FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

UGPC APPROVAL _____
UFS APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
BANNER POSTED _____
CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6871	CURRENT COURSE TITLE: NURSING INFORMATICS

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)

CHANGE TITLE TO:
CHANGE PREFIX FROM: TO:
CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS[2] FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION TO:
THE FOCUS OF THIS COURSE IS NURSING INFORMATICS AND THE PROMOTION, GENERATION, MANAGEMENT, AND PROCESSING OF RELEVANT DATA IN ORDER TO USE INFORMATION AND DEVELOP KNOWLEDGE THAT SUPPORTS NURSES AND THE CARE OF PATIENTS IN ALL PRACTICE DOMAINS AND NURSING SITUATIONS. INFORMATION TECHNOLOGY AND HUMAN CARING FACTORS THAT INFLUENCE NURSING INFORMATICS ARE ADDRESSED.`

CHANGE PREREQUISITES/MINIMUM GRADES TO*:

PERMISSION OF DEPARTMENT

CURRENT CATALOG: ---

CHANGE COREQUISITES TO*:

CHANGE REGISTRATION CONTROLS TO:

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Faculty contact, email and complete phone number:
Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by:	Date:	
Department Chair: _____	9/24/13	1. **Syllabus** must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus.2011.pdf
College Curriculum Chair: _____	9/24/20/3	
College Dean: _____	9/24/20/3	2. Review **Provost Memorandum: Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
UGPC Chair: _____	10/1/17	
Graduate College Dean: _____	10/16/13	3. **Consent** from affected departments (attach if necessary)
UFS President: _____		
Provost: _____		

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE SYLLABUS
SPRING 2013

COURSE NUMBER: NGR 6871

COURSE TITLE: Nursing Informatics

COURSE FORMAT: Online

CREDIT HOURS: 3 credits

COURSE SCHEDULE: Online

PLACEMENT IN CURRICULUM
Concentration course in Nursing Administration and Clinical Nurse Leader Tracks

PREREQUISITE/S: Permission of the Department

COREQUISITE/S: None.

FACULTY: Rose O. Sherman, EdD, RN, NEA-BC, FAAN
Professor
Office – (561) 297-0055 CON 121
E-Mail Address – rsherman@fau.edu

OFFICE HOURS: Monday – Wednesday – Friday   10AM to 5PM
and by Appointment

COURSE DESCRIPTION: The focus of this course is nursing informatics and the promotion, generation, management, and processing of relevant data in order to use information and develop knowledge that supports nurses and the care of patients in all practice domains and nursing situations. Information technology and human caring factors that influence nursing informatics are discussed.

COURSE OBJECTIVES:
Upon completion of NGR 6871, the student will demonstrate evidence of:

1. Becoming competent
   A. Identify essential information about computers, their function, and basic terminology related to hardware and software. (Essential I, V)
   B. Identify data standards for computer-based patient record, including the relation of health policy and legal influences. (Essentials I, V, VI)

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    C. Identify the American Nurses Association recognized data sets, classifications and nomenclatures for languaging nursing. (Essentials IV, V, VIII)

    D. Compare and contrast clinical information systems used in various healthcare settings, with an emphasis on nursing information systems development. (Essentials V, VI, VII, VIII)

2. Becoming compassionate
    A. Analyze the human factors that influence informatics practice. (Essentials II, III, V)
    B. Develop caring-based plans that will support the needs of staff and patients in the introduction of new technologies. (Essentials II, V, VI)

3. Demonstrating comportment
    A. Integrate understandings of the nursing situation into the application and use of nursing informatics. (Essentials II, IV, V)
    B. Incorporate the use of information systems in nursing administration, practice, community health, research, education and health policy to support caring.(Essentials II, III, IV, V, VI, VIII, IX)

4. Becoming confident
    A. Demonstrate the ability to critically analyze health care delivery system informatics issues and needs. (Essentials II, III, V, VII, VIII, IX)
    B. Evaluate and critique the current nursing, informatics and health care literature for current applications of information systems and best practices systems. (Essentials II, III, IV, V, VII)
    C. Apply generic computer hardware and software technology as solutions in healthcare settings with an emphasis on professional nursing practice trends and emerging issues facing healthcare and the nursing profession. (Essentials I, V, VI, VII, VIII)

