



How do we fit informatics into the undergraduate curriculum? Nursing as a case study



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SCAN THIS POSTER



Background

- Digital health is a driving force for embedding adequate informatics skills and competencies in the undergraduate nursing curriculum (ADHA, 2020; ANMF, 2015; Harerimana et al., 2021).
- Nursing education needs to consider technical aspects of health informatics and health technologies (ANMAC, 2019, 2014).
- ANMAC supports the inclusion of innovative approaches such as health informatics and health technology in the nursing and midwifery curricula (ANMAC, 2014).
- Nurses with informatics skills would improve the quality of patient care and service delivery in a technology-rich environment (ADHA, 2020; ANMAC, 2014; ANMF, 2015).

Aim

This poster presents early findings from a study into informatics competencies and approaches for developing Australian nursing students' digital literacy.

Methods

- A holistic multiple case study approach guided this study.
- This first case was a metropolitan university in Australia. Five academic faculty participated in this study.
- Data sources included interviews, document analysis, and fieldnotes.
- Data were analysed using content analysis, and the QSR NVivo Software (Version 12) assisted in coding, organising and managing data.

Results

Context

- Digitalised healthcare system: EHR, EMR, ieMR.
- Recommendations for informatics for nurses by ACN, ADHA, ANMAC.
- Requirements for nursing programme accreditation (ANMAC).

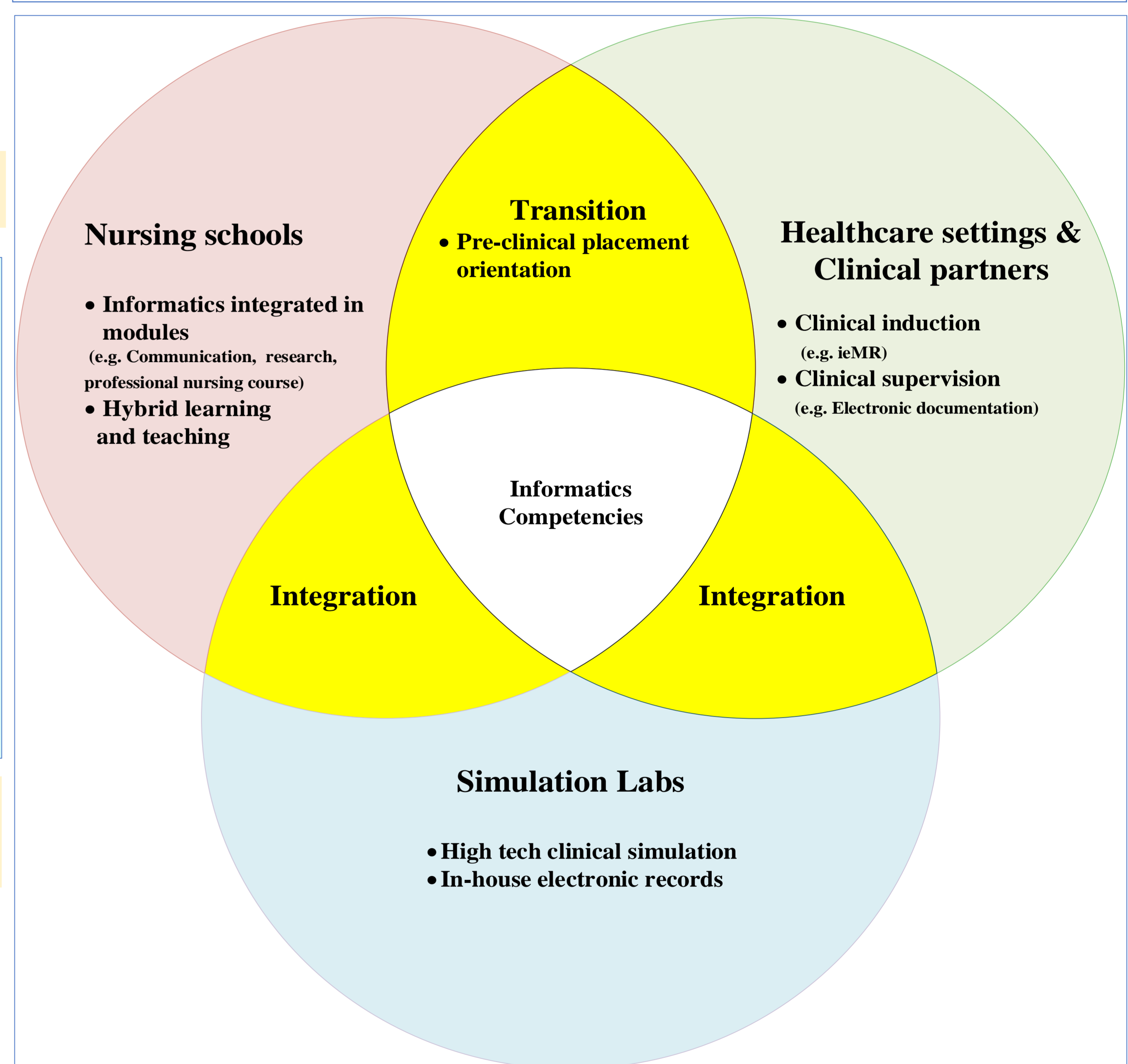
"The integration of informatics skills into nursing and midwifery practice is fundamental for nurses and midwives at all levels in health and aged care systems" (ANMF, 2015, p. 1).

