



**Edison State Community College
RN to BSN Program**

**NUR 430S
Nursing Informatics**

2025 US

Table of Contents

COURSE DESCRIPTION	4
COURSE GOALS	4
CORE VALUES	4
TOPIC OUTLINE	4
COURSE FACULTY	6
COURSE MATERIAL	7
REQUIRED	7
COURSE TECHNOLOGY	7
COURSE RESOURCES IN APA FORMAT	7
DISCUSSION BOARDS	8
ALTERNATIVE DISCUSSION BOARD ASSIGNMENT WEEKS 3 AND 7	8
WRITTEN PAPERS/POWERPOINT/VIDEO ASSIGNMENT	9
GROUP ASSIGNMENTS	9
QUIZ/TEST	9
LIPPINCOTT ASSIGNMENT	9
COLLEGE SUPPORT SERVICES	10
COMPUTERS	10
REQUIRED TECHNOLOGY FOR SOFTWARE AND HARDWARE	10
LIPPINCOTT SOFTWARE AND HARDWARE REQUIREMENTS	10
TECHNICAL SUPPORT SERVICES	10
MACBOOK USERS	11
ADVISING SERVICES	11
CAREER AND JOB SERVICES	11
TESTING YOUR FAITH ACT POLICY	11
DISABILITY SERVICES	11
STUDENT WELLNESS CENTER	12
STUDENT RESOURCE CENTER AND PANTRY	12
LIBRARY SERVICES	12
TECHNICAL SUPPORT SERVICES	13
TUTORING SERVICES	13
COURSE INFORMATION	14
POLICY STATEMENT	14
CLASS PARTICIPATION POLICY	14
SYLLABUS CHANGES	14
COMMUNICATION STANDARDS	14
FACULTY FEEDBACK POLICY	14
WRITING STANDARDS	14
REFERENCE REQUIREMENTS	14
LATE ASSIGNMENT POLICY	14
POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM	14
METHODS OF TEACHING	15
ETHICS	15
ARTIFICIAL INTELLIGENCE (AI) POLICY	16
<i>Citing Generative AI in APA Style</i>	16
<i>Documentation</i>	16

<i>Example Statement:</i>	16
LEARNING OBJECTIVES	17
GRADING SCALE	17
EVALUATION METHOD AND WEEKLY SCHEDULE	18

SYLLABUS PART I
EDISON STATE COMMUNITY COLLEGE
NUR 430S NURSING INFORMATICS
3 CREDIT HOURS

Course Description

Focuses on the knowledge, skills, and attitudes needed to practice evidence-based, client-centered nursing. Competency areas include demonstrating knowledge related to quality improvement, safety, and informatics. Prerequisite: Department acceptance into the RN-BSN program is required.

Course Goals

The student will:

Bloom's Level		Program Outcomes
3	1. Demonstrate an understanding of informatics and how the components relate to professional nursing.	1, 5
4	2. Analyze the benefits of nursing informatics as it pertains to client-centered care.	2, 3, 4
4	3. Examine barriers to the use of informatics and determine strategies to resolve them.	2
3	4. Explain the use of informatics as it pertains to current evidence-based practices within the nursing profession.	1, 3, 5
2	5. Discuss effective communication and collaboration skills as it pertains to the world of telehealth and informatics in today's healthcare system.	4
2	6. Discuss the role of informatics in promoting evidence-based practice in nursing.	5

Core Values

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

Topic Outline

1. Introduction to Informatics
2. Health information management
3. Essential computer and software concepts
4. Basic computer network concepts
5. Social and professional networking
6. Spreadsheet software
7. PowerPoint presentations
8. Scholarly articles
9. Quality outcome assessment
10. Databases
11. Information literacy

12. Evidence-based research
13. Consumer informatics benefits
14. Nursing documentation in the electronic health records system
15. Design considerations

**SYLLABUS
PART II
EDISON STATE COMMUNITY COLLEGE
3 CREDIT HOURS**

Course Faculty

Julie Willenbrink DNP, MSN, RN, CNE
Associate Professor of Nursing
Room 027I, ext. 1520
937-381-1520
jwillenbrink@edisonohio.edu

