

Integrating Informatics Competencies and Digital Health into Nursing Education

ARCASN Workshop

Moncton, N.B. Thursday, June 8, 2017

Facilitators:

Lynn Nagle, PhD, RN, FAAN Karen Furlong, PhD, RN





Canada Inforoute Health Santé Infoway du Canada



TIME	AGENDA
1200 - 1230	LUNCH
1230 - 1245	Welcome and introductions
	Self Assessment
1245 - 1315	Project overview
	Entry-to-practice informatics competencies
	Nursing informatics teaching toolkit
	Consumer Health Solutions Resource
1315 - 1445	Case study activity
	Whiteboard animation video with group discussion to explore the intersection of digital backth and surging some
	intersection of digital health and nursing care
1445 – 1500	BREAK
1500 - 1600	Case study activity (continued)
1600 – 1650	Discussion & networking



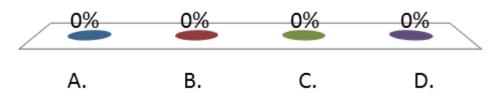
Workshop Objectives

Participants will...

- have a clear understanding of CASN's digital health support tools for undergraduate nursing education;
- leave with a deeper understanding of where and how digital health intersects with nursing care; and,
- learn strategies for integrating this content into nursing programs.

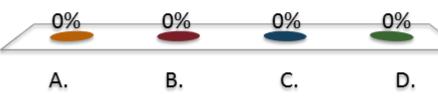
Nursing Informatics is most commonly defined as the intersection of:

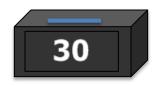
- A. Computer, Nursing & Cognitive Science
- B. Computer, Information & Nursing Science
- C. Information, Nursing & Human Science
- D. Nursing, Cognitive & Information Science



Nursing Informatics is primarily concerned with the:

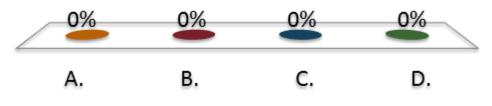
- A. Management and transformation of nursing data, information and knowledge to support decisionmaking in practice settings
- B. Use of technology in to improve the quality of clinical care delivery
- C. Design of technology solutions for safer care
- D. Development and management of best practice guidelines to support clinical decision-making





Informatics in Nursing...

- A. Has been evolving for more than 50 years.
- B. Is a new area of nursing specialization.
- C. Requires a background in computer science.
- D. Is relevant to the practice of only a few nurses.







Nursing Informatics is...

...the "science and practice (that) integrates nursing, its information and knowledge, with management of information and communication technologies to promote the health of people, families, and communities worldwide."

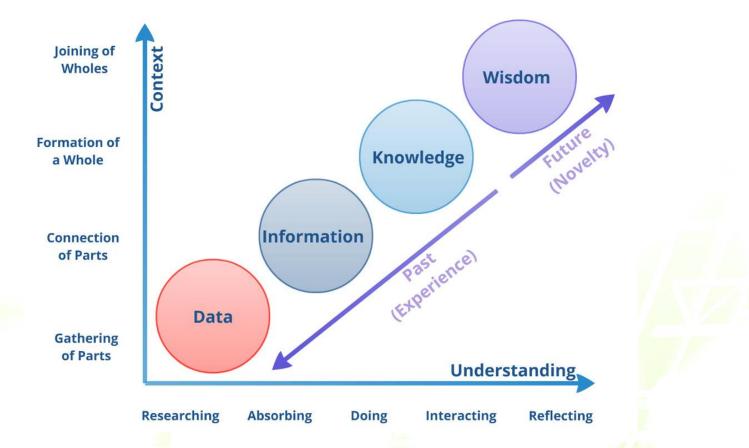
(IMIA Special Interest Group on Nursing Informatics, 2009)



"Nursing informatics (NI) incorporates the science of nursing with information, technological, communication and analytical sciences to support the integration of data, information, knowledge, and wisdom into the provision of evidence-based nursing care"

(ANA, 2014)

