SERIES # 1:
Personal & Shared Information Management

STUDY GUIDE: Series Introduction, Part 1 & Part 2 | Run times: (8:06), (12:39), (12:24) | Released March, 2016

AFMC – Infoway eHealth Faculty Development

1 **Personal & Shared Information Management:** *Presented by Candace Gibson, PhD*

2 Clinical Decision Management: *Presented by Dr. Robert Hayward*

3 Clinical Information Management: *Presented by Dr. Gerard Farrell*

4 Health Communication Management: *Presented by Aviv Shachak, PhD, Dr. Sharon Domb, Dr. Shmuel Reis, Elizabeth Borycki, PhD and Andre Kushniruk, PhD*

Health care is an information intensive, knowledge-based business; on a daily basis clinicians use millions of bits of data from patients, the medical literature, knowledge databases, and their own experience, to diagnose, understand and treat patients. Increasingly that health data is entered and retrieved through an electronic record. General principles and processes for good information management practice should underlie the collection, maintenance, protection and optimum use of data within an electronic record.

An understanding of Personal Information Management forms the foundation for establishing those best practices in the use of health information. This series of three short podcasts/vodcasts derived from our original workshop series introduces principles of information management that can be applied to the organization and management of data from personal file collections (of text, images, videos, references, emails) to personal journals or ePortfolios and electronic records.

Ultimately information will be shared as we work together in groups and teams in providing care, and data and information are shared through linked records with other care providers and even with patients. What needs to be considered in terms of standards and interoperability will be discussed in Shared Information Management. The use of some communication tools, conferencing tools and collaborative management tools will be discussed, as well as introduction to an eHealth resource toolkit. You can also be directed to a learning module on Digital Professionalism, i.e. best practices in the use of social media and further resources.

Learning Objectives:

Through these vodcasts/ podcasts participants will understand:

- eHealth concepts, competencies, terminology and use
- Principles of personal information management and shared information management including:
  - Information literacy
  - File and information management, privacy, confidentiality and security
  - Online learning platforms – eClassroom skills, information management
  - Personal data management software – ePortfolios, mobile app resources
  - Organizing information for sharing – the need for standards, coding and classification systems
  - Investigate how health informatics is being introduced into the curriculum
- Digital Professionalism

Presenter:

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Access the full eHealth podcast/ vodcast series and supporting resources:
https://chec-cesc.afmc.ca/en/collections/ehealth-workshop-toolkit-collection

Key Learning Points:

Health care is an information and knowledge intensive business

- Electronic/digital technologies enable the collection of data for purposes of diagnosis and treatment but also for their use in planning and managing resources, disease surveillance, improving quality of care and practice, enabling chronic disease management.
- eHealth competencies are essential for the next generation of physicians and teaching of those skills needs to be integrated into our medical curriculum

Best practices in handling health information begin with the understanding and use of personal information

- Many personal data management systems are in use today and used by our students and faculty; examples – learning management and content management systems, e-Portfolios, mobile resources

Sharing of information is dependent on the presence of standards that relate to data vocabulary, data exchange, technology and documentation

Resources are provided and a Toolkit to assist faculty in incorporating health informatics and eHealth into their teaching and practice.

Reflective Questions:

1. Does teaching about the types and ways of using digital technologies and tools currently exist in the undergraduate medical curriculum at your institution? Are there other approaches or examples of eHealth curricular integration you can think of?
2. What types of materials would be most useful to provide in a toolkit to support integration of eHealth teaching into medical school curricula?

Competencies…

CanMEDS 2015 Framework

Communicator:
Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy:
5.1 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.
5.2 Communicate effectively using a written health record, electronic medical record, or other digital technology.
5.3 Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding.

Collaborator:
Work effectively with physicians and other colleagues in the health care professions:
1.1 Apply the science of quality improvement to contribute to improving systems of patient care
1.2 Contribute to a culture that promotes patient safety
1.3 Analyze patient safety incidents to enhance systems of care
1.4 Use health informatics to improve the quality of patient care and optimize patient safety

Leader:
Contribute to the improvement of health care delivery in teams, organizations, and systems:
1.1 Apply the science of quality improvement to contribute to improving systems of patient care
1.2 Contribute to a culture that promotes patient safety
1.3 Analyze patient safety incidents to enhance systems of care
1.4 Use health informatics to improve the quality of patient care and optimize patient safety.

Scholar:
Engage in the continuous enhancement of their professional activities through ongoing learning:
1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources
1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice

SOME ADDITIONAL EHEALTH RESOURCES

eHealth Competencies:

1. eHealth Competencies for Undergraduate Medical Education. Created by The Association of Faculties of Medicine of Canada in Partnership with Canada Health Infoway, May 2014.

2. Environmental Scan of e-Health in Canadian Undergraduate Medical Curriculum. The Association of Faculties of Medicine of Canada in Partnership with Canada Health Infoway, November 2012.