Michelle Dancer MS, RN
Assistant Professor of Nursing
Room 027F, ext. 7919
mdancer@edisonohio.edu

Kerry Dowling MSN, RN
Associate Professor of Nursing
Room 027M, ext. 7923
kdowling@edisonohio.edu

Ashleigh Radick MSN, RN
Instructor of Nursing
Room 027G, ext. 7941
aradick@edisonohio.edu

Course Material

Required

- Miller: Informatics and Nursing: Opportunities and Challenges, 7th Ed.
ISBN: 9781975244064
- APA Publication Manual of the American Psychological Association 7th Ed.
ISBN: 978-1433832178

Course Technology

Students should have access to a computer with word processing software installed as well as internet access. Students are required to utilize BlackBoard as well as Lippincott's CoursePoint for assignments and learning activities.

Course Resources in APA Format

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Miller, K. (2025). *Informatics and nursing: Opportunities and challenges* (7th ed.). [eBook]. Wolters Kluwer.

Discussion Boards

To engage in conversations within the week's content with other students and instructors. All posts should include course content and clinical experience. To avoid plagiarism, do not use direct quotes; summarise quoted material and include in-text citations and reference pages. In addition, respond to two other students' initial postings. APA style is required for all discussion posts.

Due dates and times

The initial post must be by Thursday of each week by 11:59 pm EST.

Responses by Sunday of each week by 11:59 pm EST (Week 8, Saturday by 8:00 am EST – no late responses will be accepted Week 8).

References

The initial post must include two references, one from the required course material and a second from personal research that must be evidence-based, peer-reviewed, and published within the last five years. Responses to other students should include one reference (evidence-based, peer-reviewed, and published within the last five years).

Word Limit

200-word limit, unless otherwise specified

Alternative Discussion Board Assignment Weeks 3 and 7

The objective is to engage in real-time, interactive discussions with the instructor and classmates. Fosters immediate feedback and clarification of course concepts. If you choose, you will meet with your instructor and other students to discuss the content of the assignment. The discussion is scheduled for 1 to 1.5 hours, depending on the number of students attending.

Instructions:

The synchronous discussion will take place on Microsoft Teams. Dr. Willenbrink will post a meeting link for the synchronous discussion in Weeks 3 and 7 after the times have been determined.

Preparation:

Review the assigned readings, lectures, or other materials prior to the discussion. Come prepared with your responses to the discussion board questions and the references used.

Etiquette:

Mute microphone when not speaking. Minimize background noise and distractions.

Using video is required.

Be mindful of time. Respect the time allotted for the discussion.

Maintain professionalism. Use appropriate language and respectful communication.

Grading Criteria:

Active Participation: Contributions to the discussion questions, including questions, comments, and insights about other students' responses.

Quality of Contributions: Depth of analysis, critical thinking, and clarity of communication.

Professionalism and Etiquette: Adherence to discussion guidelines and respectful interaction.

Written Papers/PowerPoint/Video Assignment

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation, as found in the APA Publication Manual of the American Psychological Association 7th ed., should be followed. Copywriter protection applies to materials found on the Course Blackboard site.

Turn It In

All papers must be submitted through TurnItIn: Maximum similarity/originality score of 30% total document and 10% individual.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of week 8: Assignments are due on Saturday by 8:00 am).

References

Include two references, one from the required course material and at least one from personal research that is evidence-based, peer-reviewed, and published within the last five years.

Word/page Limit

Two to three pages, unless otherwise specified

Group Assignments

Your faculty member will assign the group to work on projects. The idea is to complete this activity as a group. Communication, accountability, leadership, problem-solving, conflict resolution, time management, honesty, and teamwork skills will be developed through this process. Only one student must submit the paper by the due date and time.

Turn It In

All papers must be submitted through TurnItIn: Maximum similarity/originality score of 30% total document and 10% individual.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of week 8: Assignments are due on Saturday by 8:00 am).

