**Washington State University**  
**MAJOR CURRICULAR CHANGE FORM - COURSE**

(Submit original signed form and ten copies to the Registrar's Office, zip 10350)

Future Effective Date: 03/01/2012  
**effective date cannot be retroactive**

- [ ] New course  
- [ ] Temporary course  
- [ ] Drop service course  
- [ ] There is a course fee associated with this course (see instructions)

- [ ] Variable credit  
- [ ] Increase credit (former credit  )

- [ ] Number (former number  )
- [ ] Crosslisting (between WSU departments)  
  **(Must have both departmental signatures)**

- [ ] Conjoint listing (400/500)
- [ ] Request to meet Writing in the Major [M] requirement  
  **(Must have All-University Writing Committee Approval)**

- [ ] Request to meet GER in  
  **(Must have GenEd Committee Approval)**  
- [ ] Professional course  
  **(Pharmacy & Vet Med only)**  
- [ ] Graduate credit  
  **(professional programs only)**

- [ ] Other (please list request)

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<table>
<thead>
<tr>
<th>NURS</th>
<th>565</th>
<th>Information Management for Clinical Practice</th>
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</thead>
<tbody>
<tr>
<td>course prefix</td>
<td>course no.</td>
<td></td>
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<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>

credit lecture hrs lab hrs studio hrs prerequisite

per week per week per week

Graduate Standing and/or permission of instructor.

Description **(20 words or less)**  
Application/evaluation of health informatics; use for management of data in clinical practice, research, education, and administration.

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**Instructor:** Sandra Benavides-Vaello  
**Phone number:** 324-7475  
**Email:** svaello@wsu.edu

**Contact:** Ruth Bindler  
**Phone number:** 324-7403  
**Email:** bindler@wsu.edu

**Campus Zip Code:**

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

**Chair/Date:** 7/23/2012  
**Dean/Date:**

**General Education Com/date**

**Chair (if crosslisted/interdisciplinary)**  
**Dean (if crosslisted/interdisciplinary)**  
**Graduate Studies Com/date**

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**All-University Writing Com/date**  
**Academic Affairs Com/date**  
**Senate/date**

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
This course needs to change from 2 credits didactic and 1 lab to 3 credits didactic. At the time the course began, most students did not have access to statistical packages and we established computer lab experiences on each campus for supervised completion of statistical lab assignments. Now, all students have ready access to statistical packages on their own computer systems or within their campuses. They complete assignments in that manner and all of the class time is spent on didactic presentation of course material and demonstrations of information management content.
COURSE SYLLABUS

COURSE NUMBER: N565
COURSE TITLE: Information Management for Clinical Practice
CREDIT HOURS: 3 semester credits (didactic)
COURSE FACULTY: Sandra Benavides-Vaello, BSN, MPAff., PhD, RN
Assistant Professor
Email: svaello@wsu.edu
Office Location: WSU Spokane, College of Nursing
SNRS Room 326B

Office Hours: By appointment
Office Phone: (509) 324-7475

ADDITIONAL FACULTY: Julie Postma, BSN, PhD, RN
Email: jpostma@wsu.edu
Office Location: WSU Spokane, College of Nursing
SNRS Room 422C
Office Hours: By appointment only
Office Phone: 509-324-7442

PREREQUISITES: Admission to the graduate program, prior graduate statistics course, and/or permission of instructor.
A working knowledge of online learning strategies and familiarity with ANGEL is expected.

COREQUISITES:

MEETING TIME:

MEETING LOCATION:

CATALOG DESCRIPTION:
Application/evaluation of health informatics; use for management of data in clinical practice, research, education, and administration.
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COURSE DESCRIPTION:
This course introduces graduate students to the field of informatics and the role information
technology plays in supporting health practice, education, administration and research.
Informatics principles and tools are introduced to help students prepare to meet the challenges of
health care in a rapidly changing information technology environment while continuing to strive
to improve clinical care and health outcomes.

COURSE OBJECTIVES:

*Evaluate clinical, ethical, regulatory and technological considerations related to design,*
*development and use of information systems to improve clinical care and advance the science*
*of health care.*
1. Analyze contributions of information science, computer science, cognitive science and the
human-technology interface to health informatics.
2. Apply selected theoretical models to acquire, process, and generate knowledge from data for
evidence based practice
3. Evaluate contributions of various types of information technologies and tools to health
science research and education.
4. Synthesize, reflect and present evidence of learning related to the use of information
technology.