3. Recommendations of the International Medical Informatics Association (IMIA) on Education in Biomedical and Health Informatics – First Revision. J Mantas et al, IMIA Recommendations on Education Task Force. Methods Inf Med 2010; 49: 105–120.

4. Core Content for the Subspecialty of Clinical Informatics (AMIA Board White Paper). Gardner et al, J Am Med Inform Assoc. 16: 153–157, 2009.

5. Health Informatics Professional CORE COMPETENCIES V3.0. COACH (Canada's Health Informatics Association), November 2012.

How is eHealth defined?

1. Eysenbach G. What is e-health? J Med Internet Res 2001;3(2):e20
   URL: http://www.jmir.org/2001/2/e20

2. Shortliffe, E.H. Biomedical Informatics in the Education of Physicians. JAMA Vol 304: 1227 - 1228, 2010.

3. Hersh, W. A stimulus to define informatics and health information technology. BMC Medical Informatics and Decision Making, 9:24, 2009. doi:10.1186/1472-6947-9-24

Digital Professionalism

Please review the podcasts available at:

- In English - http://mc.rackforcecloudvideo.com/tiny/8i4f8
- In French – http://mc.rackforcecloudvideo.com/tiny/re6th

  CMA Policy. Social media and Canadian physicians: Issues and rules of engagement. Available at:
  https://www.cma.ca/En/Pages/social-media-use.aspx

  Also see the *Resources and Guidelines* listing in the podcast.

Integrating eHealth/Informatics Competencies into Undergraduate Medical Education

How have others done it?

- Florida State University College of Medicine - http://med.fsu.edu/index.cfm?page=medicalInformatics.home
  A relatively new medical school within the US; they were able to embed informatics training into their curriculum from the initiation of the school. They also teach in a distributed education environment and have included informatics training in continuing professional development to all teaching faculty at all of their satellite sites. Explore their 'Medical Informatics' portal for examples and outlines of how informatics is integrated into the curriculum

- UBC – College of Medicine – https://chec-cesc.afmc.ca/resource/ubc-faculty-of-medicine-ehealth-informatics-ehi-milestones
  Dr. Kendall Ho, an eHealth peer leader and leading Canadian advocate for inclusion of informatics into medical training has shared his outline for integrating competencies into all 4 years of the undergraduate medical curriculum. Available in the CHEC repository.
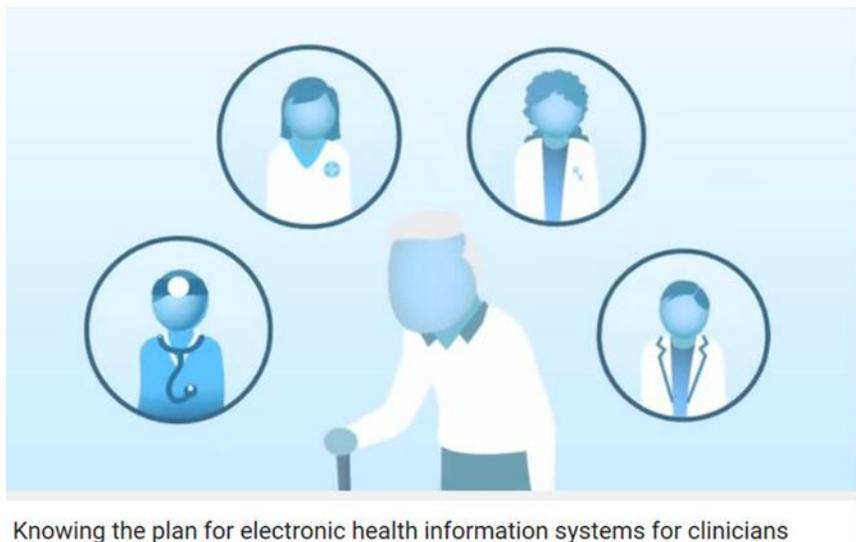
Web Resources/Web Sites:

AFMC – The Association of Faculties of Medicine in Canada – https://www.afmc.ca or
AFMC - L'Association des Facultes de Medecin du Canada - https://www.afmc.ca/fr

CHEC – The Canadian Healthcare Education Commons/ - https://www.afmc.ca/etools/chec-cesc or
CESC - La Collaboration pour l'éducation en santé au Canada - at: https://www.afmc.ca/fr/eoutils/chec-cesc

Canada Health Infoway - https://www.infoway-inforoute.ca/en/ or
Inforoute Sante du Canada - https://www.infoway-inforoute.ca/fr/

Knowing the plan for electronic health information systems for clinicians

Video: Knowing the plan for electronic health information systems for clinicians.
An electronic health record (EHR) is a secure, integrated collection of a person's encounters with the health care system;
it provides a comprehensive digital view of a patient's health history. https://youtu.be/b74_jcyqkM4

Knowing is Better campaign - http://www.knowingisbetter.ca/