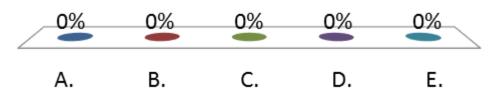




Bernstein, Jay H. (2009). The Data-Information-Knowledge-Wisdom Hierarchy and its Antithesis. Proceedings North American Symposium on Knowledge Organization Vol2. Available at: <u>http://dlist.sir.arizona.edu/2633</u>

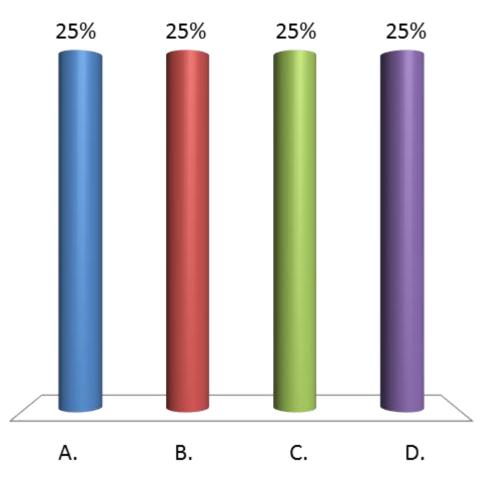
Digital Health includes:

- A. Robotic surgery
- B. Mobile health apps
- C. Remote healthcare delivery
- D. Electronic health records
- E. All of the above



Digital Health content in nursing curricula:

- A. Is generally well developed
- B. Needs further development
- C. Should be delivered by practice settings
- D. Is best developed as a practice specialty





A shift to consumers and digital health...

- Convergence of the digital and genomic revolutions with health and wellness, healthcare, living, and society (Hannah, 2016).
- Digital health is the empowerment of people to better track, manage, and improve their own and their family's health, live better, more productive lives, and improve society. https://en.wikipedia.org/wiki/Digital_health Accessed February 16, 2016 based on Topol, Eric. The creative destruction of medicine : how the digital revolution will create better health care. New York: Basic Books. ISBN 978-0465025503.

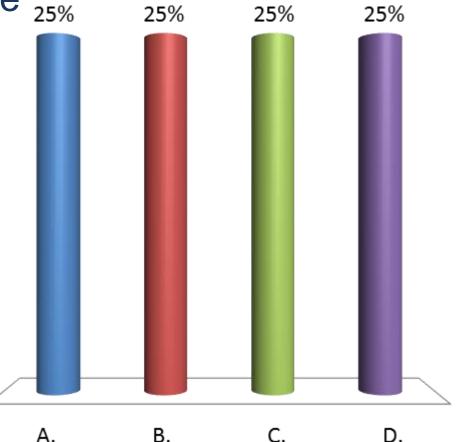


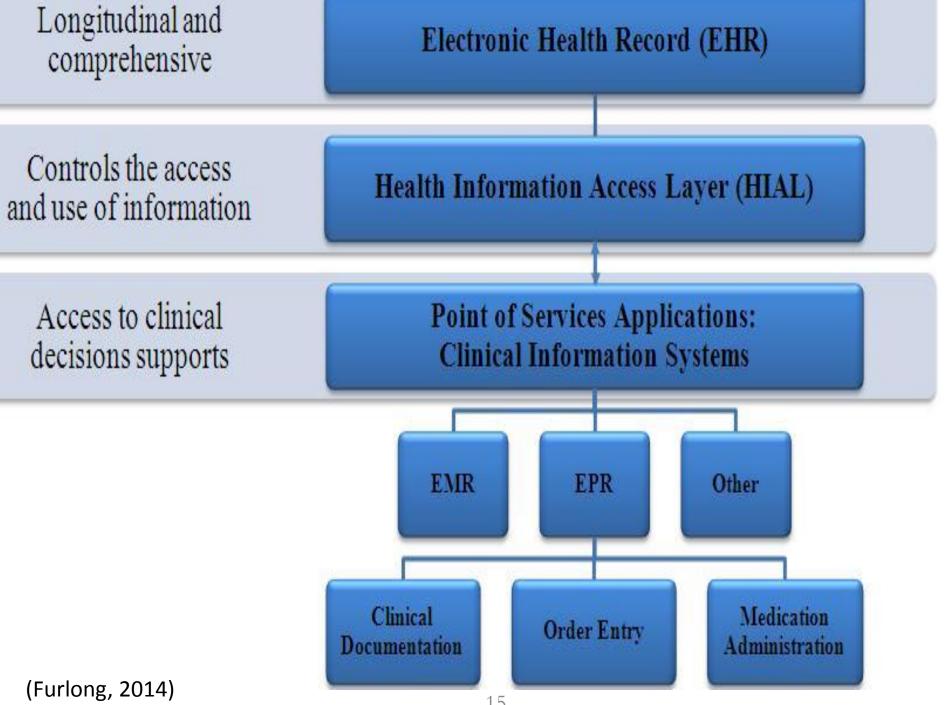
Digital Health encompasses...