COURSE OUTCOMES

To meet these recommendations, this course is designed to help students develop the following
strategic competencies:
1. Students will learn strategies for the various uses of Excel in information management
   (organization of data; basic statistical manipulation; mathematical computations; etc)
2. Students will learn strategies for reorganizing and using clean data within databases
3. Students will learn a process for making informed decisions related to HIT in their respective
   practice areas.
4. Students will know a process for communicating in a professional manner
5. Students will learn how to create databases within Excel.
6. Students will learn how to develop web-based surveys.
7. Students will learn how to create an e-folio for professional or academic intent.
8. Students will learn how to conduct a rigorous literature review and how to organize such
data.
9. Students will learn strategies for managing, manipulating and organizing data within a
   broader ethical context.

This course is designed to address the recommendations of the American Association of
Colleges of Nursing (AACN) that nurses of the graduate and doctoral level are to:
1. Use computer hardware and appropriate software, and to understand statistics and research
   methods
2. Utilize information systems for the storage and retrieval of data, consistent with the particular
   population focus;
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3. Initiate a line of inquiry into comprehensive databases in order to utilize available research in the practice of nursing;
4. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
5. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
6. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
7. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
8. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.
9. To use systems/technology to support and improve patient care and healthcare systems, provide leadership within healthcare systems and/or academic settings.

COURSE POLICIES

Attendance
Information and communication technology management allows flexibility in attending and participating in N565 (Information Management for Clinical Practice). Each delivery system offers advantages and disadvantages.

- **Live** – Class meetings will be held on 9 dates live in Spokane at the College of Nursing building located at 103 E. Spokane Falls Blvd., Room __ (____ floor). Class meetings will be broadcast via AMS from this location. You are welcome to attend live. **Important! Please bring your laptop so you can participate in the exercises.**

- **Live Video Conferencing** – Synchronous access to view and participate in 9 class meetings (see the course schedule for each class meeting’s URL) during scheduled class meeting times from any location with internet access.

- **Archive Conferencing** – Asynchronous access to view 9 class meetings (see the course schedule for each class meeting’s URL) anytime convenient for your schedule from any location with internet access.

- **Angel** – Asynchronous access to participate in 6 of the class meetings via Angel allows anytime convenience for your schedule from any location with internet access. These 6 classes will be conducted via a Discussion Forum and/or Blogs. Please refer to the syllabus *Evaluation* section for additional information. All communication for the course will be posted on Angel. Thus it is your responsibility to check the course site for announcements or other forms of communication.

1. This is a 3-semester credit, partially asynchronous graduate course. You are expected to engage in course related activities based upon the WSU 3:1 ratio. That is, for each credit hour of a course, 3 hours of class work is expected, including class sessions and readings/assignments. Course commitment can be expected to average about 9 hours/week with some weeks will requiring less time and others more.
2. All course material will be divided among 3 primary modules: 1) Data Management or Data Mining, 2) Exploration of Information Management Tools and 3) Ethics and Informatics.
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3. There are no stupid questions; so please ask them. Questions present learning opportunities for all in the course.
4. Additional required readings may be assigned throughout the semester.
5. Attendance is expected at the nine classes presented via AMS. The class dates are January 13, January 20, January 27, February 10, February 24, March 10, March 24, April 7, and April 21 from 3:10-6 pm. For doctoral students, April 28-29th will be your combined paper presentation dates (attendance is mandatory).
6. Each student must achieve 73% of the available points in order to successfully pass the course. The course is worth a total of 100 points.
7. All course work must be submitted by due dates. Any requested extensions must be negotiated with the faculty prior to the due dates.
8. Assignments may not overlap with other courses without the written permission of all faculty involved.
9. Any form of academic dishonesty will result in a “0” for that assignment and may result in course failure or expulsion from the College of Nursing. Please refer to the Graduate Student Handbook for the policy regarding academic dishonesty.

Communication
Office hours for the course instructor are Thursdays from 10:00 am to 1:00 pm. Appointments are not required but are recommended, to ensure the instructor’s undivided attention. Meetings can be held in person, via telephone, or video stream. Contact information for the instructor(s) is located on the first page of the syllabus.

Communications or messages via e-mail or telephone will be returned within 48 hours, during the business week. Consequently, messages delivered on Friday may not receive a response until the following Monday or Tuesday.

All broadcast messages or communications pertaining to the course will be posted on Angel. It is your responsibility to check the site for course announcements or other communications.

Instructional Strategies
This is a 3-semester credit, partially asynchronous (or hybrid) graduate course. The manner in which the course is delivered is considered a hybrid offering because it joins 9 (11 if PhD) class days with online assignments, discussion and learning on the other weeks of the semester.

The faculty member will be delivering class from Spokane – you can attend (using your laptop) in the classroom scheduled in Spokane or Vancouver, or you can participate via computer at a different location (i.e. home, work, etc). Other web-based technologies, both synchronous and asynchronous, methods will also be used.

