TITLE: Informatics and Technology for Advanced Practice

FACULTY: Dr. James A. Cato, Ed.D., MSN, MHS, RN, CRNA, CPEHR

OFFICE: Virtual
OFFICE HOURS: By Appointment

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EMAIL: James.cato@tamucc.edu
FAX: (361) 825-2484

CREDITS: 2 semester hours (2:0)

COURSE DESCRIPTION: The examination of the use and mobilization of information and technology across organizations for insuring continuity of quality care. May require field-based activities.

PREREQUISITE: Graduate standing, admission into the DNP program and computer literacy.

GENERAL INFORMATION:

This course is required for students enrolled in the Texas A&M University-Corpus Christi College of Nursing and Health Sciences Doctor of Nursing Practice program. Learning activities are designed to expand the information management skills of registered nurses in advanced practice to enhance their abilities to use technology in their scholarly practice.

This course is web-based and the principles of asynchronous distance learning apply to both the course and any field experiences. The online weekly schedule for this course begins on Monday and ends on Friday. You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule. If you encounter challenges related to web-based learning should inform Dr. Peck promptly.

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**Student Learning Outcomes**

1. Explain the relationship between information management processes and healthcare outcomes including patient, financial, and personnel management. (DNP Essential II & III)

2. Assess the capacity of various health information systems to support clinical decisions, support quality management initiatives, promote communication during care transitions, and enhance patient participation in care management. (DNP Essential I, II, IV)

3. Explain the technical architecture requirements and characteristics for an integrated health care system. (DNP Essential II & III)

4. Evaluate a system’s capacity to contribute to meaningful use of health information by various stakeholders. (DNP Essential II, V)

5. Design or modify a health information system to support timely and secure communication of patient health information within and across appropriate organizations. (DNP Essential I, II, III, IV, V)

**REQUIRED TEXTS AND RESOURCES:**


**RECOMMENDED TEXTS**


*Students are expected to supplement their assignments with readings from relevant journals.*

**Website:**

Online delivery: This course is delivered exclusively through online technology and may be accessed at http://Bb9.tamucc.edu. Students will need to provide PowerPoint, word processing, and other software as needed to complete requirements of this course and may need to download collaborative tools such as the WebEx application.

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LEARNING EXPERIENCES AND TEACHING METHODS

A variety of distance learning strategies are used in this Web-based course. Guided independent reading assignments, discussion, written exercises, and self-assessment quizzes are incorporated into the Blackboard courseware package. Students should be guided in the identification of personal learning needs by the course objectives and lessons. Students should exhibit self-direction and demonstrate that learning has occurred by the successful completion of coursework which may include field experiences. Students are responsible for documenting time in field experiences in the DNP portfolio.

COURSE REQUIREMENTS

1. Students are expected to have access to a computer that can support Blackboard applications. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere. Any problems with technology, computer, internet browsers, internet connections, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu.

2. Email communication should occur through the Blackboard structure. Students should review email at least every 48 hours.

3. All assignments are due on the scheduled date. Students should review the syllabus throughout the semester to ensure that class assignments are completed correctly and by the due date. Any problems understanding the assignments or due dates should be brought to the attention of the instructor, preferably within the first week of class. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with the instructor before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days. However, exceptions will be considered for extreme emergencies where pre-planning was not possible.

4. Respectful and timely participation in discussion forums is required. Since it is assumed each student will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.

5. Students are expected to complete a course evaluation at the end of the course. Faculty members of the College of Nursing and Health Sciences place great value on evaluative feedback from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which are used to strengthen the program. Data are analyzed to identify trends and themes and are important to curriculum and sequencing decisions.
All evaluations for courses can be completed online. The online mechanism allows for the opportunity to tabulate and store information essential in identifying trends and patterns in student experiences. Please be assured that this information is secured and not released until after grades are submitted. No student names are available to faculty. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available to students through Blackboard in the last two weeks of a semester. Thank you in advance for your assistance with the evaluation process.