- Pervasive information & communication technologies (ICT) (e.g., EHRs, EMRs)
- Virtualization of care (telehomecare, mHealth, remote monitoring)
- Wearables, apps, sensors...
- Robotics
- Big Data
- Genomics

In 2017, Electronic Health Records in Canada are typically:

- A. Integrated and accessible 25% within and across care settings
- B. Only used by physicians
- C. Limited in functional maturity
- D. Capturing all health information once for use by many







Integrated access to detailed data

Results and image	s	Patient information Medical alerts	
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Diabetes 05/1996 Coronary Artery Disease 02/2002 Fasting lipids 12/2005 Exercise stress test 1/2005 Coronary angiogram / Cellulitis 02/2005 Cholecystectomy 05/1981 Cesarian section 01/1967	Ongoing 08 07 Ongoing Im Ty Int Resolved Pn Resolved Tw	08/2005 GP - Cellulitis - 07/2005 Polyclinic Dermatology Cohen, R. Stasis dermatitis Outpatient Type Most Recent Number Received Influenza 11/2005 7 Pneumovax 03/2005 1 LDL 2.41 12/2005 LDL 2.41 12/2005 Urine Without 04/1996 1 BP 135/75 02/2006 Urine Microalb 0.02 08/2005 Eye Exam 05/2005 Home Gluc (average) 7.4 01/2006	
Problem list		Immunization	



Canadian Association of Schools of Nursing

The national voice for nursing education, research, and scholarship and represents baccalaureate and graduate nursing programs in Canada.



DIGITAL HEALTH NURSING INFORMATICS TRAINING PROJECT

http://www.casn.ca/education/digital-healthnursinginformatics-casn-infoway-nurses-training-project/



NURSING INFORMATICS ENTRY-TO-PRACTICE COMPETENCIES FOR REGISTERED NURSES ACESI

Canada Inforou Health Santé Infoway du Can





Canada Health Infoway (Infoway)

A not-for-profit corporation funded to...

With their partners, *Infoway* helps accelerate the development, adoption and effective use of digital health solutions across Canada





Project Background

- Since 2011, CASN and Canada Health Infoway have partnered on a series of projects to enable the integration of digital health into nursing curricula
- Developed a series of guideline documents and tools to support faculty through a Digital Health Nursing Faculty Peer Leader Network





http://www.casn.ca/2014/12 <u>/casn-entry-practice-nursing-</u> informatics-competencies/