A lecture format will be utilized with video stream lectures available; video lecture time is designed to amplify key points covered in required readings, online discussions and audiovisuals. Completion of reading/viewing assignments is necessary for assignments to have meaning throughout the course. Student presentations, online activities, lecture and reading assignments will focus on the theoretical and foundational principles relevant to informatics and the role
information technology plays in supporting health practice, education, administration and research. See the complete schedule of class meetings in this course syllabus.

TEXTBOOKS AND LEARNING MATERIALS

Required

Required Technology
If you are taking NURS565 you will attend, on non-Spokane days, over live video stream instead of Polycom. Here is a link to information about using the system http://experience.wsu.edu/faq/Help.aspx. You can also contact Chris Rode in IT (cjrode@wsu.edu). He is our contact for this system and can assist you in testing your system and in getting you started.

Headsets and Webcams
For students who participate in this course via distance (not at a WSU facility or designated classroom), AND on their personal computers, you will need to purchase a headset and webcam. The headsets should have a built-in microphone (distinct from the microphone and camera within your computer) and the webcam will also be external to your computer. The items are not cost prohibitive and some suggestions from IT are below (these are not endorsements, but suggestions based on price and utility). Contact Chris Rode in IT for more information about required technology equipment. These items are not necessary if you connect to the session within a WSU facility or designated classroom (even if using your personal laptop to follow exercises).

Additionally, it is strongly recommended that you bring your personal laptop to class as we will be exploring various data sources, and conducting data exercises during “live” sessions.

<table>
<thead>
<tr>
<th>Suggested Technology Equipment</th>
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<tbody>
<tr>
<td>Cameras</td>
</tr>
<tr>
<td>Microsoft Lifecam VX 7000</td>
</tr>
<tr>
<td>Microsoft Lifecam VX 3000</td>
</tr>
<tr>
<td>Logitech QuickCam Pro 9000</td>
</tr>
<tr>
<td>Logitech QuickCam Pro for Notebooks</td>
</tr>
<tr>
<td>Logitech Orbit AF</td>
</tr>
<tr>
<td>Headsets or Microphones</td>
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<tr>
<td>Microphones built into the supported webcams</td>
</tr>
<tr>
<td>Plantronics DSP-400 USB headset</td>
</tr>
<tr>
<td>Logitech ClearChat™ Comfort USB</td>
</tr>
<tr>
<td>Clear One Chat 50</td>
</tr>
</tbody>
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Academic Integrity
As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State
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University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. You can learn more about Academic Honesty at WSU by visiting: http://conduct.wsu.edu.

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.

**WSU’s Campus Safety Statement**
Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community.

WSU-Pullman Campus Safety Plan
http://safetyplan.wsu.edu

WSU-Vancouver Campus Safety Plan
http://www.vancouver.wsu.edu/safety-plan

WSU-Tri-Cities Campus Safety Plan
http://www.tricity.wsu.edu/safetyplan/

WSU-Spokane Campus Safety Plan
http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.

All students should sign up for Emergency Alert Notification. To do so, log onto Zzusis at http://my.wsu.edu and register your emergency contact information for the Crisis Communication System.

**WSU Disability Statement**
Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.
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WSU-Pullman Access Center  
Washington Building, Room 217  
509-335-3417

WSU-Vancouver Disability Services  
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level  
360-546-9138

WSU-TriCities Disability Services  
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 262  
509-372-7352.

WSU-Spokane Disability Services  
http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html
Academic Center, Room 130  
509-358-7534

Distance students may contact their ‘home’ campus office or may wish to access information at this website:  
http://drc.wsu.edu/default.asp?PageID=1799

UNFORSEEN CIRCUMSTANCES

In the event of bad weather or other unforeseen circumstances, call the Emergency Notification Hotline at 509-323-2474 for up-to-date information about WSU Spokane campus closures. Should the need arise to cancel a class session, I will do my best to keep you posted electronically (assuming our servers have power).

EVALUATION

Format for Assignments

All assignments (unless otherwise specified) must comply with the following attributes: APA Format, 1 inch margins; font size=12; font type=Times New Roman. Filenames for assignments in this course are structured. Include the course number, the assignment name and number and your last name in the filename. For example, the first assignment submitted by Ms. Johnson would have the filename ‘NURS565_Assignment1_Johnson.doc’.