5. Attending to conscience
    A. Assess ethical, political, legal and socio-cultural issues related to nursing specific and clinical information systems. (Essentials II, IV, V, VI)
    B. Develop criteria for selecting, evaluating, and implementing an information system in a health care setting that honors the wholeness of person. (II, III, V, VIII, IX)

6. Affirming commitment
    A. Examine the historical perspectives of nursing and information management, and the major influences that lead to the need for informatics in nursing situations in the context of healthcare. (Essentials I, II, III, V, VI)
    B. Integrate nursing, caring, computer, and information sciences in the optimal use of information systems to support nursing practice. (Essentials II, IV, V, VIII)

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C. Incorporate the use of information systems in nursing administration, practice, community health, research, education and health policy to support caring. (Essentials II, III, V, VI, VIII)

TEACHING LEARNING STRATEGIES:
Online lectures/Power Point Presentations, Assigned Readings, Podcasts, Videocasts, Group Threaded Discussions, Individual Student Assignments.

GRADING AND EVALUATION METHODS:

Participation in Threaded Discussion   30%
Quizzes (2 – One in Module 5 and One in Module 10)   20%
Power Point Presentation on an Informatics Trend – Due on April 8th   20%
Interview and Report on a Clinical Documentation/Information System – Due by
May 1st.   30%
                                                                                  100%

Major Assignment and Threaded Discussion Guidelines are available in Document Sharing. A question content blueprint will posted for each quiz.

GRADING SCALE:
Grade below C is not passing in the Graduate Program.

93 -100	A
90 -92	A-
87-89	B+
83-86	B
80-82	B
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Grades will be posted in the Online Grade-book. The Grade-book information is confidential and only the professor and the individual student are able to access that information. You can follow your course progress through the Grade-book, with each assignment grading criteria being a portion of 100. Final grades will be available on-line through OASIS at the end of the term and will also appear in your grade book.

REQUIRED TEXTS:
Hebda, T. & Czar, P. (2013). *Handbook of Informatics for Nurses and Health care Professionals* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

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Saba, V.K. & McCormick, K.A. (2011). *Essentials of Nursing Informatics* (5th Ed.)
New York: McGraw-Hill.

RECOMMENDED TEXTS:
American Nurses Association. (2008). *Nursing Informatics: scope and standards of practice.* Silver Spring, MD: American Nurses Association.
ISBN: 9781558102569

Boykin, A. & Schoenhofer, S.O. (2001). *Nursing as Caring: a model for transforming practice.* Boston: Jones and Bartlett.
ISBN: 076371643X

RECOMMENDED JOURNALS:
CIN: Computers, Informatics, Nursing
Nursing Informatics Online
Online Journal of Nursing Informatics [OJNI] (http://www.ojni.org)
Journal of the American Medical Informatics Association [JAMIA]
(http://www.jamia.org)
Applied Clinical Informatics
Health Affairs
Journal of Nursing Administration
Nursing Economics
Nursing Administration Quarterly

RECOMMENDED WEBSITES and -JOURNALS:
http://www.himss.org/ASP/index.asp Health Information Management and Systems
http://www.amia.org/about-amia American Medical Informatics Association
https://www.ania.org/ American Nursing Informatics Association
http://www.healthit.gov/ Health IT Government
http://www.healthaffairs.org : The Policy Journal of the Health Sphere
http://www.healthcare-informatics.com : Healthcare Informatics Online, the
Business of Healthcare Information Technology
http://www.tigersummit.com/ : The TIGER Initiative
http://www.healthcareitnews.com/ : Healthcare IT News

TOPICAL OUTLINE:

MODULE	TOPICS	DATES OF MODULE
One	Course Introduction Historical Overview of Nursing and Clinical Informatics Nursing Informatics as a Specialty Area	January 5th – 14th, 2013

Two	Information Systems and Applications Computer Systems Basics Theories and Models in Clinical Informatics	January 15th – 27th, 2013
Three	Selecting, Implementing and Maintaining Health Information Systems • Leadership Role • Strategic Planning • Managing Change • Life Cycles/ • Human Factors/Training	January 28th – February 10th, 2013
Four	Core Elements in Nursing Informatics • Data Standards • Data Sets, Classifications and Nomenclature • Review of Current and Emerging Taxonomies	February 11th – 22nd, 2013
Five	Current and Future Electronic Health Records • Evolution of the EMR and HER • Interoperability • Health Information Exchanges • Inter-professional Use • Consumer Access **Quiz One in this Unit**	February 23rd – March 3rd, 2013
Spring Break	No Class/No Assignments	March 4th – 10th, 2013
Six	Health Policy and Regulation • HIPAA – Privacy and Security • ACA Impact on HIT • Meaningful Use • TIGER Initiative,	March 11th- 23rd, 2013

