Nursing Informatics Training in Undergraduate Nursing Programs in Peru

Daniel F. Condor [a], Katherine Sanchez Alvarez, [b] Austin A. Bidman [c]

[a]*Unit of Biomedical Informatics in Global Health, School of Public Health and Administration, Universidad Peruana Cayetano Heredia, Lima, Peru.*
[b]*Professional School of Nursing, Universidad Nacional del Callao, Callao, Peru.*
[c]*Kuskaya Program for Innovation in Global Health, Department of Global Health, University of Washington, Seattle, USA.*

Abstract

Nursing informatics training has been progressively developing as a field in Latin America, each country with diverse approaches to its implementation. In Peru, this process has not yet taken place, so it is necessary to determine how universities are performing in this regard. We conducted a search to describe if universities provide training in computer nursing or similar. There are 72 universities offering professional nursing training, with only 24% of these providing any specific course in nursing informatics. Training undergraduates in nursing informatics improves the skillset of licensed nurses.

Keywords:

Nursing education, Nursing informatics, Curriculum.

Introduction

It is necessary to integrate nursing science and computer science. The constant development of new technologies in different areas of health influences the capacities of nursing care, therefore, a nurse must possess the skills, knowledge, and judgments for the use of Information and Communication Technologies (ICT) within daily practice and according to the times we live.

The integration of the scope, objectives, and approaches of these two sciences is known as Nursing Informatics.

Education in Nursing Informatics has been offered for 30 years. The USA, Canada, Australia, and Denmark are examples of this, adopting different strategies to introduce nursing informatics in nursing curricula. Education of this new branch of nursing varies in each curriculum and directly impacts training and development of nurses in the professional field.

Latin America is in the process of adapting nursing informatics as part of undergraduate nursing curricula. This becomes complex when trying to include nursing informatics as part of the professional curriculum, due to the lack of explicit nursing computer skills within each country. Argentina and Chile have taken the first steps and are working on the inclusion of this teaching to their nursing students.

In Peru this integration and adaptation is still not presented as a priority in the training of nursing students, Therefore, the objective of this paper is to describe whether or not Peruvian universities include computer nursing training within their undergraduate curriculum.

Methods

We conducted a search within the websites of all the universities offering nursing education in Peru and examined the curricula to look for a nursing informatics course or similar.

Result

The search identified 72 universities offering a nursing program, of which 62 were eligible for this review. Most of these universities are located in Lima city (34%, 21/62). Private universities comprised more than half (67%, 42/62) of the total universities. Within the explored curricula, few universities (24%, 15/62) offer specific courses in health informatics, nursing informatics, or ICTs for nursing care.

Conclusions

It is necessary to update the curricula of the universities according to the recommendations that IMIA proposes in health informatics educational programs. In addition, universities need to work collaboratively to develop and determine objectives for nursing informatics education.

Undergraduate nursing informatics training can improve the skills and judgments of the nurse, introduce new fields of action, and open new approaches to care.

References

[1] E. Cummings, et al. Embedding Nursing Informatics Education into an Australian Undergraduate Nursing Degree. *Stud Health Technol Inform* 225 (2016), 29-33.

[2] Z . A . Gonzále, et al. Changing Educational Paths in an Informatics Course According to the Needs and Expectations of Nursing Degree Students. *Stud Health Technol Inform* 225 (2016), 324-8.

[3] T . Risling, Educating the nurses of 2025: Technology trends of the next decade. *Nurse Educ Pract* 22 (2017), 89-92.

Address for correspondence

Daniel F. Condor, MsC. Unit of Biomedical Informatics in Global Health, Universidad Peruana Cayetano Heredia, Av. Honorio Delgado 430 – Lima 31, 15102, Lima, Perú, Telf. +5114818283, E-mail: daniel.condor.c@upch.pe