



Introduction to Health Informatics within Nursing

N2240F/G - NRSG7064

2018-2019

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Calendar Description:

This course will extend students' knowledge and skills related to information literacy and knowledge acquisition skills necessary for professional nursing practice. Through active learning, students will determine appropriate knowledge sources for nursing practice.

Course Description:

This course introduces the *knowledge, skills and attitudes* necessary for the use of information technology by nurses in relation to client care, health care administration, client teaching, nursing education and research. This course was designed to make students aware of professional, legal and ethical issues associated with the use of informatics within nursing. Students will explore the professional application of information technology in nursing education, professional practice and research.

Course Goals:

Students will:

1. enhance information literacy knowledge and skills to critique and inform personal and professional practice.
2. build upon year one learning to develop deeper understanding of the role of informatics in nursing practice.

Major Concepts in the course:

National Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015) addressed in this course include:

- The nurse provides care in accordance with professional and regulatory standards when promoting mental health and preventing or managing mental health conditions and/or addiction.
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actively engage in weekly dialogue and reflective, critical thought. The course and accompanying learning activities are designed to foster discussion, debate, and critical examination of concepts relevant to health informatics within nursing. *Weekly attendance is expected since small group and class discussions will facilitate learning, and your active participation will support not only your own but your colleagues' learning.* In order to create an interactive learning environment, students will be asked to share within groups, and at times with the larger class, their understanding of course material, their experiences and to engage in reflection on their learning. (mp)2 (le)6 .004 T/. Completed on -1.32 Td [(t)-6 (h)-4 (e l)-0-11 (g)6 (er02 Tc -0

9	Technology Enabled Models of Care	1,5,7,10-18	2-4,7,8
10 11	Digital Health Policy	all	3-6,8

- what did the readings make you think about?
- how can this concept/construct apply to nursing?
- what was the most challenging part of the reading(s)?
- was/is there a new way to look at the information or ideas presented in the readings?
- how does the knowledge derived from the readings inform your current or future personal/professional activities?

Further instructions and expectations regarding the quality of discussion will be discussed in class, including the location for posting on Sakai or FanshaweOnline.

Due Date: Weeks 3, 4, 5, 7, 8 (*note there is NO facilitation/contribution for week 6)

Grade:

- TOTAL: 30% of overall grade
 - Facilitation: 10%
 - Contribution: **Each weekly reflection contribution is worth 5% (5% x 4 weeks = 20% of overall grade).** Reflections developed by students that fail to demonstrate critical reflection and/or are extremely superficial or students who do not submit reflection (or are late/insufficient in submitting) will forfeit their grade for that given week.

2. Group Project

The purpose of this group assignment is for students to review, analyse, and critique an assigned topic pertaining to weeks 1-6 of the course. Your course Professor will review/assign potential topics for this project. Working in your assigned student group, and based on evidence found in the literature, you will review, analyse, and critique the impact of the assigned topic on health, and/or health care, and/or the profession of nursing. This group project consists of two parts:

- (a) Each student group will deliver their analysis and engage the class in a meaningful presentation. The presentation will be 5-7 minutes in length and will take place during class in Week 6.
- (b) Each student group will submit a 2-page executive summary of their analysis. To be submitted by Week 6.

Assignment Process:

- During class two (Week 2), a small group charter will be developed by each group and posted to Sakai/FanshaweOnline. This group guideline document will detail how each small group plans to work together effectively to complete the assignment, roles to be undertaken by each group member (e.g. recorder, coordinator), how conflict will be resolved within the group, and basic expectations of each participant.

- develop creativity and innovation in thinking and problem solving

Assignment Process:

- For this assignment, you will develop scholarly reflections of your learning based on the assigned readings, material presented, online, class, and group discussions, as well as scholarly literature. You will choose 2 -3 topics stemming from course material as the focus of your Integrative Reflection Paper. You will choose these topics from weeks 1-9 (inclusive). This is a scholarly reflection paper that integrates key learning from these weeks.
- Be prepared to share and present your emergent Paper with others during class time.
- The Integrative Reflective Paper will be submitted as a Microsoft Word document.

Criteria for evaluation:

- **Scholarly writing** and use APA (6th ed.) formatting and referencing (when applicable).
- Use of evidence-informed literature and other sources of knowledge to justify your responses and critiques.
- Integration of course reading, class, group, and online discussions.
- Creativity and cohesiveness of the assignment.
- Please see the marking rubric for this assignment for further guidance.

Due date and requirements:

- Choose 2-3 topics from course material arising from weeks 1-9 (inclusive).
- Maximum of 2000 words (not including images, other media or references).
- Due Date: Week 10

Grade:

- o 40% of overall grade

4. Learning Portfolio Presentation

Learning Portfolio Presentation is a group assignment. Your assigned group will synthesize knowledge from 2-3 course topics from Weeks 7-11 into an artefact and present to the class on Week 12. Guest adjudicators may be brought into review and offer feedback on the assignment during Week 12's class. Possible examples for the Learning Portfolio include the development of a comprehensive mind-map diagram(s), online re-representation of the week's content, or some other form of creative delivery. Please check with your instructor related to the suitability of your group's potential delivery style of the Learning Portfolio on/by week 10.

Due Date: Week 12, in-class

Grade: 15% of your overall course grade (Please see the marking rubric for this assignment for further guidance).

Summary of Opportunities to Demonstrate Learning

It is essential that client privacy and confidentiality be maintained when using electronic