	Leapfrog Group	
Seven	Information Systems and Decision Support • Clinical Decision Support • Data Mining/Data Sets • Knowledge Discovery	March 24th – April 1st, 2013
Eight	Ethical, Legal and Social Issues • Protecting Information • Social Media • Vendor Relationships	April 2nd – 13th, 2013 **Power Point Presentation Due April 8th, 2013**
Nine	Emerging Issues • Disaster Recovery • Technology and Informatics Funding Decisions • Bioinformatics/ • Genomics	April 14th – 21st, 2013
Ten	Practice Trends and Future Considerations Student Power Point Projects **Quiz 2 in this Unit**	April 22nd – May 1st, 2013 **Clinical Documentation System Report Due by May 1st**

COURSE ASSIGNMENTS:
Participation in Threaded Discussion
Quizzes (2 – One in Module 5 and One in Module 10)
Power Point Presentation on an Informatics Trend – Due on April 8th
Interview and Report on a Clinical Documentation/Information System – Due by May 1st.
   • Specific Guidelines are posted for each assignment on the course site.

COURSE BIBLIOGRAPHY:
Culley, J., Polyakova-Norwood, V. & Effken, J. (February, 2012). Preparing

REVISED SEPTEMBER 2013

Graduate Nursing Students for "Meaningful Use"/ Issues, Impacts and Insights Column. *Online Journal of Nursing Informatics (OJNI),16* (1). Available at http://ojni.org/issues/?p=1260

Deese, D., & Stein, M. (2004). The ultimate health care IT consumers: How nurses transform patient data into a powerful narrative of improved care. *Nursing Economics, 22*(6), 336-341.

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Yensen, J. (June 2012). Data Mining the National Library of Medicine: Real time performance support in clinical decision-making. *Online Journal of Nursing Informatics (OJNI), 16* (2), Available at http://ojni.org/issues/?p=1696

Wolf, D. M., Hartman, L. M., Larue, E. M., & Arrndt, I. (2007). Patient first: A patient sensitivity tool for an electronic health record implementation. *CIN: Computers, Informatics, Nursing, 25*(2), 112-117

COURSE POLICIES

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Additional course policies include the following:

1. All course requirements and objectives, including all threaded discussions, exams, and papers, must be met in order to obtain a passing grade.
2. The student is responsible to complete all assigned readings (PPT, articles, textbooks and discussion board post) on a weekly basis.
3. Work that is turned in late by the student will be marked down accordingly.
4. If you are ill or must be absent from course discussions, the faculty must be notified and the circumstances discussed before the absence is granted.
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b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
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c). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/catalogRevs/academics.php
 and
http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:
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Florida Atlantic University are expected to maintain the highest ethical standards.
Dishonesty is considered a serious breach of these ethical standards, because it interferes
with the University mission to provide a high quality education in which no student
enjoys an unfair advantage over any other. Dishonesty is also destructive of the
University community, which is grounded in a system of mutual trust and places high
value on personal integrity and individual responsibility. Harsh penalties are associated
with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a
professional competency and an expectation of all students. **ANY** act of dishonesty that
violates the code of academic integrity and misrepresents your efforts or ability is
grounds for immediate failure of the course.

DISABILITY STATEMENT:
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accommodations due to a disability to properly execute coursework must register with the
Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880),
Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all
OSD procedures.

INCOMPLETE POLICY:
The Incomplete Grade Policy is enforced. A student who registers for a course but fails to
complete the course requirements, without dropping the course, will normally
receive a grade of "F" from the course instructor. A student who is passing a course but
has not completed all the required work because of exceptional circumstances may, with
the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must
be changed to a grade other than "I" within a specified time frame, not to exceed one
calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason
the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established
grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL
The Christine E. Lynn College of Nursing may use students' course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FAU
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CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well- being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values

and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and

service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised April, 2012.

Graduate Nursing Students for "Meaningful Use"/ Issues, Impacts and Insights Column. *Online Journal of Nursing Informatics (OJNI),16* (1). Available at http://ojni.org/issues/?p=1260

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the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established
grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

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CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well- being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values

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and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and
service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

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