DNP Essential IV—Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

The American Association of Colleges of Nursing (AACN) fourth foundational competency for Doctorate of Nursing Practice (DNP) describes the importance of technology in advanced practice. The DNP program prepares the graduate to: “1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. 2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. 5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness” (AACN, 2006). I liked Megan’s post about how nursing uses the technology of EPIC yet had little input with the IS department and no power to change it. We have to be the leaders in designing technology systems that make our jobs more about patient care and less about paperwork. I was also very impressed by the ICU monitoring technology she described.

We have all mastered information systems necessary to succeed in online education—Blackboard, the NKU website and library resources, Internet educational resources for our own scholarly learning and for patient education and support, Power Point presentations, SPSS for statistical data management and research, social media and others. We also have learned to master data management systems in our clinical settings like EPIC, electronic prescribing, electronic scheduling and other documentation systems. I have yet to master Microsoft Excel, a
weakness I hope to overcome in the next two years! We learn new technology with each project we develop and each new data management activity.

Burkart-Jayez listed some interesting Internet resources in Tables 4-1 and 4-2 (2011, pp. 141-147). Many I had heard of or used many I had not and will be checking those out at a later date. I also liked the point about generational gaps in technology and that mastery of technology does not equate to knowledge and/or critical thinking skills (Kinglsey and Kingsley, 2006.) We have all used library technology and web resources to gather masses of literature. I have yet to use technology to organize my reference lists for papers; I still type them out and alphabetize them the old fashioned way! I would be interested in hearing what systems anyone is using and whether it is worth the money and user friendly.

I enjoyed the Technology in Nursing Education article Sandra posted today, and found it interesting that it was published in 2008 and outdated already saying that most nursing students are using PDA’s. Everyone is using smart phones or tablets these days; my “old” PDA is somewhere in one of my junk drawers.

I wrote a blog for the Oncology Nursing Society (ONS) for a year, (think I shared some of my blogs in previous courses). Blogging used to be the new technology but it seems to fit more with Essential III than IV, dissemination of knowledge more than use of technology. I also co-authored 2 different web courses for ONS and teach the psychosocial course, again-used to be new technology! I strive to learn more and keep up with technology, especially when it applies to patient care, education, and nursing practice.

References