NURS-FPX6111 Assessment 1: Course Definition and Alignment Table

Student Name

Program Name or Degree Name (e.g., Bachelor of Science in Psychology), University

COURSE XXX: Title of Course

Instructor Name

Month XX, 2024

Program Description

A Master of Science in Nursing (MSN) program is an advanced academic pursuit that empowers seasoned nurses with specialized proficiencies for elevated clinical practice, leadership, and research. Anchored on a bachelor's degree in nursing, the MSN curriculum hones critical thinking and expertise to address intricate healthcare scenarios. Graduates exhibit advanced clinical acumen, adeptly navigating diverse patient populations and intricate healthcare settings. The program cultivates leadership dexterity, encompassing strategic planning, interdisciplinary collaboration, and resource management, facilitating graduates' roles in transformative healthcare administration (Hajbagheri & Sharifi, 2020). Moreover, MSN candidates acquire adeptness in applying research insights to clinical judgments, contributing to evidence-based practices that advance nursing knowledge. As advocates, MSN holders analyze healthcare policies, championing equitable care and patient-centeredness. They also embrace educational responsibilities, mentoring and educating future nursing cohorts with innovative pedagogical approaches. This comprehensive skill set underscores the MSN program's goal to produce nursing trailblazers capable of elevating patient care, research, policy, and education.

Program Outcomes

1. Expert Clinical Practice: Apply advanced nursing skills for comprehensive patient care in diverse settings.
2. Strategic Leadership: Lead interdisciplinary teams and drive healthcare improvements through effective management.

3. Research Integration: Utilize evidence to inform clinical decisions and contribute to nursing knowledge advancement.

4. Policy Advocacy: Analyze healthcare policies, promote equitable care, and influence positive system changes.

5. Effective Education: Mentor and educate future nurses using innovative approaches, enhancing professional development.

Course Title: Advanced Nursing Informatics

Course Description, Vision, and Rationale

This course is a 10-week advanced study focusing on nursing informatics concepts, technology integration, and data-driven healthcare decision-making. It is designed for Master of Science in Nursing (MSN) students who seek to enhance their understanding of healthcare informatics and its impact on nursing practice, research, and leadership. The course carries three credits and is delivered online, providing flexibility for busy nursing professionals. The Advanced Nursing Informatics course envisions a future where nursing professionals leverage cutting-edge technologies and data-driven insights to revolutionize patient care. By mastering informatics principles, our graduates will lead transformative changes in healthcare, seamlessly integrating innovative solutions, enhancing collaboration, and spearheading evidence-based practices (Booth et al., 2021). With a deep understanding of ethical considerations and technological advancements, our students will champion a new era of nursing excellence, where informatics empowers every aspect of nursing practice, research, and leadership, ultimately improving the well-being of patients and communities worldwide.

Nursing informatics is pivotal for optimal patient care, safety, and efficient workflow in today's digitized healthcare landscape. The Advanced Nursing Informatics course equips MSN students with essential skills to harness technology and data for evidence-based decision-making, fostering innovation in nursing practice (Booth et al., 2021). This course empowers

future nursing leaders to navigate evolving healthcare technologies, enhance interdisciplinary collaboration, and drive improvements in healthcare quality and patient outcomes.

Course Learning Objectives

1. Analyze healthcare data to improve patient outcomes and nursing practice.

2. Evaluate technology systems for efficient healthcare information management.

3. Integrate informatics solutions to enhance interdisciplinary collaboration in healthcare settings.

4. Implement ethical standards in managing and protecting health information.

5. Apply informatics principles to drive evidence-based nursing research.

6. Lead informatics initiatives to enhance healthcare quality and patient safety.

Evaluation and Assessment Strategies and Examples

To ensure a comprehensive understanding and application of nursing informatics concepts, the course will employ a variety of evaluation and assessment strategies. These strategies will encompass both formative and summative assessments, providing students with continuous feedback and opportunities for skill refinement.

1. **Quizzes and Knowledge Checks**: Regular quizzes will assess foundational knowledge of informatics theories and concepts, ensuring students grasp core principles.

2. **Case Study Analysis**: Assignments involving real-world healthcare scenarios will evaluate students' ability to apply informatics solutions to complex problems.

3. **Technology Project**: Students will undertake a technology implementation project showcasing their skills in integrating informatics tools for improved patient care.

4. **Discussion Participation**: Engaging in online discussions will evaluate students' critical thinking and collaborative skills in applying informatics to nursing practice.

