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Reliability of the Self-Reported Informatics Competency Measurement (SR-ICM) tool among health care students

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Informatics skills are essential for health care students as well as for practicing clinicians. In order for educators to fully develop student's informatics skill levels- an efficient assessment of their current skill level is necessary. Understanding current informatics skill level will help educators to determine what skills could be emphasized via instruction. Kaminski's self-reported informatics skills assessment tool with a dichotomous (yes/no) approach was modified and extended using Benner's novice to expert categories and Likert scales. It was hypothesized that there would be no significant difference in participant responses for a test/retest survey completed by health care students.

Methods: The self-reported informatics competency measurement tool was administered to 25 health care students via a test/retest methodology in a mid-west university.

Results: For the majority of the statements, there were no significant differences between test and retest responses ($p > 0.05$).

Conclusions: The study showed that the majority of the statements were reliable. Factors that affect the significant p values and recommendations related to the study were discussed.

Biography

Sharie Falan completed her PhD at the University of Michigan and is Associate Professor with the Bronson School of Nursing and Associate Director of the Center for Health Information Technology Advancement at Western Michigan University. Her research interests include health information technology and similarity. She has presented her research work in Ireland and China as well as in the United States at peer reviewed conferences. Her most recent research focuses on assessing informatics competences in nursing education among nursing students. This work will lead to clearer understandings about what informatics knowledge students need and where gaps may occur. She is also the co-director of the Health Informatics and Information Management undergraduate major and minor curriculum designed to promote inter-professional learning and experiences for students in multiple disciplines involved with the health care domain.

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