Assignments will be submitted to the digital drop box in Angel. All assignments must be electronically submitted by date and time assigned. You are responsible for ensuring that your work is deposited in the correct digital drop box. Assignments will not be graded nor are eligible for credit unless located within the respective drop box. **Late assignments will not be accepted.**

Grading Criteria

Grades will be calculated according to the following percentages:
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- 30% Discussion Forum/Blogs
- 25% Exercises
- 10% E-Portfolio
- 5% Participation
- 25% HIT Synthesis Project (Common Paper Project)
- 5% Presentation for HIT Synthesis Project/Common Paper Project

Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Points</th>
<th>Score</th>
<th>Letter</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>90-94</td>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
<td>C−</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>80-82</td>
<td>D</td>
<td>1.0</td>
<td>60-65</td>
</tr>
<tr>
<td>F – Points 59 or below – NO POINTS; NO COURSE CREDIT</td>
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Assignments

Discussion Forums(3)* 3 @ 5 points each = 15 points

Discussion Forums are associated with non-AMS class dates, or those dates in which the class participates in the course via Angel (asynchronous—not in unison).

For this course there are 3 Discussion Forums: February 17th, March 31st, and April 14th. Thus, you are reacting to or discussing elements from the assigned reading or other work for a particular “Angel” week.

For example: On April 14th participation in the course occurs via Angel. There is a reading assignment or other work due on April 14th. The Discussion Forum is linked to the assigned reading/work for April 14th.

*There is an additional discussion forum for peer feedback on Web-based surveys. This is not included in the total above. Commentary for this site is due Monday, January 24th by midnight.

Formatting:
The response should be no longer than 1-2 paragraphs, written in Times New Roman 12 point font, and double spaced. Employ APA guidelines as appropriate. The use of appropriate grammar and spelling is expected.

Peer Responses:
As advanced scholars, responses to your peers are expected to be well organized and developed arguments or positions. That being said, peer responses don’t have to be constructed as counterattacks. The commentary can support the existing discussion thread, or riposte with another inquiry.
Examples of appropriate and inappropriate peer responses can be found on Angel under the Lessons tab, within the folder Example Work. This folder contains a sub-folder marked Discussion Forum Example.

You will have one week to respond to your peers. All commentary on the discussion forums is due by Wednesday, midnight.
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Blogs (3)  
3 @ 5 points each = 15 points  

There are also 3 Blogs that will occur via Angel. These assignments are worth 5 points each and are related to the following class dates: February 4, March 3, and March 24.  

Blogs will largely be associated with the Data exercises (see below). Thus the blog and connected activities will be situated on Angel approximately 1 week prior to the class date (via AMS) during which the Data Exercise will be demonstrated. You will begin preliminary work for the Data Exercises during the week leading up to the AMS class date.  

Example: On February 10 we will be demonstrating the Data Exercise #1: BFRSS: Determining BMI. Approximately 1 week before (February 4) the blog and related works will be situated on Angel and made available to course participants so that you may begin the preliminary work pertaining to Data Exercise #1.  

Please come to class prepared as you or your peers will be called upon to demonstrate how you arrived or did not arrive at the solution.  

Exercises  
5 Exercises @ 5 points each = 25 points  

A variety of learning opportunities, in the form of exercises, have been developed for this course. There are six exercise assignments that you will complete as part of this course: Three are data oriented; 1 is an advanced literature database search; and 1 is the creation of a web-based survey. Each exercise is valued at 5 points.  

All exercises, regardless of type, will be demonstrated in class (via AMS) and are due in their respective digital drop box the following Wednesday at midnight. Remember: late work is not accepted and the exercise must be placed in the correct digital drop box in order to be graded and receive credit for the assignment.  

Example: Data Exercise #1: BFRSS: Determining BMI will be demonstrated in class on February 10th. Your final version of the assignment (Excel Spreadsheet and Narrative in Word) will be due the following week at midnight on Wednesday, February 16th.  

Illustrations or examples of all assignments will be located on Angel, under the Lessons tab, and within the folder titled Sample Work.  

Data Exercises: (3)  
Three class meetings will be dedicated to demonstrate hands-on manipulation of information from various data sets or databases. These are: NHANES, US Census Data, and BFRSS. Please come to class prepared as only 30 minutes of class time (AMS) will be dedicated to answering concerns or issues you may have had with the data exercise. You will have an opportunity to correct and further revise the data exercise during the class session.
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There are 2 documents tied to each Data Exercise: A narrative piece or reflection of your experience with the Data Exercise completed in MS Word, and the Excel Spreadsheet with data and solution.

The final version of the Data Exercise (both documents) will be due in the digital drop box the following Wednesday at midnight. The file name of the class exercises are standardized as follows: N565_ExerciseBMI_YourLastName.doc (and/or .xls) (The remaining 2 data exercises will follow the same format, with the exception of the exercise identifier. The remaining exercise identifiers are: ExerciseCensus and ExerciseGenome).

MS Excel will be required in order to complete the exercises. Please ensure that you have access to this software. For those of you that don’t have MS Office Suite (which includes Excel), an option for you may be Open Office. This site allows for free use of several software packages. The web address for this site is http://www.openoffice.org/.

