Storytelling & Communications Template: Healthcare Systems & Informatics

Project Members: Karen Clark, Eileen Harrington, Eric Belt, Becky Menendez



# Part 1: Situate yourself within the Project

**Use the space below to collect team bios brief bios that speak to any of the following:**

1. *personal drivers*
2. *individual skills and expertise*

You can use this information to discuss ways to leverage these skills over the course of the project. This can also become the basis of an “About the Contributors” section in your OER.

**Eileen Harrington** has been a formal and informal educator both in the United States and in Latin America for more than twenty-five years. She is currently the Assistant Director of the Priddy Library at The Universities at Shady Grove and the Health & Life Sciences Librarian. As an educator, I strive to make what students are learning relevant to their lives and reflective of their experiences. As a librarian, my role is to not only connect people to information, but also to make connections between people and the world around them. I come to open education through a social justice lens: striving to make learning accessible to all, working to amplify marginalized voices, and fostering a sense of belonging for all students.

**Karen Clark** has engaged in nursing for over 40 years. Clinical areas are intensive care and the emergency department; with management and education experiences. Presently she is faculty for the University of Maryland School of Nursing. Teaching experiences included undergraduate to doctoral level students, interprofessional education to practice, informatics and leadership. I have a background working with databases, online education and am comfortable with virtual work. Working with computer technology, informatics, and the impact of both on educating students and other faculty about the extent of how and what we need to know as practitioners is challenging to make it relevant to practice.

# Part 2: Storytelling in your OER

**Use the space below to take notes of your discussion with the team about the approach(es) to storytelling you want to take with your project. Discuss any of the questions below:**

1. *Is there anything particularly unique about your OER? This could be in terms of content covered, pedagogical approach, team composition, or something else!*

The importance of technology, the scope of informatics, along with information through research for evidence infused within the interprofessional education and practice environment is problematic. Minimal literature or other resources exist merging informatics as the underpinnings of interprofessional education. There are sources, textbooks, literature that focuses primarily on one or the other. Building interprofessional education on a platform of informatics strengthens skills in research, use of evidence and tools for application.

1. *What principles, norms, values, and worldviews inform the selection of knowledge in your OER?*

Worldviews are dynamic. The connections can have underlying consistency more than not. Beliefs of how things work or do not work creates difficulties in language, communication, listening, messaging, and collaboration. We can see glimpses of difficulties with undergraduate students and some faculty avoiding as much as possible working with informatics concepts. In many circumstances working with these concepts is present without recognizing the tools, interactions, and engagement in action.

Principles of education surround much of what we know as pedagogy. This field is an expectation and norm on ways of educating others. It has changed over time from its original premise of the teacher-student relationship; teacher with the knowledge imparts to the student specific details expected to embellish. Changing demographics along with technology has created different methods to engage and educate. One such method well know is Andragogy. With the increasing number of adults entering higher ed many of the principles and concepts have been incorporated within our pedagogy framework.

Using the tools to reach faculty and students is essential to embrace technology which is moving faster than any of us can keep up with.

Nursing and healthcare delivery in general depends on communication, collaboration, instant data results to make decisions, and consistent learning with artificial intelligence, emerging technology, and employees both when educating healthcare providers.

Practice to develop, define, and refine systems thinking skills is necessary to create impactful critical thinking, the ability to anticipate and act on that anticipation. The tools available with technology are limited in use to support such endeavors at the undergraduate level in nursing. Areas of growth are the use of simulation, virtual reality, and artificial intelligence. The challenge is engaging with interprofessional education and practice with these technologies reaching further than the bedside in scope.

1. *What voices and perspectives will you include?*

Challenges for students in undergraduate programs: Focused on ‘hands on’ as distinctly outside or a different domain than informatics. In many cases avoiding exercises and assignments, they believe are not relevant to taking care of patients.

1. *How will these stories be told?*

Thinking in terms of audio video talks about student and faculty experiences. Possibly including some interactions with students, I have had in how their perspectives have changed about informatics and the importance. Other stories possibly about how difficult in the past to teach informatics when a curriculum did not find it important, challenges in conversations with faculty that did not see it important either.

1. *Who are these stories for?*

*Both students and faculty*

1. *How will you make sure these stories are heard?*

*To be determined*

1. *What will take priority? Why?*

Three chapter or module summaries are already created. Beginning with objectives, expectations, and stories would set the stage for working and interactive activities in the chapters.

1. *Are there any gaps? Can you look at your networks in your department, institution, local communities, or regions to fill the gaps?*

To be determined

1. *Can you cast a wider net to welcome more collaborators on board?*

Yes. This was discussed as to reaching out for content expertise in informatics.

# Part 3: Document Marketing Avenues

Use the space below to collect ideas for channels, events, or spaces where you want to share project communications and news over the coming months. You can refer to this list when sharing external communications to solicit help or to announce major milestones.

The textbox offers some ideas for inspiration:

|  |
| --- |
| * **Project Homepage** toshare progress, updates, and calls for participation (CFP) publicly
* **Email**
	+ Email signatures (keep the project front of mind with all email interactions)
	+ Existing OER listservs to communication your work: CCCOER, LibOER Digest
	+ Discipline specific listservs
* **Blog posts**
	+ Personal blog
	+ Institution’s marketing site

Not sure how this would work or if it would be allowed. * **Community Calls** to recruit authors, editors, others on the team
* **Conferences** where you can present on specific aspects in your project
* **Social Media**
	+ Personal accounts from team members
	+ Dedicated project account
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### Listservs:

Use the [Mailing List template](https://docs.google.com/spreadsheets/d/1waN9wDSBgF_aV-dJ8YeioEIG9crHMaHv6GzgH6GZW50/edit#gid=0) to keep track of listservs where you can spread the word.

### Conferences/events our team can attend:

### Other spaces to publicize the project:

