EXPANDING NURSING FACULTY’S INFORMATICS COMPETENCY LEVELS

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Why Faculty Competency Levels Need to be Expanded?
- Informatics literacy is crucial to the future of nursing.
- QSEN Institute (2019a; 2019b) competencies support the progressive achievement of informatics proficiency of KSAs at all levels of nursing education.
- Nursing faculty must expand beyond the implementation of EHRs in order to address the use of increasingly sophisticated information systems and technologies in the delivery of patient care (Fulton, Meek, & Hinton Walker, 2014; Kinnunen, Raialahti, Cummings, & Borycki, 2017).
- Kinnunen et al. (2017) advocate the advancement of nursing faculty’s informatics competency levels to support the teaching–learning process as well as to prepare graduates for current and future nursing practice.

Three-Prong Approach to Increase Competency Levels
1) University and leadership support
   - Current technology
2) Course development support
   - Strong and effective instructional design and tech support available for faculty
3) Faculty ownership
   - Incorporate into goals for Faculty Academic Annual Review (FAAR)

Strategies (3 primary foci)
1) Course Design
   - Faculty all have an online course component to their courses
   - QM rubric training for faculty
2) Using Technology Tools
   - Using SafeAssign and auditing faculty for use of the tool
   - Smart classroom support (orienting and mentoring)
   - Faculty creating assignments that advance student informatics competencies and at the same time expand both full and part-time faculty skill levels
   - Incorporating grading rubrics into courses using the learning platform technology feature
   - Typhoon for managing student clinicals evals and reporting from undergraduate to graduate
3) Professional Development
   - Mandatory online training for all faculty
   - Bb Learn tutorials, library support, weekly professional development “Monday Morning Mentor”
   - Peer faculty mentoring

Timeframe
This is a 5 year plan because we span across may programs from the undergraduate to graduate level. Faculty skill sets require assessment and subsequent planning of resources to meet their needs.

References