**Literature Database Exercise: (1)**

One advanced Literature database exploration exercise will be conducted during this course. The assignment is worth 5 points. A demonstration pertaining to the use and access of such data will be held during one of the “live” AMS sessions and conducted by one of the Riverpoint Library staff members.

The exercise/assignment will be due the following Wednesday at midnight. The file name of the class exercise is standardized as follows: N565_LiteratureDatabase_YourLastName.doc

**Web-based Survey Exercise: (1)**

As part of learning and manipulating various technologies, you will develop a Web-based survey using a media tool such as Survey Monkey. This assignment is valued at 5 points. Guidelines for the development of the survey will be provided to you by the course instructor and made available on Angel.

The exercise/assignment will be due the following Wednesday at midnight. The file name of the class exercise is standardized as follows: N565_WebSurvey_YourLastName.doc

**E-Portfolio**

1 E-Portfolio @ 10 points teach = 10 points

A personal E-Portfolio is a web-based venue for presenting evidence of knowledge and skills. You are free to collect, select, and reflect in any manner you deem appropriate to demonstrate learning that meets course objectives. The E-Portfolio is considered to be professional or academic in nature.

You will be assigned duties to connect and provide feedback for other students in this course on their e-portfolios. Failure to provide feedback on your assigned portfolio by the assigned date will result in forfeiture of course points for your own e-portfolio.
Portfolios may be established within any web-based format/location (MyWSU, Wetpaint; mac.com; etc) as long as: 1) you are able to meet the expectations (as listed in the rubric below); and 2) your peers and course instructor can readily access the site (encryption is fine but you must provide password access to the site).

E-portfolios are a dynamic process, that is, the work is iterative. Thus, modifications and updates are expected and should be demonstrated throughout the semester. However, the initial posting of the student E-portfolio is due January 31st.

*The following rubric will be applied to the evaluation of your e-portfolio and is intended to reflect the first 4 course objectives.*

<table>
<thead>
<tr>
<th>Construct</th>
<th>Description</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Learning objective clearly and easily identified</td>
<td>2</td>
</tr>
<tr>
<td>Content Selected</td>
<td>Appropriate course content and additional information drawn from personal and professional work experience clearly demonstrate evidence of learning consistent with the stated objective.</td>
<td>5</td>
</tr>
<tr>
<td>Reflect</td>
<td>Presence of reflective commentary on why this learning objective and the evidence presented is important.</td>
<td>2</td>
</tr>
<tr>
<td>Style</td>
<td>Creativity and visual aesthetics.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Participation @ 5 points**

Each student is expected to fully participate in all course activities. Full participation in the course will be evaluated by: a) contributions to online discussions, b) engaging in a scholarly dialogue while respecting the viewpoints of others (including the instructors or invited guests), c) completing the fair share of any group work, d) monitoring one’s own participation, e) preparing for each class session so that evidence of prior reading is unmistakable, f) taking responsibility for furnishing to the instructor evidence documenting one’s level of participation, and g) submitting comments or inquiries to the course instructor in a respectful and ethical manner.

**HIT Synthesis Project/Common Paper Project 1 Group Project @ 25 points = 25 points**

The impetus behind the Synthesis Health Information Technology (HIT) Group Project is to distill major concepts learned during the semester into a single, organized effort. This assignment will entail group work, and will emerge from your any research interest your group identifies, with approval from by the instructor. The paper will revolve around a major theme, the submission of a grant proposal. The projects will be presented during the last 1-2 “live” sessions of the course and the completed assignment will be submitted to the course instructor by May 7th at midnight.
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Note that this project is part of a common assignment for students simultaneously enrolled in N565, N572, and N587 (assignment description for the Common Paper Project can be located at the end of the syllabus).

For those students not enrolled in all three courses you will only complete the sections (of the common paper project) that pertain to this course (Sections II and III).

Group assignments will be made by the instructor, and will be determined no later than January 31st. Drafts of the project may be submitted by each group throughout the semester for instructor feedback. Drafts submitted for review and feedback will be accepted by the instructor through Friday, April 15th at midnight.

Peer evaluations will be conducted on the HIT Group Projects (Common Paper Project), and will contribute to the final grade for the assignment. Given the latter, evaluators are asked to give serious consideration to the feedback provided to their peers. Each group will be evaluating the other groups as a team. In other words, one evaluation form will be submitted by each group. The presenting team will be assessed as a whole, not as discrete members. The presenting group will NOT complete an evaluation form for their respective team. The rubric for the evaluation will be available within the first few weeks of instruction.