http://casn.ca/wpcontent/uploads/2014/12/in fowaytoolkit.jpg

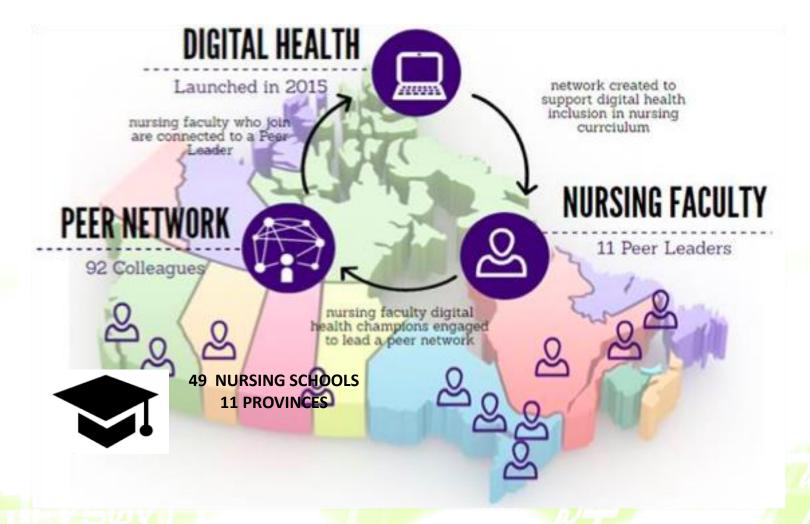
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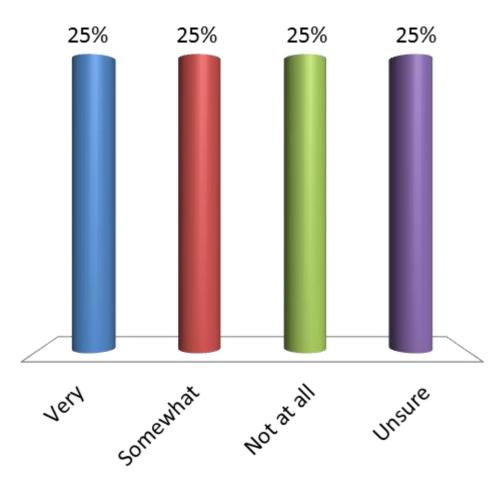


The Digital Health Nursing Faculty Peer Network



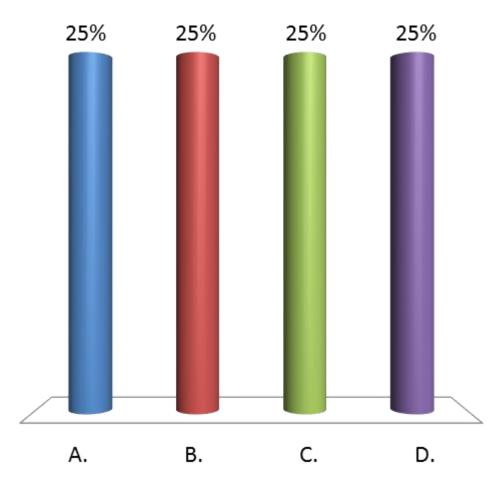
I am ______ familiar with the CASN Entry-to-Practice Informatics Competencies.

- A. Very
- B. Somewhat
- C. Not at all
- D. Unsure



The CASN Entry-to-Practice Informatics Competencies include which of the following:

- A. Use of information and communication technologies
- B. Information and knowledge management
- C. Professional and regulatory accountabilities
 D. All of the above





CASN Over-Arching Nursing Informatics Competency

Students use information and communication technologies to support information synthesis in accordance with professional and regulatory standards in the delivery of patient/client care.

http://www.casn.ca/en/Whats new at CASN 108/items/123.html



CASN Entry-to-Practice Informatics Competencies

Foundational

- Uses hardware (PCs, tablets, mobiles, modems, blue-tooth, flashdrives)
- Uses applications (email, texting, podcasts, blogs, social networking, word processing, spreadsheets)

Competency 1: Information and Knowledge Management

 Uses relevant information and knowledge to support the delivery of evidenceinformed patient care.

Competency 2: Professional and Regulatory Accountability

 Uses ICTs in accordance with professional and regulatory standards and workplace policies.

Competency 3: Information and Communication Technologies

 Uses information and communication technologies in the delivery of patient/ client care.

http://www.casn.ca/en/Whats_new_at_CASN_108/items/123.html



SELF ASSESSMENT

Consider each of the abilities within the three entry to practice nursing informatics competencies as defined by CASN.



