

NURSING INFORMATICS COMPETENCES

Nursing

(By Insert name)

Course Codes

Professor's Name

Institutional Affiliation

Day Month Year

The technology informatics guiding education reforms (TIGER) are very crucial to students as well as practicing nurses because their aim is to ensure that health care workers are equipped with informatics skills so as **to deliver safer, higher-quality patient care. Having information can be applied in an array of ways by providing services including clinical practice, administration, studies or education and research (Gunter, & Terry, 2005).**

In each of the stated areas administration, clinical practice, education and research, nursing informatics (information technology and computers) can be very widely used. According to Gunter, T. & Terry, N. (2005), nursing clinical practice uses a point-of-care system and clinical information system to do the following:

- **To prepare a list including staff members their interventions, monitoring devices that would directly to an electronic data records maintained for every patient centrally stored electronically (Electronic Medical Records)**
- **Automatic billing system for deliveries in the facility and also sending prescriptions and services rendered accompanied with nursing documentation and also clinical documentation that is computer-generated.**

Some of the competences required of medical records personnel are the skills to use the devices to capture patient's data according to Wager, K. et al. (2009). Includes:

- **The person should also be able to provide that data when needed such as for his work, billing, coding for hospital reimbursement.**
- **The person should be able to pull out this information in a concise format and ensure that each component of data is communicating with each another.**
- **A number one of competency is data analysis which includes data quality evaluation when the data is insufficient; data discovery when the analyst explores the data to discover any meaningful activities and trends; interpretation and timely presentation of data.**

There is a lot of improvements that can be done in order to realize TIGER objectives. Healthcare providers should support the collection, sharing of accurate data but above all promote best practices and push for adoption of technology in health care. They can also enter into arrangements with **local learning institutions to offer information and embed it in the curriculum and that skills learn to practice. These institutions can also be helpful especially when new technology emerges. Lastly, according to Ash, et al (2007), develop security around patient's information to avoid theft or unauthorized access because such can bring about legal consequences.**

References

- Ash, S., Sittig, D., Poon, E., Guappone, K., Campbell, E. & Dykstra, R. (2007). The extent and importance of unintended consequences **related to computerized provider order entry.** ***Journal of the American Medical Informatics Association.* 14 (9): 413–20.** **Retrieved from doi:10.1196/jamir.2007.14.413**
- Chen, T. & Tang, H. (2003). The comparison of national electronic health record capabilities in the United States and Australia: results, costs and questions. ***Journal of Medical Internet Research.* 7 (1):** **Retrieved from doi:10.2196/jmir.7.1.e8**
- Wagner, K.; Lee, F.; Glass, J. (2000). ***Health care information systems: A practical approach for health care management*** (2ed.). pp. 253–254. ISBN 978-0-470-38780-1.