**COURSE GRADE COMPONENTS**

The College of Nursing and Health Sciences grading scale for the course is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>67-74</td>
</tr>
<tr>
<td>F</td>
<td>below 67</td>
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SUCCESSFUL COMPLETION OF COURSE REQUIRES A GRADE OF B OR BETTER

Courses not passed with at least a B may result in an alternate degree plan and delay program completion.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Expository Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Clinical Protocol Analyses</td>
<td>30%</td>
</tr>
<tr>
<td>Emerging Technologies Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board Posting Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Doctor of Nursing Practice Experience Portfolio</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

**NETIQUETTE**

Student-to-Student Etiquette: Academic Discourse encompasses the process of using open dialogue to facilitate a high level of communication in the academic setting. It is a tool to convey thoughts and opinions and influences the formation of your professional views in the field of nursing. It is an expectation of the course that students will adhere to the following values when conducting written correspondence online whether through email, course mail, bulletin board postings, assignments, or any other collaborative written work.
• Respect: Each student’s viewpoint is valued as an opinion. If a response is perceived as offensive, seek clarification first. Ask yourself if you would be comfortable saying in person what you have written online.

• Confidentiality: Use appropriate discretion when discussing topics online. Think twice before using the names of children, teachers, and/or colleagues. Do not use names of people or names of facilities when sharing your experiences.

Student-to-Instructor Etiquette: Papers should be submitted in a timely manner. If a problem arises that precludes timely submission, the instructor must be notified in writing preferably at least 24 hours prior to the deadline or as soon as possible. Concerns about a course assignment should be discussed directly with faculty in a prompt and professional manner.

Instructor-to-Student Etiquette: Emails will be answered within a 48 hour timeframe, excluding weekends and holidays. Appointments may be set for phone or video conversations with 24 hours prior notice. Assignments will be graded and returned within 14 days of submission. Emails and phone messages will not be returned on weekends or holidays, unless in emergent circumstances.

Topic Outline

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Content Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Aug 27-Sept 23</td>
</tr>
<tr>
<td>The Technology of Health Informatics: Computers, Health Information Systems, Health Information Networks</td>
<td></td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Introductions</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Module 1 Discussion Post</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Module 1 Discussion, respond to two classmates</td>
</tr>
<tr>
<td><strong>Sept. 24</strong></td>
<td>WebEx 8-9pm</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>Sept 24-Oct 14</td>
</tr>
<tr>
<td>Clinical Application of Health Information Technology: Electronic Health Record, Privacy and Security (HIPAA), Meaningful Use</td>
<td></td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Module 2 Discussion Post</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Module 2 Discussion, respond to two classmates</td>
</tr>
<tr>
<td><strong>Oct 15</strong></td>
<td>EXPOSITORY ESSAY DUE</td>
</tr>
<tr>
<td><strong>Oct. 15</strong></td>
<td>WebEx 8-9pm</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>Oct 15-Oct 28</td>
</tr>
<tr>
<td>Application of Health Information to Quality and Outcomes Management: Effectiveness Assessment, Protocol Design, Policy Development</td>
<td></td>
</tr>
</tbody>
</table>
COURSE WORK GUIDELINES AND GRADING CRITERIA

Online Discussion
During each learning unit, you will be expected to participate in online dialogue on the discussion board. You will select a learning exercise question at the end of one of the assigned reading chapters and will post on the discussion board. For units 1, 2, and 5, students will have the first two weeks of each unit to post an initial response and will have the third week of the unit to post a response to two fellow students. For units 3-4, students will have, two weeks to complete discussions, with the first week for initial posting and the second week for responsive postings. You are expected to use two professional references (peer-reviewed journals, textbooks, or authoritative source such as the CDC). Students are strongly advised to review the rubric for online participation prior to completion.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact course faculty prior to completing an assignment to prevent delays in your successful performance. Assignments are due on the scheduled date indicated in the course syllabus. Unless otherwise instructed, you should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Assume all required
papers are scholarly products and, as such, should adhere to APA scholarly report guidelines.

