Curriculum Development Centers Program

Awardee of The Office of the National Coordinator for Health Information Technology

HEALTH IT WORKFORCE CURRICULUM
COMPONENT BLUEPRINT
Version 2.0/Spring 2011

Component Number: 2
Component Name: The Culture of Health Care

Component Description (from FOA):
A survey of how health care and public health are organized and services delivered in the U.S. Covers public policy, relevant organizations and their interrelationships, professional roles, legal and regulatory issues, and payment systems. Must also address health reform initiatives in the U.S.

Assigned Institution: Oregon Health & Science University
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Team Members:
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Workforce Roles:
- Implementation Managers
- Implementation Support Specialists
- Practice Workflow and Information Management Redesign Specialist
- Technical/Software Support
- Trainer

Component Objectives
At the completion of this component, the student will be able to

1. Describe the major types of clinical personnel involved in health care, including their education and training, certification and licensure, and typical roles in healthcare.

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2. Describe the major types of settings in which health care occurs including ambulatory care, acute and emergency care, hospital based and critical care, and community health and public health settings.
3. Describe the major processes of information gathering, analysis, and documentation used by clinicians to detect, understand, and prevent or treat diseases.
4. Give examples and explain the differences between common forms of care delivery including episodic one-on-one care, multidisciplinary care, interdisciplinary care, care of chronic conditions, population based care, disease management, long-term care, and end of life care.
5. Describe the role of community health and public health in managing illness outbreaks, epidemics, and pandemics
6. Discuss the role of medical ethics and professional values in care delivery including such issues as privacy, confidentiality, ethical conflicts, and health disparities.
7. Describe common forms of quality measurement, performance improvement, and incentive payment schemes meant to influence care delivery.

Component Units with Objectives and Topics

Unit 1: An Overview of the Culture of Healthcare

Description:
This unit is an overview of component. In this unit we will discuss some of the underlying concepts of health, culture, and health informatics applications.

Objectives:
1. Distinguish between disease and illness.
2. Discuss the relationship between health and the health care system.
3. Define "culture" in the classic sense and in the modern sense of the term, and what it means for culture to be partial, plural, and relative.
4. Explain the concept of 'cultural competence.'
5. Explain the concepts of 'cultural safety,' "safety culture," and "just culture" as applied to organizations.
6. Be aware of the multiple cultures that interact in health care delivery
7. Be able to describe the student's own culture(s)
8. Explain "Rich Points" and how they are used in study of culture
9. Define "acculturation" and how it relates to working in health care settings
10. Be able to give examples of health informatics applications of the study of culture

Topics:
a. What Do We Mean by "The Culture of Healthcare"
b. Learning More About the Culture of Health Care

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Unit 2: Health Professionals—The People in Health Care

Description:
This unit takes a look at the health professionals who deliver healthcare and the training needed to work in these professions. The following professionals are described in this unit: physicians, nurses, advanced practice nurses, physician assistants, pharmacists, therapists, allied health professionals (x-ray techs, lab techs, etc.), paramedics, EMTs, dental professionals, mental health professionals, and social workers.

Objectives:

1. Define terms used in health care including clinician, patient, disease, and syndrome and in health professionals' education and training
2. Describe the education, training, certification, and licensure of physicians including
    a. Primary care specialties
        i. Family medicine
        ii. Internal medicine
        iii. Pediatrics
        iv. Obstetrics
        v. Emergency medicine and specialties as primary care
    b. Common medical specialties and subspecialties
    c. Typical surgical specialties- Radiologists, pathologists, etc
3. Describe the education, training, certification, and licensure of nurses including
    a. Nurses with RN and BSN degrees
        i. hospital medical-surgery nurse
        ii. surgical and specialized hospital nursing roles
        iii. nursing in outpatient settings
    b. Advanced Practice Nursing
        i. Nurse Practitioners: FNP, GNP
        ii. Nurse midwives
        iii. Nurse anesthetists
        iv. Other nursing settings and roles
        v. Long term care
        vi. home health care
        vii. community health nursing
    c. Non clinical roles of nurses- Licensed Practical Nurses, Medical Assistants, Medication Aides
4. Describe Physician Assistant education, training, certification, licensure and roles
5. Describe Pharmacists education, training, certification, licensure and roles
6. Describe types of Therapists and their education, training , licensure and roles
    a. Respiratory therapy
    b. Physical therapy
    c. Occupational therapy

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7. Describe the education, training , licensure and roles of technicians and nutrition health professionals
    a. Ancillary services: radiology, EKG, etc
    b. Nutrition and dietary
8. Describe Paramedics' and EMTs' education, training, certification, licensure, and roles
9. Describe Dental Health professionals' education, training, certification, licensure, and roles
10. Discuss the education, training, certification, licensure, and roles of mental health professionals
11. Discuss the education, training, certification, licensure, and roles of social workers and case managers.

