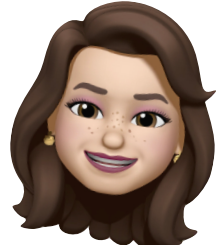


Equipping Future Nurses to Consume and Produce Health Information for Greatest Impact in a Digital World



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BACKGROUND

- Information on health-related concerns are now often distributed to the public rapidly through digital multimodal writing (DMW).
- Often these health messages contain inaccurate details. Healthcare professionals, like nurses, may reduce such errors by engaging in the health message production process.
- Future nurses' and associated healthcare professionals could benefit from DMW assignments in coursework during their academic studies (e.g. health message creation) as it incorporates clinical knowledge with skills in information (IL) and digital (DL) literacies.

PURPOSE

- Develop meaningful student learning experiences with digital multimodal writing (DMW) assignments through faculty-generated (ePUB and AppleBooks®) and student-created digital content in a first-year writing (FYW) course.
- Cultivate students' awareness and development as effective producers and consumers of digital health information.



METHODS

- First-year writing (FYW) course taught by nurse faculty
 - Explored health and wellness concepts
 - Examined how new media influences individual and community health perspectives, and
 - Used a mix of traditional and DMW assignments

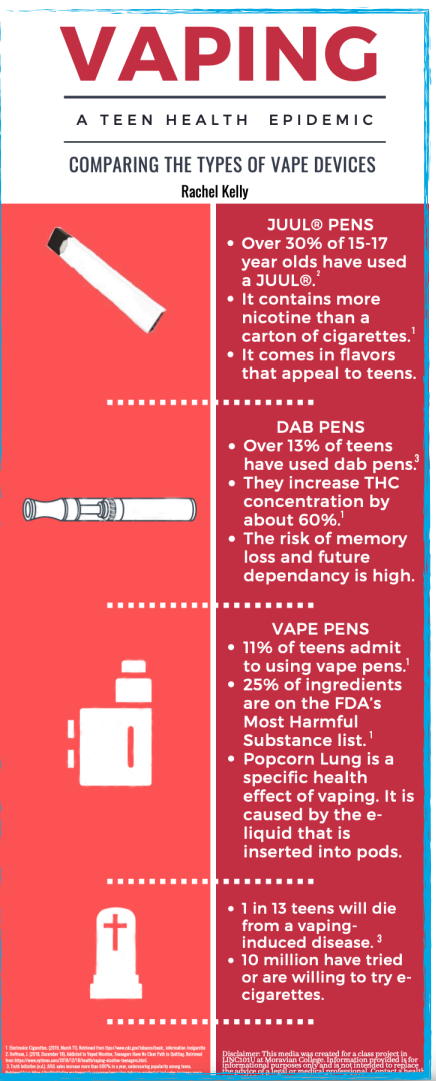


Figure 3. 4P Process

- Interactive faculty-authored ePUB
 - Provided scaffolded DMW assignment details
 - Contained 4P process, templates, and software tips to aid in infographic and podcast design on health concerns.
- Course lectures blended health content with IL&DL skills for DMW assignments.
- Student-generated infographics and podcasts were submitted to college newspaper or radio for possible dissemination as public service announcements (PSA).

RESULTS

- Students produced 20 infographics and 13 podcasts in 2 course offerings.
- This fall 2020, 18 additional projects are in production.



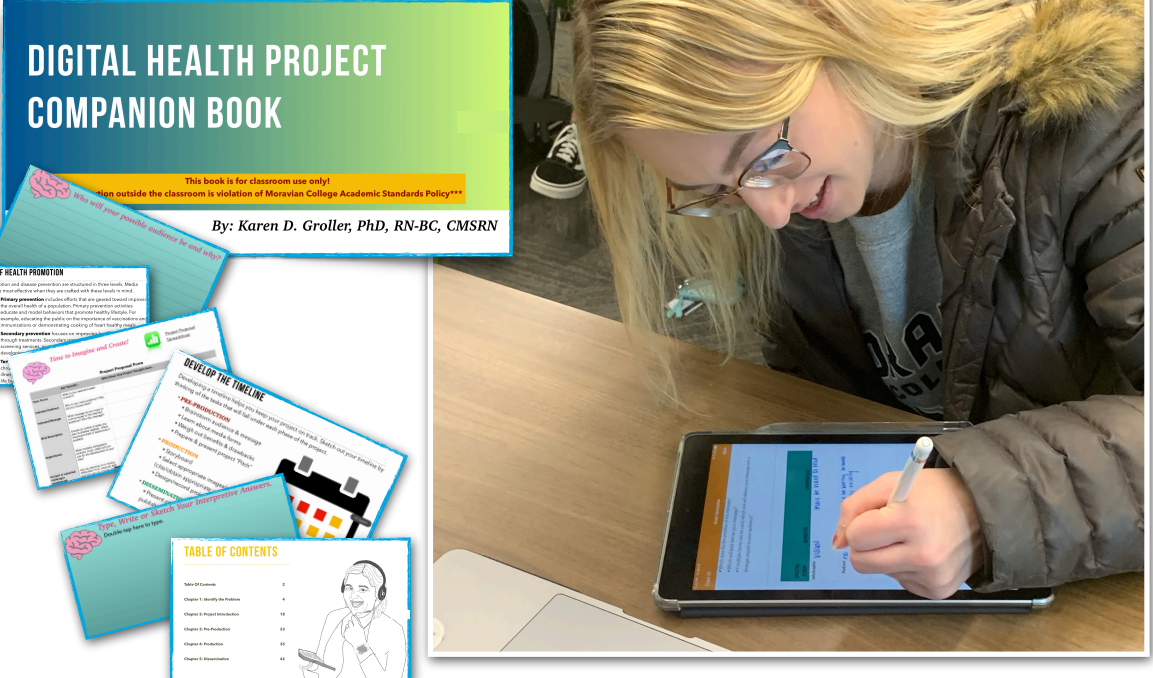
IMPACT AND IMPLICATIONS

- Technology helped nursing faculty create meaningful student-learning experiences with challenge-based assignments that develops nursing knowledge, service-learning outreach, information literacy and digital literacy skills.
- Students' writing improved as they examine rhetorical situations and developed a message about a valid health concern for a particular audience.
- Students valued the importance of becoming analytical consumers and accountable producers of digital health messages.
- Students verbalized the professional responsibility of nurses to educate their patients on digital multimodal writing content and serving as content experts in such development when possible to ensure content accuracy.

ACKNOWLEDGEMENTS

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SCAN FOR REFERENCES



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