Students should consider how assignments throughout the semester can be applied to Synthesis HIT Group Project/Common Paper Project. In other words, use the assignments as opportunities to develop your group HIT project.

**HIT Synthesis Project Presentation**  
1 @ 5 points = 5 points

All students will present their HIT Synthesis Projects as part of their respective groups. The presentation is worth 5% or 5 points or your total grade. The rubric for the evaluation of the presentation will be posted on Angel.

Doctoral students enrolled in N565 will present their project papers on-site (in Spokane) on April 28th-29th. Your participation is mandatory.

Graduate (master’s level) will present their projects on either April 7th or April 21st, depending on how students are progressing through the course. All group members must be in attendance to for the presentation (unless previously arranged with the course faculty member).

Graduate and Doctoral students may elect to be in the same groups. However, all members of the group will need to attend and participate in the presentation during the on-site PhD dates of April 28th and 29th.

(See assignment description for Common Paper Project at the end of the syllabus).
## N565 COURSE CALENDAR

<table>
<thead>
<tr>
<th>#</th>
<th>Thursday Meeting Date</th>
<th>Schedule of Event(s)</th>
<th>Preparation Required</th>
<th>Assignment due</th>
</tr>
</thead>
</table>
| 1  | Jan. 13 (Via AMS)     | • Course Welcome and Introduction  
• Nursing Science & Foundation of Knowledge Model  
• Introduction to Information Science  
• E-Portfolio Review  
• Excel Review  
• Exercise: Development of a Web-Based Survey | McGonigle Chapters 1, 2, and 23  
Other Reading TBA | Excel Tutorial |
| 2  | Jan. 20 (Via AMS)     | • Computer Science and the Foundation of Knowledge Model  
• Nursing Informatics and Nursing Education  
**Guest Presenter:** Mary Wood, Reference Librarian, Riverpoint Library Campus  
**Student Demonstration:** Web-Survey | McGonigle Chapters 3 and 22-23  
Database Search Tutorial  
Other Reading TBA | Web survey links due by Jan 19 at midnight  
Peer feedback on Web-based surveys due **Monday, January 24th** at midnight (discussion forum).  
Literature Database exercise due by January 26th at midnight |
<p>| 3  | Jan. 27               | • Nursing Research: Data Collection, Processing and | McGonigle | Initial posting of e-portfolio |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>(Via AMS)</td>
<td>Analysis</td>
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<tr>
<td></td>
<td>Translational Research: Generating Evidence for Practice</td>
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<tr>
<td>Data Exercise Example:</td>
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<tr>
<td>1. NHANES: GFR in Adult Populations</td>
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<tr>
<td>2. Exportation of Data: SPSS to Excel</td>
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<tr>
<td>Chapters 20, 21</td>
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<tr>
<td>Excel Review (SPSS to Excel)</td>
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<td>Other Reading TBA</td>
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<td>by midnight Jan 31.</td>
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<tr>
<td>4 Feb. 4 (Via Angel)</td>
<td>Introduction to Cognitive Science</td>
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<td></td>
<td>Human-Technology Interface</td>
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<tr>
<td>Blog for BFRSS Data Exercise</td>
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<tr>
<td>Data Set Activities (Preliminary Work)</td>
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<tr>
<td>McGonigle</td>
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<tr>
<td>Chapters 4-5</td>
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<tr>
<td>Other Reading TBA</td>
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<tr>
<td>Access Blog and comment for BFRSS exercise by Feb 4th.</td>
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<tr>
<td>Respond to 2 peers by midnight Feb 9</td>
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<tr>
<td>5 Feb. 10 (Via AMS)</td>
<td>Introduction to Nursing Informatics</td>
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<td>Developing Standardized Terminologies</td>
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<td>Nursing Informatics Roles, Competencies</td>
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<td></td>
<td>Information and Knowledge Needs</td>
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<tr>
<td>Data Exercise #1:</td>
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<td>BRFSS: Determining BMI</td>
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<td>McGonigle</td>
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<tr>
<td>Chapters 6-9</td>
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<tr>
<td>Participation on Blog 1</td>
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<tr>
<td>Preliminary Work for BFRSS Data Exercise</td>
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<tr>
<td>Other Reading TBA</td>
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<tr>
<td>Submit BFRSS exercise by midnight Feb 16</td>
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<tr>
<td>6 Feb. 17 (Via Angel)</td>
<td>Ethical Applications of Informatics</td>
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<td>Health Insurance Portability and Accountability Act (HIPAA)</td>
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<td>Information Security</td>
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<td>Peer Evaluation of E-folio (First Review)</td>
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<tr>
<td>McGonigle</td>
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<td>Chapters 10-12</td>
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<td>Other Reading TBA</td>
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<td>Post on Discussion forum on Feb 17.</td>
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<td>Respond to 2 peers by midnight Feb 23</td>
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<tr>
<td>7 Feb. 24</td>
<td>Utility of Clinical Information Systems (CIS)</td>
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<tr>
<td>McGonigle</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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</table>
| 8 Mar. 3 | •Consumer Health Information  
•Promoting Community Health  
•Home Telehealth | McGonigle Chapters 16-19 | Access Blog and comment by Mar. 3rd at midnight for Genomics Data Exercise.  
Respond to 2 peers by Mar 9 at midnight. |
| 9 Mar. 10 | •Using Informatics to Promote Community  
•Health/Population Health  
•Nursing Research: Data Collection, Processing, and Analysis | McGonigle Chapters 17 and 20 View Genomics Presentation  
Blog #2 Participation  
Preliminary Work for Genome Data Exercise | Submit Genomics Data Exercise by March 16 midnight. |