References

Include two references, one from the required course material and at least one from personal research, and it must be evidence-based, peer-reviewed, and published within the last five years.

Quiz/Test

No quizzes or tests are assigned in this course.

Lippincott Assignment

See the assignment for specific details and instructions.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of Week 8, which is due on Saturday by 8:00 am).

COLLEGE SUPPORT SERVICES

Computers

Personal computers are required; however, when working on campus, computers with Internet access are available in the Internet café. The Tutoring Center has computers and printers available for student use.

Required Technology for Software and Hardware

For log-in problems or other issues, use the Edison State website link (Click on Resources, then IT Help Desk) or call the help desk at 937.778.7957.

Lippincott software and hardware requirements

- Important System Information for Optimizing Performance and Access Browsers: We recommend using a browser with a fast JavaScript engine for best performance. We recommend using the latest version of either Firefox or Chrome. Internet Explorer Compatibility mode is not supported, so please ensure that ovid.com is not included in the list of sites added to the compatibility view or the local intranet zone in your IE browser settings.
- Here is the browser requirements for products sold through Ovid, such as Acland's Anatomy, Bates Visual Guide, LWW Health Library, and 5 Minute Clinical Consult.
- They are as follows: Windows PC (7 and above); Internet Explorer 7 ⁽¹⁾ (Except newer “responsive” sites); Internet Explorer 8 ⁽¹⁾ (Older browsers will not react to responsive breakpoints like newer browsers and may lose minor functionality. Overall the user will have a good experience.); Internet Explorer 9 ⁽¹⁾; Internet Explorer 10 ⁽¹⁾; Internet Explorer 11 ⁽¹⁾; Mozilla Firefox (Latest Version); Google Chrome (Latest Version); Apple OSX; Safari 10.8 (Not supported for Desktop PC); FireFox 24; Android Phone or Tablet (Honeycomb and above); The device’s native browser - Android browser or Chrome in latest version of Android; iOS on iPad, iPhone, iPod touch; Safari 6⁽¹⁾ From 17th of August 2021, Microsoft no longer supports Internet Explorer. More information [here](#).
- Windows Edge is a modern, standards-compliant browser supported by Silverchair. Like any browser, it will have small quirks and variances from other browsers. However, we expect high compatibility with our sites and Windows Edge.
- Third-party Software: Adobe PDF Reader - required to view PDFs:
<http://get.adobe.com/reader/>

Technical Support Services

Technical Support Services for Blackboard assignment issues, instructors are the first point of contact. You must be signed up for the SSRPM for log-in or other issues. Several issues require your student ID. During regular business hours (9-5 Monday-Thursday, 9-4 Friday), contact IT by e-mail (Support@edisonohio.edu) or by phone (937-778-8600 and ask for IT). After hours, either Log onto the SSRPM and go to “forgot password,” answer the security questions, and click to change your password. Go to www.edisonohio.edu, enter the Resources tab, click "IT Help Desk," then click "Chat" to change the password. Call 937.778.7957 to speak with the off-campus Blackboard company staff.

For Lippincott Assignments, the instructors are the first points of contact.
Online Product/Technical Support: 1-800-468-1128 or 301-223-2344 Monday - Thursday:
8:00 AM - Midnight EST Friday: 8:00 AM - 7:00 PM EST Sunday: 4:00 PM - Midnight EST

MacBook Users

When uploading documents/files from the MacBook, you will need to export the documents/files and save them as a PDF. For help with this, please contact Edison State Community College's IT department.

Advising Services

Edison State's career pathways advisors are your partners in success. A career pathways advisor is the first advisor you will meet with once you decide to further your education. Together, you and your career pathways advisor will:

- Identify the right academic major to set you on your desired career path.
- Identify the courses you'll need to accomplish your academic goals.
- Help develop a student educational plan (SEP) tailored to your lifestyle and work schedule.
- Prepare you to navigate your first semester at Edison State.
- If you have questions, contact your career pathways advisor. You can find their email at <https://www.edisonohio.edu/Advising/> or contact your faculty advisor.