Informatics integration process

- Needs analysis
- Identifying informatics competencies
- Mapping informatics competencies against national and international standards
- Designing informatics content, and learning experiences
- Integrating and sequencing informatics content into modules/curriculum
- Reviewing informatics competencies and content by internal and external bodies
- Approving the changes by internal and external bodies
- Curriculum implementation and evaluation

"Getting new curriculum up and running and accredited is a very transparent process [...] we've gotta map against those particular standards [...] what needs to be developed has to meet the accreditation standards." (MAU-Participant 1).

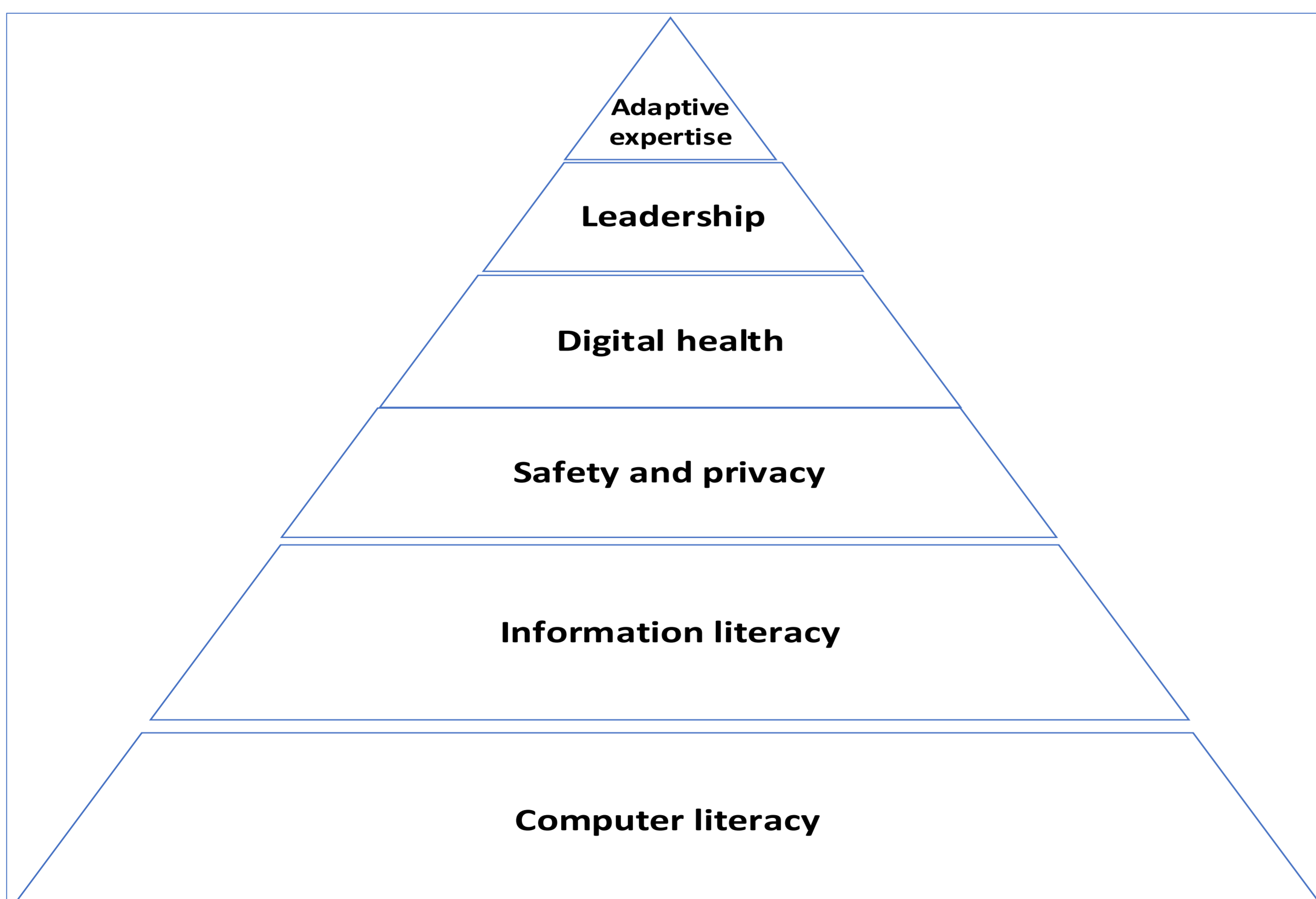
Fig. 2: Contextual student preparations for informatics competencies



"... You will be required to document your clinical tasks and interventions under your Student Nurse ieMR access..." (SCHHS & QLD Gov., 2022, p. 8).

"... You will need to clinically handover your findings to your buddy and forward your documentation to your buddy to review and countersign..." (SCHHS & QLD Gov., 2022, p. 8).

Fig. 1: Informatics competencies for nurses



Conclusion

- Informatics skills and students' exposure to digital tools and digital health services require multiple educational approaches, both at university and in the clinical environment.
- Enhanced students' digital literacy is fundamental to quality education and practice in a digitalised world.

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