EU/US Collaborations to Ensure a Capable eHealth Workforce
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Conflict of Interest

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Has no real or apparent conflicts of interest to report.
• Describe the current EU/US healthIT/eHealth competency gap.
• Highlight the potential impacts on systems because of the gap.
• Explore two case studies for addressing the gap.
• Gather audience input on their awareness of a HealthIT/eHealth gap among current workforce.
• Solicit audience experiences with addressing that gap focusing on process and lessons learned.
• Generate audience suggestions for support, tools, and resources that can be used by facilities to address the gap.
Learning Objectives

• Describe the current evidence available describing the health IT/eHealth competency gap among healthcare professional students, faculty, and employees which is an international and inter professional issue as healthcare become more digitally connected

• Appraise the efficacy and applicability of the presented case studies to address the gaps in health IT/eHealth competency. These case studies include concrete outcomes, educational offerings, and knowledge development for healthcare professionals

• React and respond to guided questions presented by the speakers which will be used to gain additional information from audience experience with programs to address the Health IT/eHealth competency gap in healthcare professionals

• Construct a roadmap for addressing the health IT/eHealth competency gap in the workplace in the EU and US
Room Assessment

• We would like to know about you.
  – Are you from the US?
  – Are you from the EU?
  – Asia, Middle East, Africa, Latin America?
  – Do you work for a healthcare facility? University? Clinic?

Images: Alex Covarrubias (tweaked by Corticopious); adapted from Image:Continents vide couleurs.png
Nick Youngson - link to - http://www.nyphotographic.com/
• Information and communication technology development and implementations are making significant and lasting changes to the way we live, work, play, communicate, and interact.
• We need a well-prepared eHealth workforce.
• A competent workforce can optimize costly implementations, use the data and information, obtain the desired outcomes, and function in interprofessional teams.
• A competent workforce has the cognitive, motivational, moral and social skills that are needed to achieve goals through knowledge and actions. (Hubner, Egbert, Hackl, Lysser, Schulte, Thye & Ammenwerth, 2017).
Evidence of Gap

• Nurses entering the workforce are not prepared and lack informatics competencies needed (Found, 2012).

• Competency deficits were found in a pretest of informaticists in a facility in the SE US (Pordeli, 2018).

• Brunner et al (2017) in a 3 phase study identified the need for education and curriculum reform to reinforce eHealth capability and reduce the gap between academia and application.

• The EU/US eHealth Work Project carried out a measure and mapping project.
  – In 2017, a Gap Analysis was conducted targeting 1000 respondents
  – 877 participants responded from the US and EU
  – Found pressing need for training particularly among nurses and physicians
Significant Gap Findings

- Managers and workers do not have digital skills.
- Informal caregivers lack training.
- Educators competence must be improved.
- Courses and training are limited.
- Training materials and tools are not available.
- Job descriptions have not been adapted to include digital skills.
- Healthcare professionals are lacking in digital skills related to continuity of care.
- Users are not involved in phases of systems development life cycle.

Addressing the Workforce Gap

Case Studies Review
Paula Procter
Developing the next generation...

‘An educated workforce learns how to exploit new technology, an ignorant one becomes its victim.’

Developing the next generation...

By 2020:
Every Nurse an eNurse

Adapted from the JISC Digital Capability Framework (2015) JISC/Helen Beetham
Digitization within society has brought about Distribution across time and communities, which in turn has caused Disruption to the ‘normal’ systems and structures and this has resulted in Diversity of actions...
Partnering for Practical Informatics

Health system hurtles nonstop down the HIT Highway

Skilled Drivers Needed: Informatics-fluent Healthcare Workforce
Partnering for Practical Informatics

- Unique academic-industry structure
- Organizational value proposition
  - Internal & external needs analysis
- Shared vision & operational engagement
- Concept to pilot to reality!

Applied Health Informatics Certificate Program
Partnering for Practical Informatics

Student Outcomes

- Broadened perspective of health informatics (beyond the EHR!)
- Developed basic clinical-technical translation skills
- Acquired & applied practical skills & tools in daily work
- Inspired life-long informatics-related learning
- Reinforced the patient/healthcare consumer focus!
Your Experiences...

Audience Input
In your experience, what is the most significant impact of the front-line healthcare workforce members’ gap in healthIT/eHealth competencies?

- Technical proficiency
- Information, data and media literacies
- Communication, collaboration and participation
- Creation, innovation and scholarship
- Teaching, learning and self-development
How have you measured baseline healthIT/eHealth competency of front-line clinicians?

Students of healthcare professions?

Faculty in healthcare professional programs?

Healthcare consumers/patients?
What methods of closing the healthIT/eHealth competency gaps have you found most effective for front-line clinicians?

Students of healthcare professions?

Faculty in healthcare professional programs?

Healthcare consumers/patients?
What do you need?

https://padlet.com/p_procter/bjgvnvvjwawm
Resources

• Health Information Technology Competencies
  – http://hitcomp.org

• Nursing Knowledge Big Data Science Initiative Education Workgroup

• Office of the National Coordinator. Health IT Curriculum Resources
  – https://www.healthit.gov/topic/health-it-resources/health-it-curriculum-resources-educators

• TIGER Virtual Learning Environment (VLE)
  – https://www.himss.org/professional-development/tiger-initiative/virtual-learning-environment
References


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