## FLORIDA ATLANTIC UNIVERSITY

### Graduate Programs—COURSE CHANGE REQUEST

<table>
<thead>
<tr>
<th>DEPARTMENT: NURSING</th>
<th>COLLEGE: NURSING</th>
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<tbody>
<tr>
<td>COURSE PREFIX AND NUMBER: NGR 6871</td>
<td>CURRENT COURSE TITLE: NURSING INFORMATICS</td>
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<tr>
<td>CHANGE(ES) ARE TO BE EFFECTIVE(LIST TERM): SPRING 2013</td>
<td>TERMINATE COURSE (LIS) AT ACTIVE TERM:</td>
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<td>CHANGE TITLE TO:</td>
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<td>CHANGE PREFIX FROM:</td>
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<td>CHANGE GRADING FROM:</td>
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<td>CHANGE DESCRIPTION TO:</td>
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**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 Supporting 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.

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

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**Approved by:**

- **Department Chair:**
- **College Curriculum Chair:**
- **College Dean:**
- **UGPC Chair:**
- **Graduate College Dean:**
- **UFS President:**
- **Provost:**

**Date:**

- **9/24/13**
- **9/24/2013**
- **11/17**
- **10/16/13**

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1. **Syllabus must be attached; see guidelines for requirements:**

2. **Review Provost Memorandum:**
   - **Definition of a Credit Hour**

3. **Consent from affected departments (attach if necessary)**

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FAU:change—Revised September 2012
Approved Faculty Assembly 9-23-2013

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)

REVISED SEPTEMBER 2013
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)

REVISED SEPTEMBER 2013
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/Powder 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% |

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 online through OASIS at the end of the term and will also appear in your grade book.

REQUIRED TEXTS:

REVISED SEPTEMBER 2013

**RECOMMENDED TEXTS:**
ISBN: 9781558102569

ISBN: 076371643X

**RECOMMENDED JOURNALS:**
CIN: Computers, Informatics, Nursing
Nursing Informatics Online
Applied Clinical Informatics
Health Affairs
Journal of Nursing Administration
Nursing Economics
Nursing Administration Quarterly

**RECOMMENDED WEBSITES and -JOURNALS:**
[http://www.amia.org/about-amia](http://www.amia.org/about-amia) American Medical Informatics Association
[https://www.amia.org/](https://www.amia.org/) American Nursing Informatics Association

**TOPICAL OUTLINE:**

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<tr>
<th>MODULE</th>
<th>TOPICS</th>
<th>EXPRESSIONS</th>
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<td>One</td>
<td>Course Introduction</td>
<td>January 5th – 14th, 2013</td>
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<tr>
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<td>Historical Overview of Nursing and Clinical Informatics</td>
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<td>Nursing Informatics as a Specialty Area</td>
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<th>January 15&lt;sup&gt;th&lt;/sup&gt; – 27&lt;sup&gt;th&lt;/sup&gt;, 2013</th>
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<tr>
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<td>Computer Systems Basics</td>
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<td>Theories and Models in Clinical Informatics</td>
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<td>Three</td>
<td>Selecting, Implementing and Maintaining Health Information Systems</td>
<td>January 28&lt;sup&gt;th&lt;/sup&gt; – February 10&lt;sup&gt;th&lt;/sup&gt;, 2013</td>
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<td>• Leadership Role</td>
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<td>• Strategic Planning</td>
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<td>• Managing Change</td>
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<td>• Human Factors/Training</td>
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<td>Four</td>
<td>Core Elements in Nursing Informatics</td>
<td>February 11&lt;sup&gt;th&lt;/sup&gt; – 22&lt;sup&gt;nd&lt;/sup&gt;, 2013</td>
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<td>• Data Standards</td>
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<td>• Data Sets, Classifications and Nomenclature</td>
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<td>• Review of Current and Emerging Taxonomies</td>
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<td>Five</td>
<td>Current and Future Electronic Health Records</td>
<td>February 23&lt;sup&gt;rd&lt;/sup&gt; – March 3&lt;sup&gt;rd&lt;/sup&gt;, 2013</td>
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<td>• Evolution of the EMR and HER</td>
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<td>• Interoperability</td>
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<td>• Health Information Exchanges</td>
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<td>• Inter-professional Use</td>
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**Quiz One in this Unit**

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<tr>
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<th>March 4 – 10, 2013</th>
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<td>Health Policy and Regulation</td>
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<td>• ACA Impact on HIT</td>
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<td>• Clinical Decision Support</td>
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<td>• Data Mining/Data Sets</td>
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<td>• Knowledge Discovery</td>
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<td>Eight</td>
<td>Ethical, Legal and Social Issues</td>
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<td>• Protecting Information</td>
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<td>• Social Media</td>
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<td>Power Point Presentation Due</td>
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<td>• Vendor Relationships</td>
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<td>• Disaster Recovery</td>
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<td>April 14th – 21st, 2013</td>
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<td>• Technology and Informatics Funding</td>
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<td>• Decisions</td>
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<td>• Genomics</td>
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<td>Ten</td>
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<td>Student Power Point Projects</td>
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<td>Clinical Documentation System Report Due</td>
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<td>Quiz 2 in this Unit</td>
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<td>by May 1st</td>
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**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:**

REVISED SEPTEMBER 2013


**COURSE POLICIES**

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

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.
5. The student’s FAU email address must be used in all communication with the faculty. There is an email function in E college that you can use. Forwarding FAU email to outside providers such as AOL, BellSouth may delay delivery of these messages. We encourage you to check your FAU email account on a regular basis, at least twice a week. FAU has no responsibility or liability with messages being forwarded to outside email addresses (this includes delayed delivery or bounced email messages). You are responsible for checking both your FAU email and announcements on the course home page regularly – at least 2 times a week – so that you don’t miss important updates and messages in announcements.
6. You are responsible for completing the Blackboard orientation and tutorials so that you are using the platform correctly.
7. Familiarize yourself with the library proxy server which you can access via your home computer ([www.fau.edu/library](http://www.fau.edu/library)) and a FAU OWL card. Through this server, you can access electronic journals and download almost any article you want. Please be sure you have an OWL card and know how to access the library and search for electronic journals or search for articles via CINHAL or OVID or other databases.

REVISED SEPTEMBER 2013
Approved Faculty Assembly 9-23-2013

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
   http://nursing.fau.edu/GraduateHandbook

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:
The University policy regarding academic integrity is enforced in this course. Students at 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:

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:
In compliance with the Americans with Disabilities Act (ADA), students who require special 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.

REVISED SEPTEMBER 2013
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.

REVISED SEPTEMBER 2013
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

Revised September 2013
Approved Faculty Assembly 9-23-2013

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.


REVISED SEPTEMBER 2013
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


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REVISED SEPTEMBER 2013
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a). The faculty reserves the right to make changes in course content and requirements.


c). Florida Atlantic University’s Academic Policies and Regulations http://www.fau.edu/academic/registrar/catalogRevs/academics.php and http://www.fau.edu/regulations

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REVISED SEPTEMBER 2013
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.

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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.

REVISED SEPTEMBER 2013
Approved Faculty Assembly 9-23-2013

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.

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