

Content Areas

1. Introduction to Nursing Informatics
2. HIPAA & its Impact on Healthcare Delivery
3. Introduction to Healthcare Databases
4. Technology & Safety in Healthcare: National Patient Safety Goals I (Fundamentals Level)
5. Ergonomics and Workstation Safety
6. Nursing Classification Strategies
7. Issues in Healthcare Informatics
8. Technology & Safety in Healthcare: National Patient Safety Goals II (Med-Surg Level)
9. Electronic Medical Records & Documentation Practices
10. Using Clinical Decision Support Systems
11. Information Technology & Evidence Based Practice
12. Technology & Safety in Healthcare: National Patient Safety Goals III (Critical Care Level)
13. Point of Care Information Systems: Acute, Community, & Special Populations
14. Introduction to Telehealth Practices
15. Accessing Data: Converting Data into Knowledge
16. Managing Technology Change and Disruptive Innovation
17. The Electronic Health Record: Issues and Practice
18. Using Quality & Management Information Systems
19. Using Fiscal Decision Support Systems
20. Informatics in Research & and Practice

Future Plans

Currently Available for curricular threading

Phase 1 Entry-level Nurses: designed to thread through PN/ASN/BSN curricula via an individualized review of a school's plan of study. Presents leveled clinical applications that include specific evaluation plans with the ability to benchmark outcome data.

Available 2010

Phase 2 Design—Experienced-level Nurses: designed to thread through LPN/RN to BSN and graduate programs of study. Includes specific entry-level skills and competencies identified for experienced-level nurses. Content may be used by faculty to enhance their informatics knowledge.

To learn more and see a demo, contact us at
info@nivatonline.com



NIVATE Online



Preparing Nurses for the Digital Age

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THE PROBLEM

Changes in the healthcare industry have introduced many new technologies and practices that demand that nurses move beyond basic computer knowledge to application of informatics skills in order to adequately care for our patients. Many driving forces are behind the growing demand for an increase in foundational informatics skills necessary at entry to practice.

Driving Forces

- ANA Scope & Standards of Nursing Informatics Practice—In 2008, the ANA released its latest version which provides guidance for expectations of all nurses related to informatics competencies across a wide range of experience and settings.
- NCLEX-RN 2007 & NCLEX-PN 2008 Test Plans address informatics content
- AACN Essentials of Baccalaureate Education (2008) Draft—One of the concepts emphasized in this document is informatics and the need for specific introductory level nursing informatics competencies.
- The National TIGER Initiative creates “a vision for the future of nursing that bridges the quality chasm with information technology, enabling nurses to use informatics in practice and education to provide safer, higher-quality patient care”.
- Many Boards of Nursing are now mandating informatics content be included within programs of study.
- The shortage of faculty with informatics expertise, is significant and leaves many schools of nursing struggling to fill this void in their program of study.

THE SOLUTION

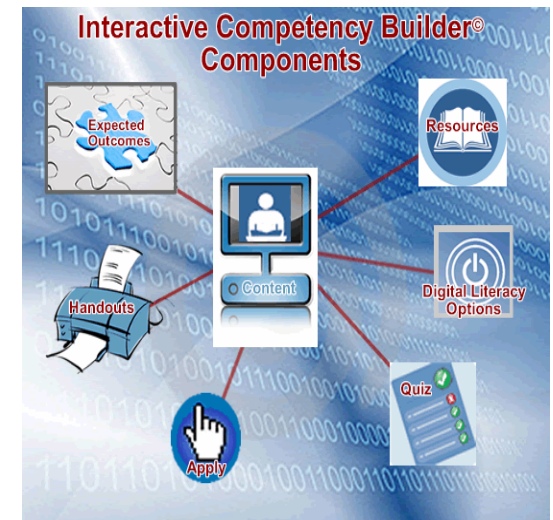
NIVATE Online offers a solution to this dilemma through online access to informatics content that will prepare students for the digital age. NIVATE Online offers a series of Interactive Competency Builders[®] which can serve as a curricular thread for both informatics theory and application. These online ICBs[®] may be selected and/or customized based upon your curricular needs to fill in any informatics gaps in your existing program of study.

How it Works

Using NIVATE Online in your program starts with a curriculum review for appropriate placement of ICBs[®]. Appropriate ICBs[®] will be bundled for your school into the 3 – 5 semesters where clinical content is presented. Students and faculty will have online access to the assigned ICBs[®] through a learning management system. Faculty have the flexibility to determine specific evaluation strategies in their courses through the use of faculty tools (test bank, grading rubrics, resource listings, suggestions for integration, etc). or faculty may simply require students to complete the assigned ICBs using the included evaluation strategies. There are several pricing strategies designed to fit into public and private educational settings.

Each ICB[®] includes:

- Expected Outcomes
- Content presentation using multimedia
- Interactive learning activities focusing on leveled clinical application
- Handouts
- Resources (student & faculty)
- Evaluation Strategies
- Supplemental Digital Literacy Activities
- Certificate of Completion



ICBs[®] are groups of interactive learning objects designed for the online environment and geared toward the development of specific learning outcomes.

- ICBs[®] are designed to meet all academic and regulatory content requirements and are modular to allow flexible application through varying programs of study and companion courses.
- ICBs[®] are designed to incorporate adult learning strategies and contain leveled learning activities based upon a student's companion courses.
- ICBs[®] offer the expertise of practicing Informatics Specialists to assist students and faculty develop critical informatics skills needed in today's healthcare environment.
- ICBs[®] provide a bridge for providing this content until additional informatics faculty can be developed.
- ICBs[®] support the TIGER initiative and provide tools for meeting accreditation/licensing guidelines