Why oh why HI?

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Using clinical audit to teach Health Informatics

- Evolution of HI teaching
- Define clinical audit
- Objectives for HI teaching
- The 2 clinical audit projects
- Students’ learning
- Conclusions of the teaching team
The University of Otago

3 clinical schools:
Wellington
Christchurch
Dunedin
4th year medical course

- Clinical placements in tertiary & secondary hospitals, primary care and community settings

- Professional Development & Ethics, Pathology, Clinical Decision Making/EBM, HI
HI 1999-2006

- Modules:
  - Medline, Access, Excel, PowerPoint, Internet searching
- Research-oriented project

But ‘Why oh why HI?’
Change of focus

- Make HI skills relevant for clinical practice
- Clinicians use informatics for audit
- Medical Council requires audit skills
- Literature on undergraduate audit projects
Redefined objectives for HI

- Computer literacy
- Communicating information
- Ethical and security issues in IT in medicine
- Use of electronic health records
- Collecting and analysing data for audit or research in clinical practice
The clinical audit process

1. Select topic
2. Identify standards
3. Define criteria
4. Collect data
5. Analyse data
6. Implement changes
7. Re-audit
Methadone clinic audit projects

- 2 audit topics:
  - Hepatitis screening
  - Benzodiazepine prescribing

- Methodology
  - Discussions with clinic staff
  - Data collection
  - Data entry and analysis – Access
  - Literature searching
  - Report, presentation and recommendations
Audits of clinical examinations

- **Topic**
  Adequacy and completeness of mental status and neurological assessment of patients

- **Methodology**
  Discussion of audit and methodology
  Patients examined
  Data collection - examinations & patients’ files
  Data entry - Access
  Data analysis - students vs. Resident Medical Officers’ (RMOs) findings
  Gold standard – set by students
  Literature searching
  Report and presentation
Student feedback – the positives

- Clinical learning
- Patient contact
- The importance of audit and how to do it
- Doing something ‘real’ for a service
- Importance of adequate note-taking and note-writing
- Looking at patient notes
- Hospital administration & systems
- Using Access
- Group work
Student feedback – the negatives

- Uncertainty about objectives & outcomes
- No input into methodology or design
- Too much time spent on the audit
- Data collection & entry is boring
- Using Access
- Group work
- Travel/starting at 8.30am
Conclusions

- Collaboration of clinicians and librarians
- Project design and methodology - student input
- Project time - how much is enough?
- Audit and quality improvement skills
- Data collection and security issues
Using clinical audit to integrate HI with clinical learning is the answer.