Topics:

a. Health Professionals – The People in Health Care
b. Introduction and Physicians
c. Nursing
d. Physician Assistants, Pharmacy, Therapist, Technicians
e. Paramedics, Dental, Mental Health, Care Coordination

Unit 3: Health Care Settings- The Places Where Care is Delivered

Description:

This unit describes health care delivery sites including outpatient care, hospitals, tertiary care centers, academic medical centers, the VA healthcare system, the military health system, the Indian health service, and non-traditional delivery sites such as school-based, community-based, and employer-based sites.

Objectives:

1. Differentiate the range of care delivery organizations, including primary care, specialty care, tertiary care, inpatient and outpatient facilities, long-term care hospitals, and long-term care facilities
2. Analyze the organization of healthcare delivery from the perspective of a "continuum of care", such as ambulatory services, in-patient care, long term care, and end of life care.
3. Evaluate the similarities and differences of community hospitals, teaching hospitals, and community health clinics
4. Describe the various departments and services offered by an outpatient clinic, community hospital, academic medical center, and long-term care facility.
5. Explain the ways in which these departments interact and the services relate.
6. Speculate on the data and information that are created and used by people in these departments.

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7. Describe ways in which medical and/or information technology has improved interdepartmental communication and how that has improved the patient experience.

Topics:

a. Outpatient Care
b. Hospitals
c. Hospital Structure
d. Hospital Departments and Their Functions (Nonclinical)
e. Hospital Departments and Their Functions (Clinical)

Unit 4: Health Care Processes and Decision Making

Description:

This unit describes the process used by a physician to make a diagnosis and determine a care plan. This includes gathering information from the patient as well as other objective and subjective sources, managing and organizing the information, comparing the information to know states of disease, and how a clinician develops a care plan for the patient.

Objectives:

1. Describe the elements of the Classic Paradigm of the clinical process.
2. List the types of information used by clinicians in caring for patients
3. Describe the series of steps in managing information in the patient-clinician interaction.
4. List the different information structures or formats used to organize clinical information
5. Explain what is meant by the "hypothetico-deductive" reasoning process.
6. Explain the difference between observations, findings, syndromes, and diseases
7. Describe multiple techniques or approaches used by clinicians to reach a diagnosis.
8. List the major types of factors that clinicians consider when devising a management plan for a patient's condition, besides the diagnosis and recommended treatment.

Topics:

a The Clinical Process - Overview of the Classic Paradigm
b Gathering Data and Analyzing Findings
c Making a Diagnosis
d Choosing Therapy
e Communicating the Plan

Unit 5: Evidence-Based Practice

This material was developed by Oregon Health & Science University, funded by the Department of Health and Human Services, Office of the National Coordinator for Health Information Technology under Award Number IU24OC000015.

Description:
This unit describes the concept of evidence-based medicine. The discussion breaks down evidence-based medicine into its smaller components and also a system for determining the quality of the evidence. Lastly, the discussion turns to using evidence based medicine and its limitations.

Objectives:
1. Define the key tenets of evidence-based medicine (EBM) and its role in the culture of health care
2. Construct answerable clinical questions and critically appraise evidence answering them
3. Apply the key statistics of EBM for intervention studies, including discerning relative and absolute risk
4. Understand the critical appraisal of other key clinical questions of diagnosis, harm, and prognosis
5. Discuss the benefits and limitations to summarizing evidence
6. Describe how to implement EBM in clinical settings and its limitations

Topics:
a. Introduction
b. Definitions and Application of EBM
c. Interventions 1
d. Interventions 2
e. Diagnosis
f. Harm and Prognosis
g. Summarizing Evidence
h. Putting Evidence into Practice
i. Limitations of EBM

Unit 6: Nursing Care Processes

Description:
This unit describes the processes used by a nurse to perform an assessment and incorporate these observations into the patient's care plan. This includes gathering information from the patient as well as other objective and subjective sources, managing and organizing the information, and charting the information so that all practitioners can be apprised of the patient's condition and what care the patient has received.

