Personal Health Record Activity

I have junior level clinical groups register for a basic account and take the ‘heatheliving’ assessment that is part of the Veteran’s Administration PHR within Myhealthevet.

On completion of this activity, the student will be able to:

- Describe how the heatheliving assessment helps patient reach health goals.
- Define a PHR
- Demonstrate access to and usage of one portion of the PHR.
Health Information Exchange and Portals Activity

I have junior level students in my clinical section work on a small project in partnership with our clinical site. Students assess the learner with complex needs, develop a teaching plan which includes motivational interviewing as one of the interventions. They must also discuss method and mode of delivery to distant learners and how that occurs within the VA system. Then students deliver short modules within the VA secure messaging system to Veterans who volunteer for the short project. These modules are evidence based health promotion interactive modules and are called “Be the Best You (BTBY)”. Improving patient engagement (perceived self-efficacy) in their health management is the goal. The portal (secure messaging) is linked to the electronic health record, so appropriate notes can be written and placed in the EHR to enhance interdisciplinary teamwork and improve patient care. Students then write an evidence-based paper, and deliver a presentation about the project to our clinical partners at the VA.

On completion of this activity, the student will be able to:

- Describe secure messaging, motivational interviewing and goal setting.
- Demonstrate access to and usage of secure messaging and adding note to EHR through the system.
- Develop motivational interviewing knowledge and skills.
- Engage with patients via a secure messaging portal.
- Develop skills in project planning and evaluation, report writing and presenting.
STUDENT ACTIVITIES: PATIENT ENGAGEMENT, COMMUNICATION TECHNOLOGIES, AND INFORMATION SECURITY

Telehealth Activity

Students in my clinical groups at the VA spend 2 hours of clinical time with a highly experienced telehealth nurse who orients them to telehealth activities and purpose. Students observe telehealth exchanges with patients in this setting.

On completion of this activity, the student will be able to:

- Describe telehealth purpose.
- Develop appreciation for telehealth in care coordination, quality and safety of care.
- Observe telehealth nursing practice and engagement with patients.
STUDENT ACTIVITIES: PATIENT ENGAGEMENT, COMMUNICATION TECHNOLOGIES, AND INFORMATION SECURITY

Assessing health information (health literacy): Internet Activity in Genetics Course

In the genetics course, students must find and evaluate resources that they might recommend to patients/families. Several scenarios are provided and students select 2 cases. The cases came from Cincinnati Children's Genetics Modules (2009) that were purchased several years ago. Cincinnati Children's owns the copyright.

This course is taught in the spring of sophomore year--before students have taken informatics and before they have had any clinical experience.

Thoroughly explore the Genetic Alliance website--resources, programs, policy, etc. Note the resources available. Be sure to watch the short video by the CEO, Sharon Terry, found on the "About Us" page: geneticalliance.org

- After viewing the video, read the information about the Genes in Life program of the Genetic Alliance: http://geneticalliance.org/programs/genesinlife
  - If you were a patient looking for information, which of their "genes in life" services would you find useful?

The Medical Library Association (MLA) has put together some resources to assist with the challenge of managing the information on the Internet. Read all the elements on the MLA web site. Pay particular attention to the content evaluation guidelines: http://www.mlanet.org/resources/userguide.html

Read the information from the "Health on the Net Foundation" and about the HONCode certification: http://www.hon.ch/HONcode/Pro/FAQs_HONcode.html#HONcode5

A pdf with the MLA guidelines plus some additional information from the course faculty is available: PDF with modified MLA Guidelines. Some additional points to consider are below.

Question online diagnosticians. Reputable healthcare providers don't diagnose and treat patients online. Question/answer columns from healthcare providers may provide access to good information, but responsible providers will always warn readers that they are not a substitute for an actual exam by a licensed medical provider.

Does a site ask for personal health information? Why? How will the information be used? Opinion or fact? Sharing personal experience is helpful to others considering a particular treatment, but opinions or testimonials should be clearly labeled so as not to be confused with facts.

Below is another website you might want to explore if you would like to learn more about how to evaluate Internet information:

- http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html (This tutorial was last updated in 2012)