Speaker Introductions

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No Conflict of Interest

Melisa Gregorio, MSN
Ricki-Lee Prestley, BSN

Have no real or apparent conflicts of interest to report
Agenda

- Learning Objectives/STEPS™
- Introduction: Our Clinical Informatics Team
- Professional Development: Where we started from…
- Professional Development: Where we are now…
- Conclusion
- Questions
## Learning Objectives

<table>
<thead>
<tr>
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An Introduction of How Benefits Were Realized for the Value of Health IT

- Increase in autonomous professional development
- Increase in staff retention
Do company documents inform Clinical Informatics’ practice?

Yes

No

Ensure

Start the presentation to activate live content
If you see this message in presentation mode, install the add-in or get help at PollEv.com/app
Fraser Health Authority

- Serves 1,600,000 people
- Largest populated health authority in BC
- 25,000 staff
- 2,600 physicians
- 8,000 volunteers

- 42 babies are born every day in FHA
- 457 patients have surgeries
- 1208 visits to emergency department
- 1547 mental health residents

- 3.3 billion operating budget

- 1 electronic health record
- 2065 acute care beds
- 7760 residential care beds
- 12 acute care hospitals
- 1 outpatient care and surgery centre
Who We Are
What We Do
The Culture of Clinical Informatics

The Office
- New tools: “3 screens”
- Fancy threads
- T-Con’ing and IM’ing
- Restroom please
- CODE BLUE
The Culture of Clinical Informatics

The Job

• New language
• Different learning
• Emerging practice
Project Timeline

- **2015: Aug to Oct**
  - 10 new CIs hired
  - Feedback about orientation
  - Consolidate existing documents

- **2015: Nov to Dec**
  - New document developed
  - Literature review

- **2016: Jan to Apr**
  - Pre-Survey
  - Focus Groups
  - New document development

- **2016: May to June**
  - Post questionnaire
  - eHealth

- **2016: Aug to Oct**
  - New document used with new CI's
  - Literature review

- **2017**
  - Implementation of CAPE Tool

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HIMSS17
Where We Started From

"It takes a year to ‘grow’ a CI."
- Orientation was defined as a year long process
- From knowing nothing, to knowing everything in one year
- Being labelled as “new” for such a long time does not promote a sense of belonging or encourage participation in team discussions/decisions.
- Inconsistent messaging
- Varied emphasis on learning activities
- Varied explanations of concepts
- Varied opinions on norms and expectations
- "That's not what she said."

"Where was that information again?"
- Multiple documents are:
  - Repetitive
  - Unclear
  - Outdated
- No standards of practice
- Lack of documented competencies
- Staff used to profession-specific competencies for practice
- "Am I doing OK?"

Difficult and frustrating transition into Clinical Informatics
Literature Review

No results
Team Survey

Survey questions
Survey Results

Findings  *26/28 participants responded
## A Brave New World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Weeks 3 and 4</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
<th>Month 7</th>
<th>Month 8</th>
<th>Month 9</th>
<th>Month 10</th>
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<th>Month 12</th>
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<td>Module</td>
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# HIMSS17
Focus Group Findings

Is this tool valuable to your practice? 100%
Will you use this tool to guide your practice? 100%
Will you use this tool to support your professional development? 100%

Focus Group Questionnaire

*11 participants
Key Themes

Separation of orientation and professional development

Focus on growth and past expertise vs “newness”
Limitations of Research

• Scarcity of resources
• Change fatigue
• Culture shift
• Engagement challenges
## Competency Development

<table>
<thead>
<tr>
<th>Competency Definition</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Year</td>
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<tr>
<td>Competency Document</td>
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<tr>
<td>Purpose of Document</td>
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<tr>
<td>Competency Definition</td>
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<td>Areas of Practice</td>
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<td>Objective Ranking Used</td>
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<td>Framework/Diagram</td>
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A Competency, Assessment, Planning, Evaluation (CAPE) Tool is Born
Delphi

- First distribution
- Analysis of feedback

Revise CAPE

- Second distribution
- Analysis of feedback

Revise CAPE

- Subsequent distribution
- Analysis of feedback

Final CAPE
# CAPE Tool Example

<table>
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<td>1. Novice</td>
</tr>
<tr>
<td>2. Advanced Beginner</td>
</tr>
<tr>
<td>3. Competent</td>
</tr>
<tr>
<td>4. Proficient</td>
</tr>
<tr>
<td>5. Expert</td>
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## I. LEADERSHIP

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<tr>
<th></th>
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<th>Indicators (Context)</th>
<th>Reviewed with Manager</th>
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### 1. Promotes awareness and involvement in application initiatives, education activities, and special projects

- Promotes awareness and involvement in application initiatives, education activities, and special projects
- Develops standards.
- Develops curriculum.
- Module lead.

- Helped develop curriculum/teaching scripts/lesson plan for electronic documentation module
- Mobile project co-lead

### 4. Aligns with organizational strategic imperatives

- Aligns with organizational strategic imperatives
- Describes organizational strategic imperatives.
- Relates strategic imperatives to work.

- Incorporated strategic imperatives in Mobile implementation/evaluation plan
- Related strategic imperatives to work.
Future Plans

• Evolution
• Adoption
• Collaboration
• Publication
# Learning Objectives in Review

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Resources


