Improve technological skills
- Adopt a spirit of professional collaboration through peer review

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><strong>Content (20 points)</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>
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<td>- Information includes reliable, factual information with main points supported by literature</td>
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<td>- Slides contain no typos, spelling, or grammatical errors</td>
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<td>- The introduction includes a clear statement of the topic</td>
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<td>- Ideas are organized in a logical way</td>
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<td>- The information and supporting details are easy to follow</td>
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<td>- The body of the presentation supports the topic</td>
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<td>- The conclusion of the presentation shares a strong message</td>
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<tr>
<td><strong>Visual Aids and Technology Use (20 points)</strong></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>
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<td>- Letters and fonts are easily to read</td>
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<td>- Aesthetically pleasing</td>
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<td><strong>References (15 points)</strong></td>
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<tr>
<td>- References come from peer-reviewed literature (at least 2 current articles &lt; 5yrs)</td>
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<td>- References written in correct APA style</td>
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</tr>
<tr>
<td><strong>Peer Review (25 points)</strong></td>
<td></td>
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<tr>
<td>- Reviewed 2 or more submissions</td>
<td></td>
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<tr>
<td>- Used positive critical thinking in critique providing substantive comments, demonstrating collegial communication</td>
<td></td>
</tr>
<tr>
<td>- Addressed content and organization</td>
<td></td>
</tr>
<tr>
<td>- Addressed visual aids and technology use</td>
<td></td>
</tr>
<tr>
<td>- Addressed APA format and Reference page</td>
<td></td>
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</tbody>
</table>

Each bullet point worth 5 points each

**Total Grade (100 points)**
## 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>
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</table>
**NUR 4306 – Nursing Informatics**

Innovations Paper Rubric

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction &amp; Background (10 points)</strong></td>
<td></td>
</tr>
<tr>
<td>‒ Introduces and describes technology fully using peer-reviewed sources for support</td>
<td></td>
</tr>
<tr>
<td>‒ Provides pertinent background information about selected technology</td>
<td></td>
</tr>
<tr>
<td>‒ Explains what the technology does and how it works</td>
<td></td>
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<tr>
<td><strong>Quality of Innovation (20 points)</strong></td>
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</tr>
<tr>
<td>‒ Establishes need for selected topic</td>
<td></td>
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<tr>
<td>‒ Supports the need for the technology and explains why it is important</td>
<td></td>
</tr>
<tr>
<td>‒ Relates technology to patient care quality and patient safety</td>
<td></td>
</tr>
<tr>
<td>‒ Provides reference data and/or statistics that demonstrate the need for the technology</td>
<td></td>
</tr>
<tr>
<td><strong>Stakeholders (15 points)</strong></td>
<td></td>
</tr>
<tr>
<td>‒ Discusses who will be impacted by the new technology</td>
<td></td>
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<tr>
<td>‒ Identifies those that would need to accept the new technology</td>
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</tr>
<tr>
<td>‒ Identifies who the stakeholders are</td>
<td></td>
</tr>
<tr>
<td>‒ Provides rationale why stakeholders inclusion</td>
<td></td>
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<tr>
<td><strong>Organizational Impacts (15 points)</strong></td>
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<tr>
<td>‒ Discusses impact on education, administration, direct nursing care and patient outcome</td>
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<tr>
<td>‒ Demonstrates critical thinking regarding the impact</td>
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<tr>
<td><strong>Conclusions and Suggestions (10 points)</strong></td>
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</tr>
<tr>
<td>‒ Briefly summarizes and ties major points of project paper together</td>
<td></td>
</tr>
<tr>
<td>‒ Concludes with suggestions for future projects to same audience or extended audience</td>
<td></td>
</tr>
<tr>
<td><strong>APA format (15 points)</strong></td>
<td></td>
</tr>
<tr>
<td>‒ Title Page in correct APA format; Creative title fitting topic selection</td>
<td></td>
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<tr>
<td>‒ Paper written in correct APA format (formatting, headings, citations, scholarly writing)</td>
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<tr>
<td>‒ References written in APA format</td>
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<tr>
<td><strong>Quality and Integrity of the Paper (15 points)</strong></td>
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<tr>
<td>‒ Writing is professional, clear, well developed, free of typos, spelling errors, and grammatical errors</td>
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<tr>
<td>‒ Thoughts and ideas are original supported by professional literature</td>
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<tr>
<td>‒ Direct quotations used only where absolutely necessary to convey a point</td>
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</table>