**Guest Presenters:**
- **Dr. Kenn Daratha**, WSU College of Nursing  
- **Dr. Cynthia Fitzgerald**, WSU College of Nursing  
- **Cristine Cashatt**, MSN, RN, BC  
  Clinical Informatics Specialist  
  PHC Urban Clinical Informatics  
  Sacred Heart Medical Center and Holy Family Hospital

**Other Reading TBA**
| Mar. 17 | **SPRING BREAK**  
NO CLASS MEETING | (Blog #3 and related activities will be posted this week) | Access Blog about US Census data exercise by March 23rd.  
Respond to 2 peers by midnight March 23rd |
|---|---|---|---|
| Mar. 24  
(AMS) | •Nursing Research: Data Collection, •Processing and Analysis  
•Translational Research  

**Data Exercise #3: Use of Census Data**  
**Guest Presenter: (tentative)**  
**Dr. Kerry Brooks,** Associate Prof.  
WSU Landscape Architecture / (ID)Interdisciplinary Design Institute, GIS Director | McGonigle Chapters 20-21  
Blog #3 Participation  
Preliminary Work for Census Data Exercise  
Other Reading TBA | |
| March 31  
(Via Angel) | •Emerging Technologies and the Generation of Knowledge  
•Nursing Informatics and the Foundation of Knowledge  

Tutorials on Data Visualization:  
1. Data Visualization Basics  
2. Seven Basic Rules for Making Charts and Graphs | McGonigle Chapters 24-25  
Explore the UW Guide for Data Services  
Other Reading TBA | Submit NHANES exercise by April 6 at midnight.  
Post on Discussion forum 2 by March 31st.  
Respond to 2 peers by midnight April 6th |
| Apr. 7th  
(AMS) | Synthesis HIT Demonstrations (TBD)  
•Finding data and creating data management plans  

E-folio Review  
E-folio Presentation (Student) | Project Evaluation  
Data Visualization Tutorials  
Exploration of UW Guide for Data Services  
Other Reading TBA | Final e-portfolio peer evaluations due midnight April 13th. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Apr. 14th</td>
<td>Final E-Portfolio Peer Evaluation</td>
<td>Peer Evaluation of Efolios</td>
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<tr>
<td></td>
<td>(Via Angel)</td>
<td>Other Reading TBA</td>
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<tr>
<td></td>
<td></td>
<td>Post on Discussion forum 3 by April 14.</td>
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<td>Respond to 2 peers by April 20 at midnight.</td>
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<td></td>
<td></td>
<td>Last dates for draft review of HITS project by Instructor.</td>
</tr>
<tr>
<td>Apr. 21</td>
<td>Synthesis HIT Demonstrations</td>
<td>Project Evaluation</td>
</tr>
<tr>
<td>(AMS)</td>
<td></td>
<td>Other Reading TBA</td>
</tr>
<tr>
<td>Apr. 28-29</td>
<td>Synthesis HIT Demonstrations</td>
<td>Project Evaluation</td>
</tr>
<tr>
<td>(Live)</td>
<td>PhD Students</td>
<td>May 7 by midnight written assignment of HITS Synthesis project due.</td>
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</table>
COMMON PAPER PROJECT

SPRING 2011
N565, N572, N587

You will prepare a paper (a research proposal) with an accompanying presentation to meet the requirements of 3 courses you may be enrolled in this semester. These courses are: N565, N572 and N587. If you are not in all 3 courses you will only complete the sections for your course.

The assigned instructors for these courses have jointly created this learning and evaluation experience. The common paper is divided into the 3 sections, so that each professor is reviewing the pieces of the document that correspond to their respective course.

The completed paper will be submitted, in its entirety, to each professor. Each professor will grade the part(s) of the paper required for their respective course and assign a grade. This means that you will need to create 3 copies of the entire paper and that you will provide each professor one of the 3 copies electronically.