Objectives:
1. Describe nursing assessment, intervention, and nursing judgment
2. Discuss nursing roles in inpatient, outpatient, and long-term care settings

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3. Discuss the role of the nurse in patient education
4. Discuss invasive procedures performed by nurses
5. Discuss the nurses role in medicating patients
6. Discuss the nurses role in quality improvement
7. Describe the typical shift for a nurse, including the tasks and roles during the course of the shift.

Topics:

a. The Roles and Responsibilities of the RN
b. Assessing the patient
c. Invasive procedures performed by nurses
d. The nurse's role in quality improvement
e. Medication administration
f. Nursing roles

Unit 7: Quality Measurement, Performance Improvement, and Incentive Payment Schemes

Description:
This unit describes the concepts of quality measurement, performance improvement, and incentive payments. These concepts are discussed in relation to the role of JCAHO and Medicare.

Objectives:

1. Describe the current state of health care quality in the United States
2. Define the variations in health care from the ideal that diminish quality
3. Be able to classify a quality measure as a structural, process, or outcome measure
4. Give examples of quality measures being applied in the current healthcare environment, including those that are part of the meaningful use criteria

Topics:

a. Quality measurement and performance improvement
b. Capitation and utilization management
c. Performance incentivization
d. Continuous quality improvement and health care reform

Unit 8: Professional Values; Medical Ethics; Privacy, Confidentiality, and Security

Description:
This unit describes the traditions and values in physicians, nurses, and allied health professionals. This unit also discusses privacy, confidentiality, and security of medical information, including the HIPPA Privacy and Security Rules. Medical ethics is

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discussed. Health care disparities, the rationing of care, and conscientious objection are also discussed in this unit.

Objectives:

1. Define traditions, ethics, and values for medical professionals
2. Describe the role of a professional code of ethics
3. Compare and contrast professional codes of ethics from nursing and physicians.
4. Compare the professional code of ethics to the legal responsibilities of physicians
5. Describe the purpose of Medical Practice Acts
6. Describe the Purpose of State Licensure of Healthcare Professionals
7. Differentiate the definitions of privacy, confidentiality, and security
8. Describe the organizational and technological tools available to protect privacy, confidentiality, and security
9. Apply the tenets of the HIPAA Privacy Rule in healthcare settings
10. Apply the tenets of the HIPAA Security Rule in healthcare settings
11. Describe the principles of medical ethics
12. Compare the professional codes of ethics for physicians and nurses
13. Describe the early bioethical questions
14. Describe the current bioethical issues
15. Describe the newest government agency dealing with bioethics
16. Discuss Bernard Lo's clinical ethical decision making model
17. Compare and contrast ethical decisions concerning life and death
18. Discuss the populations that experience gaps in the quality of health care they receive
19. Discuss the economic and regulatory definitions for rationing of care
20. Compare and contrast explicit and implicit rationing of care that occurs in the US

Topics:

a. Traditions and values in healthcare professionals
b. Privacy, Confidentiality, and Security
c. Medical Ethics
d. Other ethical issues in health care

Unit 9: Sociotechnical Aspects: Clinicians and Technology

Description:

This unit discusses the interaction and interdependence of social and technical resistance to change—especially among physicians. This unit also looks at the challenges of adapting work processes to new technology and why adapting paper process to technology will not work. The resulting impact on quality, efficiency, and safety is also discussed.

Objectives:

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1. Describe the concepts of medical error and patient safety, and discuss error as an individual and as a system problem
2. Compare and contrast the interaction and interdependence of social and technical: “resistance to change”, and discuss the impact of changing sociotechnical processes on quality, efficiency, and safety
3. Discuss the challenges inherent with adapting work processes to new technology

Topics:

a. Medical Errors
b. Patient Safety
c. Sociotechnical Aspects of Healthcare

Unit Elements:
Instructor manual, lectures, self-assessment questions, discussion questions and/or activities, assignments and exercises

Format:
Slides with narration (voiceover PowerPoint in Flash format), suitable for lecture, team-based learning, or online independent study; lecture transcripts (MS Word documents); and audio files in mp3 format for each lecture.

Local Resources Required for Implementation:
Computer, Microsoft Office, PowerPoint, Flash player (free download), mp3 player (free download), Learning Management System (optional)

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