



Introduction to Health Informatics

All rights reserved. This book is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means - el Tm0 g0 G(e)eeeee Fanshawe College, 1001 Fanshawe Blvd., P.O. B

5 R6.

Introduction to Health Informatics within Nursing

N2240f/g HS3093f NRS7064

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 deepen understanding of the multiple components that create evidenced-informed practice.
3. understand and critique how information technology has shaped, and will continue to shape nursing practice.
4. begin to comprehend the socio-technological relationship among the health care system, the nursing profession and client-centred health care teams.
5. recognize how informa

In this course, learning and teaching are a *shared* responsibility. The instructor's role is to guide, facilitate and support your learning. As a student, it is expected that you will be prepared to 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 onl* . 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. Completing assigned weekly readings / learning activities prior to classes will enhance your success in the course.

9 10	Technology Enabled Models of Care	1,5,7,10-18	2-4,7,8
---------	--------------------------------------	-------------	---------

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.

At regular intervals over the semester time will be set aside for groups to work on their group project and seek guidance in class as necessary.

Potential topics will be discussed weeks 2 and 3

The annotated bibliography will inform your presentation.

Each group will choose

generated by students in their small groups over various weeks of the course. In summary, the Integrative Reflective Paper should reflect on *at least two to three specific outcomes/products of various learning activities conducted in class, complemented with any relevant emergent class discussions (both online and within the physical class)*. Use of scholarly literature to support and extend your analysis and interpretation is necessary.

The purposes of this assignment are for you to:

synthesize two to three outcomes or products of various learning activities conducted in class, by generating creative reflections on content, complemented and extended by scholarly literature

critically analyze course content related to health informatics within nursing.

develop creativity and innovation in thinking and problem solving **Assignment**

Process:

For this assignment, you will draw on your knowledge from the assigned readings, material presented, and discussion stemming from class, to develop scholarly reflections of learning. You will choose two to three outcomes or products of various learning activities conducted in class, and generate an Integrative Reflective Paper which will analyse and interpret key learnings derived from these materials.

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, two to three outcomes or products of various learning activities conducted in class, group and online discussions.

Creativity and cohesiveness of

Learning Portfolio Presentation is a group assignment. For this assignment, your assigned small group will synthesize knowledge from 2-3 course topics into an artefact that can be presented to the entire 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 rerepresentation 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

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

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESS ED	VALUE	DUE DATE
1. Online Discussion (Facilitation and Contribution)	1-8	TOTAL: 30% Facilitation: 10% Contribution: 20%	Weeks 3, 4, 5, 7, 8– predetermined facilitation for each group member – see

All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.ca and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at www.fanshaweonline.ca

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all scheduled learning activities. Much of the learning that takes place in this course is a result of preparation and engagement with the material, and active dialogue with colleagues and faculty. Content discussed in class will be particularly important in the development of your Integrative Reflections and Learning Portfolio.

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010) [1 5]TJETQ253.78 6

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency in regards to use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors (CIs) are communicating via electronic devices, client information must not be included. Students and CIs are accountable for responsible use of electronic communication, this includes; using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/>

Fanshawe College iCopeU <http://icopeu.com/fanshawe/home.html> and
Counseling Services <http://www.fanshawec.ca/counselling/>