Career and Job Services

Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment. Career and Job Services also provide career assessments, career information, resume and cover letter help, job postings and resources, interview tips, and more. Visit <https://www.edisonohio.edu/Career-and-Job-Services/> for more information.

Testing Your Faith Act Policy

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, <https://www.edisonohio.edu/services-support/registration-records>, located in "Forms" and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at <https://www.edisonohio.edu/services-support/student-resources>.

Disability Services

Edison State Community College will provide reasonable accommodations for students with documented disabilities. If you believe that you may need an accommodation based on the impact of a disability, contact the instructor privately with your Self-Identification Letter. If you do not have a Self-Identification Letter, contact the Office of Disability Services by email accessibilitysupport@edisonohio.edu or call 937.381.1548. The Office of Disability Services is located on the Piqua Campus in Room 160. For additional information, visit the Accessibility

and Disability Services page, at <https://www.edisonohio.edu/services-support/accessibility-disability-support-services>.

Student Wellness Center

College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources.

Support Services Available

Edison State has built a network of health professionals to support students. With these partnerships, students who need support in areas such as:

- Recovery and counseling referral
- Housing
- Food
- Physical well-being

Information and Education

We also provide information and education on the topics of:

- Alcohol and drug abuse and prevention
- Sexual assault prevention and awareness
- Building healthy relationships
- Inclusion and belonging
- Survivor support
- Self-care
- Anti-hazing

Getting Help

If you are struggling and need to speak with someone in person, please reach out to Dr. J Passmore, Dean of Student Affairs, at jpassmore@edisonohio.edu, 937-778-7895, Room 160 (stop at the front desk).

Emergency Resources

If this is a medical emergency, please call 911. If this is a mental health emergency, please call 988.

Student Resource Center and Pantry

Edison State Community College is proud to assist students who need help obtaining necessities. The Student Resource Center and Pantry have all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our centers in Room 060 (next to the cafeteria) at Piqua, the student lounge at Troy, the Brooke-Gould Learning Resource Center at Eaton, and Room 121 at Greenville. If you need additional assistance, please reach out to ResourceCenter@edisonohio.edu.

Library Services

The Edison State Library is not only a comfortable place to study but also has an expansive collection of online resources available to help students with their research. Resources available to students include:

- Library web page: <https://www.edisonohio.edu/library/libguides>
- For short instructional videos about using resources: <https://libguides.edisonohio.edu>
- Library staff assistance: library@edisonohio.edu 937-778-7950 or visit the library.

Technical Support Services

For Blackboard Assignment issues, the instructors are the first points of contact.

For log-in issues or other issues:

- You must be signed up for the SSRPM.
- Several issues require your student ID.
- During regular business hours (9-5 Monday-Thursday, 9-4 Friday), contact IT by e-mail (support@edisonohio.edu) or by phone (937-778-8600 and ask for IT).
- After hours, either:
 - Log onto the SSRPM and go to “forgot password”, answer the security questions, and then click to change your password.
 - Go to www.edisonohio.edu into the Resources tab and click "IT Help Desk" then click "Chat" to get the password changed.
 - Call 937.778.7957 to speak with the off-campus Blackboard company staff.

Tutoring Services

All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses, including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center resources, including subject-specific and general study guides. For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at <https://www.edisonohio.edu/tutoring-center/>

COURSE INFORMATION

Policy Statement

All policies and procedures found in the RN to BSN Student Handbook and the Edison State Student Handbook apply to this course.

Class Participation Policy

Participation in the Blackboard web assignments is required. Missing an assignment seriously affects the student's ability to meet course objectives.

Syllabus Changes

Changes in assignments, topic, dates, evaluation methods, and other course-related changes may occur at the decision of the faculty. Changes of this nature will be announced to the students. Each student is responsible for checking their Edison State student e-mail and the Blackboard Announcements area daily for updates/notices.

Communication Standards

Blackboard Announcements and ESCC email must be checked daily (preferably several times a day). Important college information is sent to students via ESCC email. Instructors regularly post reminders, course updates/information, and clarifications on Blackboard Announcements. All correspondence between instructors and students will be conducted via an Edison State email. Students may expect a response from faculty **within 24-48 hours**.