Information and Knowledge Management

- Lit reviews, scholarly articles, evidence-informed decision making
- Uses patient data to support decision making
- Assist patients and families to use ICTs to manage their health
- Understands EHRs
- Understands importance of using standardized nursing data to advance knowledge and articulate nursing
- Evaluates data from multiple sources to inform practice

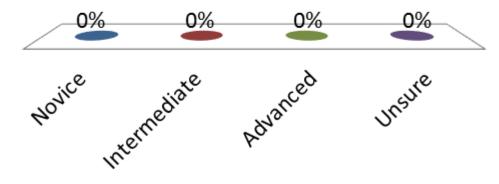
Information and Knowledge Management

A. Novice

B. Intermediate

C. Advanced

D. Unsure





Professional and Regulatory Accountability

- Privacy and confidentiality
- Advocates for ICTs to deliver safe quality patient care
- IDs and reports system failures/problems
- Functions appropriately if system unavailable
- Uses professional judgment with ICTs
- Recognizes need for nurse input into systems

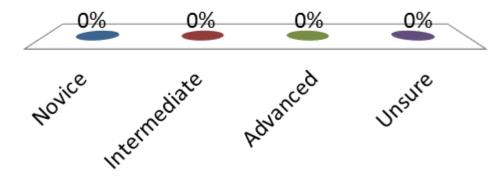
Professional and Regulatory Accountability

A. Novice

B. Intermediate

C. Advanced

D. Unsure





Information and Communication Technologies (ICT)

- Identifies and uses variety of ICTs (hemodynamic monitoring, EHRs, point of care devices)
- Uses decision support tools to assist judgment and deliver safe quality care
- Uses ICTs to support not interfere with nursepatient relationships



Information and Communication Technologies (cont.)

- Describes variety of information systems (CPOE, clinical documentation, MARs)
- Knows difference between EHR, PHR, EMR
- Describes benefit of informatics to improve health systems and quality of interprofessional patient care

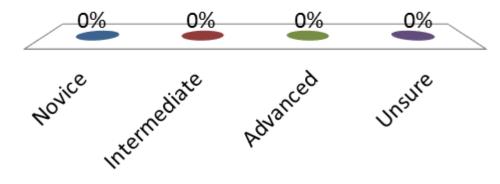
Information and Communication Technologies (ICTs)

A. Novice

B. Intermediate

C. Advanced

D. Unsure



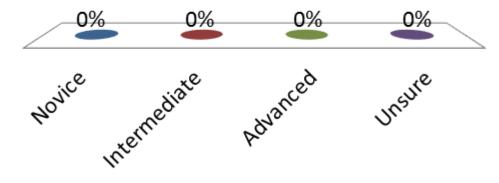
Overall, as a nurse educator I rate my ability to integrate basic informatics content into the nursing curriculum as:

A. Novice

B. Intermediate

C. Advanced

D. Unsure





Consumer Health Solutions

Integration of digital and consumer health solutions (CHS) content in nursing education

- Increased faculty knowledge about CHS
- Readiness to integrate digital health/CHS into courses/curriculum
- Presence of learning opportunities



CONSUMER HEALTH SOLUTIONS: ACHING AND LEARNING RESOURCE FOR NURSING CASN EDUCATION

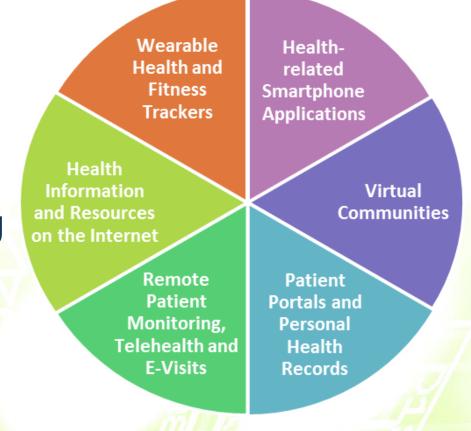


http://www.casn.ca/wpcontent/uploads/2015/03/file0002 120440786.jpg



Consumer Health Solutions Resource

Detailed exploration of 6 bourgeoning areas of consumer health solutions and accompanying learning activities for curricular integration.





