Education Workgroup

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Disclosures

Marisa L. Wilson: I have no relevant relationships with commercial interests to disclose.
Purpose

Ensure that faculty and system’s educators who impact practicing nurses and nursing students are competent and capable to teach and mentor those they influence to be full participants or leaders in a technology rich environment where they are able to use information technology to process data to form information and knowledge.
Why Educate the Educators?

Information and communication technology development and implementations are making significant and lasting changes to the way we live, work, play, communicate, and interact.

We need a well-prepared eHealth workforce to optimize technology.

A competent workforce can optimize costly implementations, use the data and information, obtain the desired outcomes, and function in interprofessional teams.

A competent workforce has the cognitive, motivational, moral and social skills that are needed to achieve goals through knowledge and actions. (Hubner, Egbert, Hackl, Lysser, Schulte, Thye & Ammenwerth, 2017).

*The messages of the Nursing Knowledge Big Data Science Initiative workgroups may not be disseminated accurately to nurses at all levels unless educators and faculty with limited informatics understanding are themselves educated.*
There is a Real Competency Gap

Nurses entering the workforce are not prepared and lack informatics competencies needed (Found, 2012).

Competency deficits were found in a pretest of informaticists in a facility in the SE US (Pordeli, 2018).

Brunner et al (2017) in a 3 phase study identified the need for education and curriculum reform to reinforce eHealth capability and reduce the gap between academia and application.

The EU/US eHealth Work Project carried out a measure and mapping project.
  ◦ In 2017, a Gap Analysis was conducted targeting 1000 respondents
  ◦ 877 participants responded from the US and EU
  ◦ Found pressing need for training particularly among nurses and physicians.

(TIGER's Horizon 2020 Work Project via the European Commission)
Our Action Steps

Interacting with other Nursing Knowledge Big Data Science Initiative (NKBDSI) workgroups to co-develop aligned educational materials for faculty and educators.

Disseminating materials, resources, information, tools, and directions to faculty teaching informatics content in graduate nursing programs.

Collaborating with aligned organizations and workgroups to coordinate and amplify message.

- AMIA – American Medical Informatics Association
- QSEN – Quality and Safety Education for Nurses
- AACN – American Association of Colleges of Nursing and
  - CCNE - Accrèditer
- NLN – National League for Nursing
- AAN – American Academy of Nursing
- HIMSS – Health Information and Management Systems Society
Impact Required Informatics Competencies

Active participation in:

- American Association of Colleges of Nursing BSN, MSN, and DNP Essentials Rewrite with Domains and Competencies including informatics
- American Medical Informatics Association – Nursing Informatics Program Directors
- American Nurses Association Scope and Standards of Nursing Informatics Practice new version update work
Align Teaching Materials with a Case

Assist clinical faculty to connect informatics and information technology to known workflow processes.

Highlight the full spectrum of technology in use today

Illustrate how information technology and informatics processes help tell the patient story.

Demonstrate how the tools and techniques apply to individual patients, communities, and populations.
Supporting Groups

Our work has received support from the following stakeholder groups:

- American Academy of Nursing - Informatics and Technology Expert Panel, Washington, DC, October 31, 2018
- American Association of Colleges of Nursing
- American Nurses Association
- American Medical Informatics Association
- Healthcare Information Management and Systems Society/TIGER
Presentations


Questions?

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