5. **Informatics Simulation**: Simulated scenarios will assess students' decision-making in utilizing informatics solutions to enhance interdisciplinary teamwork and patient outcomes.

6. **Final Portfolio**: A comprehensive portfolio will showcase students' achievements, including their project outcomes, reflective essays, and evidence of applying informatics concepts in various contexts.

These assessment strategies align with the course's vision of producing informed, tech-savvy nursing leaders capable of effecting meaningful change in healthcare through adept informatics integration.

Alignment Tables

Table One: Course Learning Objectives to Assessments and Domains of Learning

Number	Course Learning Objectives	Assessments	Domains of Learning
1	Analyze healthcare data for improved outcomes	Case Study Analysis Reflective Essay on Ethical Considerations	Cognitive Affective
2	Evaluate technology systems for efficient management	Technology Project	Cognitive
3	Integrate informatics for interdisciplinary teamwork	Group Presentation on Collaboration Benefits	Affective
4	Implement ethical standards in health information	Quizzes on Ethical Guidelines	Cognitive Psychomotor

		Role-playing Exercise on Ethical Decision-making	
5	Apply informatics for evidence-based research	Final Portfolio	Cognitive
6	Lead informatics initiatives for healthcare quality	Informatics Simulation	Psychomotor

Table Two: Course Learning Objectives to Program Outcomes

Number	Course Learning Objectives	Program Outcomes
1	Analyze healthcare data to improve patient outcomes	Advanced clinical proficiency Evidence-based practice Healthcare policy and advocacy

Number	Course Learning Objectives	Program Outcomes
2	Evaluate technology systems for efficient management	Advanced clinical proficiency Leadership and management
3	Integrate informatics for interdisciplinary teamwork	Leadership and Management Effective Education
4	Implement ethical standards in health information	Advanced clinical proficiency Evidence-based practice
5	Apply informatics for evidence-based research	Advanced clinical proficiency Evidence-based practice
6	Lead informatics initiatives for healthcare quality	Leadership and management Healthcare policy and advocacy Effective education

Table Three: Course Learning Objectives to External Standards

		Course Learning Objectives					
		Analyze healthcare data to improve patient outcomes and nursing practice.	Evaluate technology systems for efficient management.	Integrate informatics for interdisciplinary teamwork	Implement ethical standards in health information	Apply informatics for evidence-based research	Lead informatics initiatives for healthcare quality
Course Learning Objectives to External Standards *(example)*							
Quality and Safety Education for Nurses	Use data to monitor the outcomes of care processes and use	X	X			X	X

(QSEN) (Altmiller & Hopkins-Pepe, 2019)	improvement methods to design and test changes to improve the quality and safety of healthcare systems continuously.					
	Integrate the best current evidence with clinical expertise and	X	X			X	X

	patient/family preferences and values to deliver optimal health care.					
	Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared		X	X		

	decision-making to achieve quality patient care.						
American Nurses Association (ANA) (Tluczek et al., 2019)	Adhere to ethical and legal principles related to privacy, confidentiality, security, and data integrity in collecting, accessing, using, and		X		X		X

disclosing patient information.						
Collaborate with interdisciplinary teams to ensure health information technologies support safe, high-quality patient care.	X		X		X	

References

Altmiller, G., & Hopkins-Pepe, L. (2019). Why quality and safety education for nurses (QSEN) matters in practice. *The Journal of Continuing Education in Nursing*, *50*(5), 199–200. https://doi.org/10.3928/00220124-20190416-04

Booth, R., Strudwick, G., McMurray, J., Chan, R., Cotton, K., & Cooke, S. (2021). The future of nursing informatics in a digitally enabled world. *Introduction to Nursing Informatics*, 395–417. https://link.springer.com/chapter/10.1007/978-3-030-58740-6_16

Hajbagheri, M., & Sharifi, N. (2020). Graduate nursing management curriculum: A comparative study of Iranian universities and UC Davis University of California. *Research in Medical Education*, *12*(1), 44-51. http://rme.gums.ac.ir/article-1-890-en.html

Tluczek, A., Twal, M. E., Beamer, L. C., Burton, C. W., Darmofal, L., Kracun, M., ... & Turner, M. (2019). How American Nurses' Association Code of Ethics informs Genetic/genomic nursing. *Nursing Ethics*, *26*(5), 1505-1517. https://doi.org/10.1177/0969733018767248

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