Sample Learning Activity

Section 2: Health-related Smartphone Applications

Health-related Smartphone Applications			
Activity Overview	Learning Activity Description	Learning Outcomes	
Learning Environment(s)	applications? related applications? related applications? applications? applications? applications (Ho, 2013). Ask students to survey how many of their peers, engage	Defines health- related smartphone	
Classroom		applications. Describes how to engage clients in	
Target Students	nursing faculty, or even neighbours in their community use these tools. What motivates them to use these applications?	discussions about the benefits and	
Years 1 and 2	Do they share the information they track with their health care professional, why or why not? Students engage in class	risks of health- related smartphone	
Key Concepts	discussion about the benefits and challenges associated with the use of mobile health applications.	applications.	
Health-related smartphone applications;		Describes ways to leverage health-	
Health promotion	Evaluation Suggestions	related smartphone applications to	
	Observation of group discussion	promote health.	
	Resources		
Indicators 1.3, 1.7 2.1, 2.2, 2.5, 2.6 3.1, 3.3, 3.6	Ho, K. (2013). Health-e-Apps: A project to encourage effective use of mobile health applications. <i>BC Medical Journal</i> , <i>55</i> (10) 458-460. Retrieved from <u>http://www.bcmj.org/newsnotes/</u> <u>health-e-apps-project-encourage-effective-use-mobile-health- applications</u>		



In Clinical Practice... the Promise...

- Increased patient empowerment & engagement
- Information continuity
- Continuity of care
- Improved quality & safety
- Personalized care
- Practice based evidence



The Peril...

- Technology becoming the focus depersonalization
- Over-reliance on technology
- Negative impact on critical thinking and inquiry
- Oversimplification of clinical context in the face of clinical decision support tools
- Privacy breaches



In Nursing Education... the Promise...

- Engaged learners
- Active learning
- Supportive of student to graduate transition
- Alignment with digitally enabled practice environments



The Peril...

- Loss of alignment with practice
- Lack of student engagement
- Curriculum irrelevance
- Faculty obsolescence



DISCUSSION TIME





COFFEE BREAK





WHITEBOARD ANIMATION



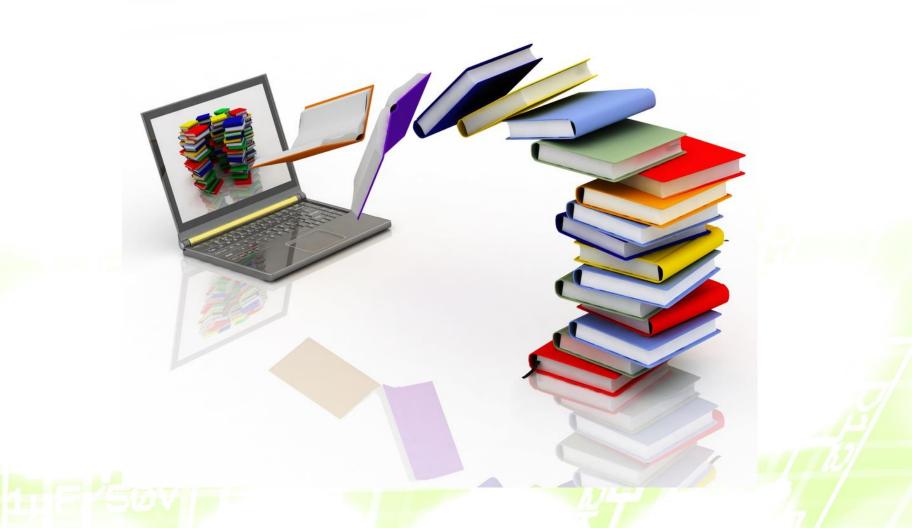
Digital Health Nursing Faculty Peer Leaders

