Evaluating the AMIA-OHSU 10x10 Program to Train Health Care Professionals

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Abstract
There is an increasing need for a larger and better trained workforce in medical informatics. The goal of the AMIA 10×10 program is to educate 10,000 clinicians in medical informatics by the year 2010. Building upon a previously developed course, a 12 week graduate informatics course was adapted with 170 people completing the course by spring 2006. This research aims to evaluate, via qualitative methods, program satisfaction, as well as future career and/or education paths of participants.

Introduction
There is an increasing demand on ensuring patient safety and improving the quality and efficiency of healthcare through the effective implementation of health information technology (HIT) [1]. Although a variety of sources identify barriers to implementation of HIT as being those of cost, technical issues, system interoperability, privacy concerns and a lack of well-trained clinicians, it is recognized that without a well-trained workforce implementation will fail or could cause patient harm [2].

The HIT workforce is unique. Professionals in healthcare or those with degrees in computer science alone will not provide the basis for competent professional practice in applied informatics [3]. Dr. Charles Safran, former Chairman of the Board of Directors of AMIA, has suggested that HIT implementation will be best optimized with at least one physician and nurse each at all 6000 hospitals in the United States [4].

Recognizing that a currently offered on-line introductory informatics course at OHSU could be generalized and promoted to a wider audience by AMIA, the first 10x10 initiative course was offered in summer 2005. Our research reports the student satisfaction of the OHSU program as designed, and the pursuit of further study and/or career advancement by graduates.

Research Methods
In a single-stage web-based questionnaire, data is being collected over a 30 day period from all 170 who have completed the course. Data analysis will involve information reporting the percentage of those not participating in the survey, response bias analysis, and demographic data reporting. Qualitative analysis will begin with a coding process by listing all topics, clustering similar topics, and then forming these topics into columns that might be arrayed as major topics, unique topics, and leftovers, abbreviated with codes. Information reporting of the data, lessons learned, new questions for exploration, and unanticipated findings from the data will also be reported on.

Conclusion
We are midway through our data collection and, research will be concluded by March 30, 2007 and analyzed by August 2007. Consistent with AMIA's goals, preliminary data analysis show that 70% of respondents are planning to pursue further informatics education and/or training and 81% of those expect their education and/or training to take place in an institution of higher learning. Seventy percent reported the breadth of the content as a strength in the course content and 50% reported the on-line course delivery method as a strength in how the course was offered.

References