The paper will be supported by peer-reviewed and evidenced-based arguments and concepts. A logical flow with good transitions and 6th edition APA formatting and spelling are required. The Common Paper Project should read like a single document, not as 3 separate papers embedded into one document.

The Common Paper Project (N565, N572, and N587) will be graded according to the criteria listed below:

N565 Dr. Benavides-Vello 25 Points

The Introduction/Purpose and Background (Problem Statement) will be prepared using the various approaches acquired during this course (Data mining and analysis; Literature search via databases; Web-based survey; E-portfolio).

N572 Dr. Katz 25 Points

The paper title, abstract, literature review and conclusion will be prepared according to standard scientific manuscript preparation discussed in class. Analysis of relevant literature and its purpose in supporting your proposal is key to the success of the literature review section.
N587 Dr. Vandermause 25 Points

The qualitative methodology chosen will be reflected throughout the paper so that an in-depth understanding of the methodology and method is evident by addressing the following areas: 1) Clarity of research questions and language appropriate to chosen methodology; 2) depth of applicable historical and/or philosophical orientations; 3) description of proposed data collection and analysis procedures; 4) evaluation criteria and strengths and weaknesses of the method.

Papers are due: Saturday May 7, 2011 at midnight

Evaluation Criteria

<table>
<thead>
<tr>
<th>Section</th>
<th>Title/Abstract</th>
<th>Author</th>
<th>Percentage</th>
<th>Word Count</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Descriptive and indicative elements included in title and abstract</td>
<td>Katz</td>
<td>2%</td>
<td>100 words</td>
</tr>
</tbody>
</table>

**Section I TOTAL **/2

<table>
<thead>
<tr>
<th>Section</th>
<th>Introduction</th>
<th>Author</th>
<th>Percentage</th>
<th>Page Count</th>
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</thead>
<tbody>
<tr>
<td>II</td>
<td>Provide a clear statement of the problem/issue</td>
<td>Benavides-Vaello</td>
<td>5%</td>
<td>(1-2 pages)</td>
</tr>
</tbody>
</table>

  - Example: Mexican Americans experience diabetes prevalence at more than twice the general population (ADA, 2005).

  - Introduce the issue within the relative context. Describe the issue at a more global level, gradually reducing the scope until you have reached your interest

    - Example: ....Hispanics are the fastest growing ethnic group in this country, representing 12% of the total U.S. population, with Mexican Americans being the largest subgroup (U.S. Census Bureau, 2000). Twenty-four percent of Mexican Americans between 45 and 74 years of age have diabetes (American Diabetes Association [ADA], 2005) and within the next two decades the number of Hispanic Americans diagnosed with diabetes is expected to double (ADA, 2005)......

  - Describe the purpose/reason for the intended proposal, with enough detail to support the issue

    - Example: The purpose of this _______ is to

**Section II Total **/5

<table>
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<th>Section</th>
<th>Background</th>
<th>Author</th>
<th>Percentage</th>
<th>Page Count</th>
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<tbody>
<tr>
<td>III</td>
<td>Descriptive and indicative elements included in title and abstract</td>
<td>Benavides-Vaello</td>
<td>20%</td>
<td>(4-5 pages*)</td>
</tr>
</tbody>
</table>
Provide backdrop information supporting and aligned with the project being proposed.

- Why is this effort important?
- What would an outsider need to understand about the problem?
- Who is your population of interest?
- What do you intend to do?
- What questions do you hope to answer with this effort? (Research questions, Aims of the study, Objectives, etc)

*Includes tables and/or graphs

Section III TOTAL ______/20

Sections II, III TOTAL ______/25

IV Literature Review Katz 20% (5-10 pages)

____ Cites articles relevant to the topic or study design
____ Critically and thoughtfully evaluates articles’ quality.
____ Reflect on how your proposal builds on limitations or gaps in cited articles
____ Description of search criteria and data bases
____ Summary of state of the science, including factors related to generalizability-if applicable
____ Logical flow of paper with good transitions, APA formatting and spelling

Section IV TOTAL ______/20

V Methodology Vandermause 25% 8-10 pages

____ Clarity of research questions and applicability to chosen method or clarity of explication of project purpose and methodological focus
____ Depth of applicable historical and/or philosophical orientations
____ Clarity of proposed/observed procedures of data collection and analysis or description of project activities
____ Evaluation criteria and strengths and weaknesses of the method
____ Style and presentation (APA 6th for paper)

Section V Total ______/25
VI Conclusion Katz  3%  1 page

Summarize proposal with implications
Reflects on how this proposal adds to nursing science-using lit review as reference.

Section VI TOTAL ______ Section I, IV, VI Total_____/25