Informatics Competencies: Transitioning from the Classroom to the Bedside

Session 201
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10:15-11:15
Conflict of Interest Disclosure

- Kathleen Guiney, MN, RN
- Stacy Alves, MS, RN
- Katherine Kelly, RN, DNP, FNP-C
- Richard MacIntyre, PhD, RN, FAAN

All of the speakers have no real or apparent conflicts of interest to report.
Objectives

1. Review educational needs assessment findings and identified gaps in informatics knowledge/skills facing new nurses integrating into the nursing workforce.

2. Apply survey results to determine sequencing and core content of nursing informatics competencies.
Healthy Community Forum

- Long standing academic-practice partnership (2002-present)
- Expand educational capacity
- Funding opportunities
- Student placements
- Standardize educational processes
- Transform health care through nursing education and leadership
Hospitals and Schools

Legend:
- Hospital
- School

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School of Nursing
Faculty Retreat
Sacramento-Capitol Region Master Plan for Nursing Informatics

- Assess Practice Against Informatics Standards
- Standardize Regional Informatics Curriculum
- Continuous Re-Assessment of Practice
Sacramento-Capitol Region Master Plan for Nursing Informatics

Ongoing Curriculum Modification to:

↑ Meaningful use of Data

↓ Practice Variation
Purpose
Identify gaps in meeting nationally established informatics competencies (TIGER, QSEN, and Baccalaureate Essentials)

Process
• Obtain buy in from schools of nursing and practice partners
• Developed matching student and preceptor survey instrument
• Secured multiple IRB approvals

Sample
• Senior precepted students from 4 major schools of nursing
• Nurse preceptors from participating hospitals
Survey Instrument

- 29 Question Likert Scale
- Developed based on national standards (TIGER, QSEN, AACN)
- 4 Domains: Data Entry, Confidentiality & Privacy, Information Management, Information Literacy
- Piloted on 25 BSN students
Summary of Findings

- 70 Student and 14 Preceptor responses
- Students generally more confident in their skills/knowledge than preceptors
- Greatest strengths appear to be in domains of data entry for EMR and privacy/confidentiality
- Gaps identified: Information Management and Information Literacy
Curricular Development

Integration of Informatics: First Steps
Curricular Goals

- Diminish the gaps between standards and practice
- Collaborate to develop standard regional curriculum for informatics
- Decrease clinical orientation requirements
- Ground curriculum in data from students and preceptors
- Inform curriculum using priorities set in HCF
Transition to Practice

- Data, Information, Knowledge, Wisdom
  - Assessment of quality management data
  - Benchmarking of core measures
  - Utilization of data to guide quality improvement measures
  - Evaluation of quality improvement measures
D.I.K.W. MODEL
Conversion

Variation in Teaching ➔

Variation in Learning Outcomes
Working as a team toward a common goal can be exhilarating & motivating!

water ballet