Faculty Feedback Policy

All discussion boards and written papers will be graded via rubrics within one week of submission. Feedback will be included on the rubric as applicable. The instructors are available to help with individual learning needs or concerns.

Writing Standards

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation, as found in the APA Publication Manual of the American Psychological Association 7th ed., should be followed.

Reference Requirements

All references must be cited. Standard APA documentation can be found in the APA Publication Manual of the American Psychological Association 7th edition.

Late Assignment Policy

Assignments being turned in late are strongly discouraged. A 20% reduction will apply for each day the assignment is late. Extensions may be given under approved extenuating circumstances at the discretion of the course instructor. The student is responsible for notifying the instructor before the due date if the assignment will be late for any reason.

Policy on Academic Dishonesty and Plagiarism

The faculty abides by the college policy on academic dishonesty and plagiarism as outlined in the student handbook.

Methods of Teaching

The course consists of a series of activities and assessments to assist the student in achieving the outcomes/objectives of the course. Students will engage in self-study methods, which include reading and online assignments. Self-directed learning is required to complete readings and identify needs for further information or review.

Throughout the semester, various combinations of activities are used to prepare students for testing, which include:

- Weekly Student Learning Outcomes (WSLO)
- Discussion board assignments
- Shared learning with the interaction of classmates and faculty
- Reading from the textbook and other resources
- Case Studies
- Videos or other media resources
- Learning Modules
- Group Assignments

Methods of teaching/learning include web enhancement through Blackboard, where students are encouraged to seek information, review concepts, theories, and research, cluster data, review their own opinions and previously held assumptions, and make judgments required for sound decision-making as a registered nurse. The process of sharing, trust, and active participation of learners and educators facilitates learning. Experiential, inquiry-based learning is facilitated by an orientation towards flexible and open learning that draws upon the varied skills and resources of faculty and students. Faculty members are co-learners who guide and facilitate student-driven learning experiences to achieve goals of problem-solving, critical thinking, and students' assumption of responsibility for their learning. Service learning focuses on the duality of benefit to both recipient and learner. A service-learning focus requires students to take concepts learned and apply them to real-life situations in diverse cultures. Features of service-learning include:

1. Apply knowledge by testing and applying academic learning.
2. Synthesize knowledge by combining past and present learning, giving coherence to students' studies.
3. Critically think and analyze by learning to distinguish what is and is not important in the unfiltered context of the real world.
4. Learn about cultural diversity by learning from and about people of other races, ages, economic means, and competencies.
5. Develop values through firsthand interaction with community issues.
6. Learn inductive reasoning using the specific entry point for hypothesizing and theorizing.

Ethics

Students are expected to respect each patient and peer student's dignity, cultural beliefs, autonomy, and privacy. Confidentiality is not only required by law but also for trust in the student nurse-patient and student-student relationship.

Artificial Intelligence (AI) Policy

For this course, YOU must be the author of all coursework. You may use AI in some minor or non-substantive ways. You are responsible for what you turn in. However, AI is filled with errors and false information. It is your responsibility to make sure what you submit is both correct and your own work.

The use of generative AI tools (such as ChatGPT) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Outlining/organizing your thoughts
- Checking grammar and style

The use of AI tools is not permitted in this course for the following activities:

- Writing a draft of an assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments
- Typing a question into an AI platform and copying and pasting its response.

Citing Generative AI in APA Style

You should be able to show all your work on a project. If you use AI for anything other than basic spelling and grammar (Word spell/grammar check, and Grammarly), you need to document and disclose that use.

For example, if you asked AI to tell you something about your topic, you would need to cite that information. [Citing generative AI in APA Style: Part 1—Reference formats](#) will help you create AI citations.

Your use of AI tools must be properly documented and cited to stay within college policies on academic honesty. Any assignment that uses generative AI unauthorizedly will be reported for academic misconduct. If in doubt about permitted usage, please ask for clarification.

