**Introduction:** In an effort to assist a safer nursing practice, PDAs were implemented into the undergraduate curriculum at our university in 2008 and studied to critique the characteristics of personal digital assistant (PDA) use in both clinical and classroom for baccalaureate nursing students (BSN) within a rural Texas university, over their structured nursing program.

**Background:** PDAs/information technology support of patient care was desired due to the complexity and risks involved with providing clinical care today. Evaluation of this implementation was completed in 2010.

**Level of Educational Program:** Undergraduate nursing students

**Targeted Learning Outcomes:** The learning outcomes involved beginning to use assistive devices in clinical and classroom settings to assist students with their learning. First year nursing students’ use of PDAs throughout their nursing program (with a sample size of 75 students at curriculum completion at the end of the study’s two year period) was investigated. Structured and open-ended questions were used to assess their use and perspective of PDAs/information technology.

**Teaching/Learning Activities:** Nursing students varied in relation to PDA uptake and use over the program’s initiation. The best utilization was demonstrated by early adapters of the new technology, those comfortable with information technology, and those with strong relationships with those also up taking the technology. Barriers were costs and perceived hindrances to the technology.

**Evaluation of Approach:** PDAs can assist those that engage in their use to gain advantages in clinical knowledge and current practice recommendations, and possibly provide a safer clinical environment. There is a learning curve that is required to be experienced by all students as they engage with this new learning method. Some students are more adaptable to this form of technology than others.

**References:**