NURSING CARE

https://www.youtube.com/watch?v=5U7FZB-Z9Mk&feature=youtu.be



ADDITIONAL RESOURCES









Whiteboard Animation: Classroom Learning Activity



Part 1: Understanding modern-day first impressions: a student nurse's story of social media use



217 views

48

http://www.casn.ca/2016/03/whiteboard-animation-studentnurses-story-social-media-use/



WHITEBOARD ANIMATION



THE VALUE OF CLINICAL DATA STANDARDS FOR NURSING



Digital Health Nursing Faculty Peer Leaders

https://youtu.be/u_ZI2_JDxW0



CNIA-CNA Joint Position Statement on Nursing Informatics

Nursing informatics competencies are essential for nurses in all roles to function in complex, contemporary health-care environments. Moreover, there is a need to have nurses with a specialization in informatics to support decision-making relevant to the profession's use of information and technology in digitally connected health environments.





Canadian Nursing Informatics Association

www.cnia.ca





CNA-CNIA Joint Position Statement on Nursing Informatics

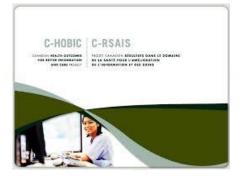
https://www.cna-aiic.ca/~/media/cna/page-content/pdffr/nursing-informatics-joint-position-statement.pdf?la=en

Technology Informatics Guiding Educational Reform

http://www.thetigerinitiative.org







International Classification of Nursing Practice (ICNP)

http://www.icn.ch/what-we-do/internationalclassification-for-nursing-practice-icnpr/

Canadian Health Outcomes for Better Information and Care (C-HOBIC)

http://www.c-hobic.cnaaiic.ca/about/default_e.aspx







Canadian Institute for Health Information

Institut canadien d'information sur la santé

Association canadienne d'informatique de la santé



CANADA'S HEALTH INFORMATICS ASSOCIATION The Voice for Canadian Telehealth

28/03/2015

Canada Health Infoway www.infoway-inforoute.ca

Canadian Institute for Health Information www.cihi.ca

COACH – Canada's Health Informatics Organization www.coachorg.ca



Position Statements & Guidelines on Social Media

Nurses Association of New Brunswick. (2012). Practice Guidelines: Ethical and responsible use of social media technologies. Fredericton, NB: Author.	http://www.nanb.nb.ca/media/resource/NANB- PracticeGuideline-SocialMedia-E.pdf	
Canadian Nurses Association. (2012). When Private Becomes Public: The ethical challenges and opportunities of social media. Ottawa, ON: Author.	https://www.cna-aiic.ca/~/media/cna/page-content/pdf- en/ethics_in_practice_feb_2012_e.pdf?la=en	
Canadian Nurses Protective Society. (July 2012). Social Media. infoLAW, 19(3), 1-2.	http://www.cnps.ca/upload- files/pdf_english/social_media.pdf	
College of Registered Nurses of British Columbia. (2012). Social Media: Professionalism, nurses and social media.	https://www.crnbc.ca/Standards/Confidentiality/Pages/Soci alMedia.aspx	
College of Registered Nurses of Nova Scotia. (2012). Position Statement: Social Media. Halifax, NS: Author.	https://crnns.ca/wp- content/uploads/2015/02/PositionStatement_SocialMedia.p df	
College & Association of Registered Nurses of Alberta. (2011). <u>CARNA Social Media Guidelines</u> . Calgary.	http://www.nurses.ab.ca/Carna- Admin/Uploads/Social_Media_Guidelines.pdf	
Association of Registered Nurses of Newfoundland and Labrador. (2012). <i>Position Statement: Social Media</i> . St John's.	http://www.arnnl.ca/documents/publications/Position_Stat ement_on_Social_Media_2013.pdf	



Social Media

NurseONE : "Teaching Health Information Science for Health Care Instructors Handbook activity topic 1 to 4", by Pasquale Fiore (2013)

http://www.nurseone.ca/~/media/nurseone/files/en/health s ciences information course%20announcement en.pdf





Thank You!

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