We are not Educating the Future Clinical Health Professional Workforce Adequately for eHealth Competence: Findings of an Australian Study

HIC 2012
Tuesday, July 31, 2012

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A national effort

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Aiming to initiate and encourage...
- A Coordinated Interprofessional Approach
- To Curriculum Renewal
- For eHealth Capability
- In Clinical Health Professional Degrees

With support from DEEWR OLT 2011-2012
A focus on future clinicians

“Future clinicians will be expected to be more effective than is now the case in acquiring, managing, and utilising information for clinical decision making.” (UK National Health Service, 2009)

UK eICE 7 themes most relevant to clinicians:
- Protection of Individuals & Organisations
- Data, Information & Knowledge
- Communication & Information Transfer
- Health & Care Records
- The Language of Health: Clinical Coding & Terminology
- Clinical Systems & Applications
- The Future Direction of Clinical Care
An interprofessional approach

All Australian tertiary degrees for entry into clinical practice:
- Medicine
- Nursing
- Allied Health
- Complementary Therapies
- + a few more from the Australian and New Zealand Standard Classification of Occupations in medicine, nursing and other health professions

Entry at AQF level 6 through 10, i.e. Bachelor to Doctorate
Mostly universities, plus TAFE / VET programs at level 6 & 7
Project Activities

http://clinicalinformaticseducation.pbworks.com

- Literature review
- Accreditation guidelines review
- Degree coordinator survey & interviews
- Degree coordinator workshops
- Health workforce planning

- Educational resources inventory
- ehealth in clinical job description analysis
Can we use the peer reviewed literature as a starting point for curriculum renewal for ehealth?


- There are very few accounts of learning, teaching or assessment that use externally validated instruments or processes.

- This area of education in the health professions needs to heed what is considered good practice in other areas of clinical knowledge and skill.

- Long and complex journey..
Accreditation guidelines 1

- 21 Accreditation Documents from health professions including allied health, medicine and nursing, were reviewed over the course of 2 months. The documents were searched for IT related terms, for example, technology, computers, electronic etc. The relevant sections were also read.
- Quotes were sorted by search terms and professions.
- Quotes were grouped under themes such as e-health, technology etc. and analysed.
Accreditation Guidelines 2

- Evidence based practice is widely used in all documents.
- Computers, Information Technology/ICT are specified more often as physical resources/facilities.
- As a topic for study, ICT related terminology is vague.
- ‘Electronic communication’ is not a widely used term.
- The term ehealth is not present in any of the documents.
- 8/20 documents were last updated in 2010. The oldest document dates back to 2001.
Further Work

- New learning, teaching and assessment resources need to be developed.
- Up-to-date professional development in ehealth and clinical informatics for teachers, trainers.
- Management of professional staff in healthcare organisations.
- Accreditation and certification frameworks.
- Systematic planning and development of professional practice.