Documentation

If you use AI to help you make your paper sound more professional (or something similar), you need to provide a copy of your original work, the prompt you used, the response, a description of how you applied the response, and share the results. It is your responsibility to make sure everything is documented and accessible. **Submitting AI-generated work without following these guidelines will be considered a violation of the academic integrity policy.**

Example Statement:

On [DATE], I used [TOOL] to help me revise my paper. Here is a copy of the conversation: [LINK]. I used the response to improve my topic sentences and make my tone more professional. The conversation should have your original prompt and paper in addition to the AI's response. Submitting AI-generated work without following these guidelines will be considered academic dishonesty.

Any assignment that violates the academic integrity policy will receive a grade of **zero (0)**, and you will be referred to the college student policy process for academic integrity, as stated in the Edison State Community College Student Handbook.

If you have any questions about academic integrity, please ask. I am more than happy to help you properly cite. Please ask before the assignment's due date. **Once you submit your assignment, you accept responsibility for the content.**

Not following this policy—including documentation-- is a violation of the academic integrity policy and will be treated as such.

Learning Objectives

Weekly student learning outcomes (WSLOs) and corresponding weekly student learning outcomes are posted on Blackboard in the Overview and Weekly Outcomes folder under each Week Module.

Grading Scale

The grading scale is found in the nursing student handbook. The RN to BSN Student Nursing Handbook contains the following grading policy that will be followed in this course. "Number grades will be recorded for all assignments to the hundredths of a point. The final course point score will be rounded to the closest whole number." To calculate a student's letter grade, the number of points is rounded to the whole number; for example, 623.5 points will round to 624 points for 78% in the course. A minimum of 623.5 points must be achieved to pass the course. Course grades are listed in the table below.

Grade	Points required
A	743.5 – 800
B	679.5 – 743.4
C	623.5 – 679.4
D	559.5 – 623.4
F	Below 559.5

Evaluation Method and Weekly Schedule

Week 1	Miller Chapters	Assignment	Due Date	Points	Course Outcome
	1, 2	Acknowledge the Syllabus for NUR 430S and the RN to BSN Nursing Student Handbook	Wednesday of week 1 by 11:59pm	0	
		Acknowledge using the APA Checklist prior to submitting assignments.	Wednesday of week 1 by 11:59pm	0	
		Self-Introduction	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	0	
		Discussion Board: Nursing Informatics in Practice and Theory	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	30	1, 6
		Written Assignment: Exploring Attitudes Toward Technology in Healthcare	Sunday of week 1 by 11:59pm	50	1
		Lippincott Modules x3: Simulation Modalities in Nursing Education; The TIGER Initiative; Virtual and Electronic Learning in Nursing Education	Sunday of Week 1 by 11:59pm	15	1, 6
Week 2	Miller Chapters	Assignment	Due Date	Points	Course Outcome
	3, 4	Discussion Board: Professionalism and Privacy in the Age of Social Media	Initial Response by Thursday, Week 2; two peer responses by Sunday of Week 2 by 11:59pm	30	1

		Assignment: Critique of Consumer Health Websites	Sunday of Week 2 by 11:59pm	50	2, 3
		Assignment: Healthcare Informatics Project Outline	Sunday of Week 2 by 11:59pm	30	1, 2, 3, 4, 5, 6
		Lippincott Modules x3: Concepts of Information and Communication Technology; Online Sources for Health Care Information; Impact of Computerization	Sunday of Week 2 by 11:59pm	15	2, 3, 4
Week 3	Miller Chapters	Assignment	Due Date	Points	Course Outcome
	5, 6	Discussion Board: Telehealth in Modern Nursing Practice	Initial Response by Thursday, Week 3; two peer responses by Sunday of Week 3 by 11:59pm	30	2, 4, 5
		Exercise: Annotated Bibliography Development	Sunday of Week 4 by 11:59pm		4
		Exercise: Preparation for Healthcare Informatics Project	Sunday of Week 7 by 11:59pm		1, 2, 3, 4, 5, 6
		Lippincott Modules x3: Advantages and Disadvantages of Telehealth; Defining Telehealth and mHealth; Future of Telehealth in Health Care	Sunday of Week 3 by 11:59pm	15	2, 3, 4, 6
Week 4	Miller Chapters	Assignment	Due Date	Points	Course Outcome
	7, 8, 9, 10	Discussion Board: Data Collection and Analysis in Nursing Practice	Initial Response by Thursday, Week 4; two peer responses by Sunday of Week 4 by 11:59pm	30	1, 6
		Exercise:	Sunday of Week 7 by 11:59pm		1, 2, 3, 4, 5, 6

