Facilitating a forum

On the Tuesday before the Wednesday start of the week of your peer facilitation, please post some trigger questions for your peers, each in a separate thread in the assigned forum for that week.

Here are some trigger question examples posted as separate threads late on a Tuesday:

Welcome to Week 2/3. Team 1 (Miley, Emma, LaTesha) will be facilitating the forum for the next two weeks. We’ve posted three questions to drive conversation this week, with more to come next week.

Question 1:  What are the common key concepts from systems theory, information theory, cognitive learning theory and change theory? How do they relate to the current issues in informatics? Choose two theories and relate them to the current issues in informatics.

Question 2: What conceptual model of informatics do you think is most useful in understanding informatics and its roles in knowledge acquisition?

Question 3: What are some strategies that organizations can utilize in terms of structure and communication to increase the benefits of health informatics in the planning, implementation and sustainability phases of new initiatives? How are these strategies related to the theories introduced in this week’s readings?

Here are some typical facilitator responses:

Thanks for your post Betty. I found Blum's model very informative as well, and I agree that the systems model and Blum's model fit together nicely, providing standard terms to use to define input into the health informatics system, transformation that occurs within the system, and output from the system in some usable form. What are your thoughts on Blum's description of how more advanced nursing informatics systems can actually produce knowledge and wisdom as opposed to just information? Have you worked with any decision support or expert systems in the past?  Where do you see a place for these types of systems in healthcare?

Miley (Team 1)

Hi Pat,

I like that you pulled in adult learning theories and its use when introducing an electronic health record. I find that I often frame decisions around teaching plans and resources with this in mind in my career. Sorry if you have responded before and I missed it but I am wondering if you have gone through an implementation of an electronic health record and if the principles you described were used?

I know in my experience there was a baseline level of knowledge taken prior to implementation but when it came to actually learning, it was very prescriptive and was very much the same for all staff no matter where you were working. It was not suited to the area or use for a particular area. For example, nurses were group together in the same classroom from medical units, surgical units, pediatric units, and long-term care units. All of these people use the record in different ways, but all were taught the same information in the same format of one 8 hr classroom. The result was none were comfortable with the implementation when it came.

Emma

I am learning a lot from this valuable discussion!

"For humans (nurses), information and knowledge are not processed data; rather, we learn by being situated within and understanding complex webs of relations of persons, events, social and political structures, and many other things. Further, we seek agreement with each other on what things mean through learned social and cultural tools and categories. The valuing of knowledge as something either to be mobilized or to be created is argued as a means to shape “how we know what we know” and to understand what kinds of knowledge are possible.

Nursing informatics as “a combination of computer science, information science and nursing science designed to assist in the management and processing of nursing data, information and knowledge to support the practice of nursing and the delivery of nursing care. Nursing informatics captures the juncture of these 3 core sciences; the focus on nursing science differentiates nursing informatics from other specialties, such as biomedical informatics." (Ronquillo, Currie, & Rodney, 2015)

**References**

Ronquillo, C., Currie, L., Rodney, P. (2015). The evolution of data-information-knowledge-wisdom in nursing informatics. *Advances in Nursing Science,* *39*(1), E1-E18. https://doi.org/10.1097/ANS.0000000000000107

(LaTesha - Team 1)

Thanks for your discussion on this topic this past week. Here is a brief summary of the main ideas noted.

* main idea from this discussion thread was that concepts from theories such as change theory, learning theory and systems theory could be applied to address current issues in informatics
* some identified issues included resistance to change, poor communication and new user frustration
* some examples included
  + application of learner theory and the concept that each learner learns differently and using multiple methods to distribute and communicate information
  + use of change theory to attempt to foster an environment that is not only receptive to change efforts and advances in informatics but allow for adequate time to allow those involved accept the change

Team 1