**RUBRIC FOR ONLINE PARTICIPATION**
Rubric for Assessing the Effectiveness of Student Participation in Online Discussion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>Does not respond to most postings, rarely participates</td>
<td>Responds to postings several days after initial discussion, limited initiative</td>
<td>Responds to most postings within a 48 hour period</td>
<td>Consistently responds to postings promptly, demonstrates good initiative in directing the conversation</td>
</tr>
<tr>
<td>Delivery</td>
<td>Utilizes poor spelling and grammar, posts appear hastily composed, no sources cited</td>
<td>Multiple errors in spelling and grammar, sources are poor quality</td>
<td>Few grammar and spelling errors, uses singular peer-reviewed source</td>
<td>Consistently uses correct grammar and spelling, APA format is correct, 2 sources are peer-reviewed within last 5 years</td>
</tr>
<tr>
<td>Relevance</td>
<td>Posts topics which do not relate to the discussion content, &quot;clutters&quot; the board</td>
<td>Posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are relevant to discussion content, asks meaningful questions</td>
<td>Consistently posts topics related to the discussion topic, cites additional relevant references to support position</td>
</tr>
<tr>
<td>Expression</td>
<td>Does not express opinions clearly and articulately, &quot;rambles,&quot; or meaningless chatter</td>
<td>Unclear connection to topic evidenced in minimal expression of ideas</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to the topic or professional academic discourse</td>
<td>Consistently facilitates academic discourse in a clear, concise, and articulate and professional way</td>
</tr>
<tr>
<td>Contribution to the Online Learning Community</td>
<td>Does not make an effort to participate, is disconnected and indifferent</td>
<td>Occasionally makes meaningful reflection on the group effort, minimal effort to become involved</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group</td>
<td>Aware of needs in the community, motivates and enriches group discussion, presents creative approaches to the topic</td>
</tr>
</tbody>
</table>

**TOTAL:**

Adapted from Edelstein, Susan and Jason Edwards. "If You Build it, They Will Come: Building Learning Communities Through Threaded Discussions." Available at: http://www.westga.edu/~distance/ojdla/spring51/edelstein51.html

**Guidelines for Assignment I**
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Expository Essay (20%)
For this assignment, you are to write an expository essay in which you demonstrate your professional perspective on the impact of health information management systems on professional nursing practice and patient outcomes specific to the selected topic of interest for your DNP project. This exercise provides students the opportunity to establish a foundation from which to examine the principles of healthcare information management that currently guide decisions about the use of information (its acquisition, retrieval, and storage) in health promotion and disease management activities. Your essay should represent your opinion as an experienced healthcare professional and evidence-based practice, not simply your beliefs.

The essay should follow the guidelines for expository essays (Purdue University Online Writing Lab: https://owl.english.purdue.edu/owl/resource/685/02/). The essay should adhere to APA format. It should include citations and references. Ideas should be linked through cohesive paragraphs. The essay should be no longer than 5 pages. The references are not included in the 5 page limit. Consistent with APA format, you will need a title page which also does not count in the total page count. Include your name in the filename for the document you upload into the Assignment Tool.

Guidelines for Assignment II

Quality Assessment Using Electronic Encounter Documentation Proposal (30%)
This assignment provides students the opportunity to explore data management methods appropriate in the examination of the effectiveness of treatment protocols in specific patient populations. The assignment should assist students in the development of new practice guidelines that support the work of a healthcare organization and foster the delivery of quality nursing care in that specific setting. In this proposal, students should: briefly describe the protocol, treatment guideline, or nursing intervention selected for this assignment and its relationship to specific patient outcomes. The proposal should include a brief introduction to the protocol as a solution to a clinical problem, benefits, and challenges associated with its implementation in a specific setting. Students should describe the data they will need to collect and measure to assess effectiveness. A detailed plan for accessing the data should be described. Finally, students should identify the methods they will use to assess the effectiveness of the protocol. The report should be prepared as a technical report that includes background of the clinical problem, details of the protocol/practice guideline/nursing intervention, description of the information selected as indicators of the protocol/guideline/intervention effectiveness and an explanation of the data collection process. The final section should present the recommendations for action. Following the analysis students need to develop recommendations for practice- either recommendations to change practice interventions, change the environment in which the interventions are implemented, or confirm the interventions are sufficiently effective in a specific patient population.

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Students are strongly advised to select a topic directly related to their proposed final DNP scholarly inquiry project. Students should consider the time required to gain access to an agency and the agency’s health information system in preparing for this assignment.

COURSE POLICIES

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity/Honesty/Plagiarism. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in (F).

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:
Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Refer to the academic calendar to see the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations: APA**

Students are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact course faculty prior to completing an assignment to prevent delays in your successful performance. Assignments are due on the scheduled date indicated in the course syllabus. Unless otherwise instructed, you should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Assume all required papers are scholarly products and, as such, should adhere to APA scholarly report guidelines.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of
the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Support Services**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.