*Note—papers are checked by Turnitin a program designed to check papers for originality

| Total |       |

Comments
Nursing Informatics
Reading & Lesson Presentation Assignments

WEEK 1
Introductions and course orientation.

WEEKS 2-3

Read in your textbook
- Chapter 1 "Informatics in the Healthcare Professions"
- Chapter 2 "Hardware, Software, and the Roles of Support Personnel"
- Chapter 3 "Ensuring the Quality and Best Use of Information"
- Chapter 6 "Healthcare information Systems"
- Chapter 15 "The Role of Standardized Terminology and Language in Informatics"
- Chapter 24 "Consumer Education and Informatics"

View the Lesson Presentation
- Informatics in Health Care

WEEKS 4-5
The Impact of Health Care Informatics on Nursing
The Role of the Internet in Health Care Informatics

Read/re-read in your textbook
- Chapter 1 "Informatics in the Healthcare Professions"
- Chapter 4 "The Internet and the World Wide Web: An Overview"
- Chapter 5 "Professional Use of Electronic Resources"
- Chapter 7 "Strategic Planning for Information Technology Projects"
- Chapter 10 "System Implementation and Maintenance"
- Chapter 23 "Integrating Technology, Informatics, and the Internet Into Nursing Education"
- Chapter 24 "Consumer Education and Informatics"

View the Lesson Presentations
- The Impact of Health Care Informatics on Nursing
- The Role of the Internet in Health Care Informatics

WEEKS 6-7
Information Systems
Implementing Information Systems

Read/re-read in your textbook
- Chapter 7, "Strategic Planning for Information Technology Projects"
- Chapter 8, "Selecting a Healthcare Information System"
- Chapter 9, "Improving the Usability of Health Informatics Applications"
- Chapter 10, "System Implementation and Maintenance"
- Chapter 11, "Information Systems Training"
- Chapter 13, "System Integration and Interoperability"

View the Lesson Presentations
- Information Systems
- Implementing Information Systems
WEEKS 8-9
Electronic Health Records
Personal Health Records
Telehealth

Read in your textbook
- Chapter 14, "The Electronic Health Record"
- Chapter 16, "Personal Health Records"
- Chapter 25, "Telehealth"

View the Lesson Presentations
- Electronic Health Records
- Personal Health Records
- Telehealth

WEEKS 10-11
Enhancing the Privacy and Security of Patient Information
Information Technology Oversight

Read in your textbook
- Chapter 12, "Information Security and Confidentiality"
- Chapter 18, "Health Policy and Health Information Technology"
- Chapter 19, "Legislation"
- Chapter 20, "Regulatory and Reimbursement Issues"
- Chapter 21, "Accreditation Issues for Information System Design and Use"

View the Lesson Presentations
- Enhancing the Privacy and Security of Patient Information
- Information Technology Oversight

WEEKS 12-13
Continuity Planning
Informatics and Patient Outcomes

Read in your textbook
- Chapter 22, "Continuity Planning and Management (Disaster Recovery)"
- Chapter 24, "Consumer Education and Informatics"
- Chapter 26, "Public Health Informatics"
- Chapter 27, "Evidence-Based Practice and Research"

View the Lesson Presentations
- Continuity Planning
- Informatics and Patient Outcomes

See Course Calendar for Weeks 14-15 and Finals Week.

End of syllabus.

(8/20/17)