		Preparation for Healthcare Informatics Project			
		Assignment: Annotated Bibliography	Sunday of Week 4 by 11:59pm	100	4
		Lippincott Module: Data Integrity, Management, and Accuracy	Sunday of Week 4 by 11:59pm	5	4, 6
Week 5	Miller Chapters	Assignment	Due Date	Points	Course Outcome
	11, 12	Discussion Board: Interoperability, Safety, and Standardization in Nursing	Initial Response by Thursday, Week 5; two peer responses by Sunday of Week 5 by 11:59pm	30	4
		Exercise: Preparation for Healthcare Informatics Project	Sunday of Week 7 by 11:59pm		1, 2, 3, 4, 5, 6
		Lippincott Modules x2: Federal Policy Initiatives that Regulate Health Information Technology; Health Information Exchange	Sunday of Week 5 by 11:59pm	10	5
Week 6	Miller Chapter	Assignment	Due Date	Points	Course Outcome
	13	Discussion Board: Enhancing EHR Usability and Nursing Visibility	Initial Response by Thursday, Week 6; two peer responses by Sunday of Week 6 by 11:59pm	30	1, 6
		Exercise: Preparation for Healthcare Informatics Project	Sunday of Week 7 by 11:59pm		1, 2, 3, 4, 5, 6
		Lippincott Modules x4: Federal Agencies, Meaningful Use, and EHR Implementation; Financial Incentives for	Sunday of Week 6 by 11:59pm	20	4

		Implementing EHR Technology; Interoperable Electronic Health Record Subsystems; Standardized Terminologies Related to Patient Care			
Week 7	Miller Chapters	Assignment	Due Date	Points	Course Outcome
	14, 15	Discussion Board: Health Literacy and Protecting Patient Information	Initial Response by Thursday, Week 7; two peer responses by Sunday of Week 7 by 11:59pm	30	2
		Assignment: Informatics Project PowerPoint Presentation	Sunday of Week 7 by 11:59pm	200	1, 2, 3, 4, 5, 6
		Lippincott Modules x3: Health Insurance Portability and Accountability Act (HIPAA); Information Integrity; Security Measures to Keep Patient Information Safe	Sunday of Week 7 by 11:59pm	15	4
Week 8	Miller Chapter	Assignment	Due Date	Points	Course Outcome
	16	Discussion Board: Learning from the RaDonda Vaught Case through RCA	Initial Response by Thursday of Week 8; two peer responses by Saturday of week 8 by 8:00am	30	4
		Discussion Board: Healthcare Informatics Project	PowerPoint Presentation by Monday of Week 8 Initial Response by Thursday of Week 8; two peer responses by Saturday of week 8 by 8:00am	30	1, 4, 6

		Lippincott Module: Evidence-Based Quality Improvement with Nursing Informatics	Saturday of Week 8 by 8:00am	5	1, 4, 5
		End of Course Survey	Saturday of week 8 by 9:00am	0	

Note: Each assignment is completed independently and encompasses personal thoughts, and works, unless a group project.

Discussion Board 9 x 30 pts	270 pts
Written Assignment 1 x 50 pt	50 pts
Lippincott Modules 20 x 5 pts	100 pts
Critique of Websites 1 x 50 pts	50 pts
Informatics Project Outline 1 x 30 pts	30 pts
Annotated Bibliography 1 x 100 pts	100 pts
Informatics Project Presentation	200 pts
Total	800 pts