

Component 2: The Culture of Health Care

Unit 4: Health care processes and decision making
Lecture 5

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 H260000015.

Keeping Track of Care



Sir William Osler
(1849 - 1919)

“never ask a new
patient a question
without note-book and
pencil in hand...”

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

2

Problem List

Building relationship, negotiating plans

- Diabetes
 - poly U/D/phagia
 - hyperglycemia
- HTN
 - high BP x 3
 - LVH ECG
- Hyperlipidemia
 - LDL 162
 - Triglyc 250
- BMI 34

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

3

Who is the Audience? What is the message for each?

- Patient
- Family, Friends, the Public
- Clinical staff – nurses, lab, x-ray, therapists, pharmacists, dietician
- Yourself – now and later
- Colleagues
- Consultants
- Insurance companies
- Lawyers (plaintiff and defendant)
- Compliance officers, regulators
- Researchers, data miners
- Performance measures

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

4

Communicating with Patient

- Patient Education – what's wrong
- Instructions – what to do
- Reassurance – what will happen
- Motivation, hope
- Acknowledgement, acceptance
- "I'll be there for you"

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

5

Family, Friends, the Public

- What do they need to know?
- What will be best for the patient?
- What will be best for the family member?
- What can I legally tell?
- What can I ethically tell?

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

6

Clinical Staff

- Nurses
- Pharmacist
- Dietician
- Therapists: physical, occupational, respiratory, massage, acupuncture
- Lab
- X-ray

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

7

Oneself

- “Nothing clears up a case so much as stating it to another person” (Sherlock Holmes)
- Processing effect of recording case
- Effect of structure and order
- Impact of recording technology
- Prospective memory – notes to myself, a la “Memento”

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

8

Other Clinicians

Colleagues

- Future responsibility for patient
- Format
- Content
- Detail
- “Experts share knowledge not only of their domain, but of the structure and goals of their discourse” (Evans)

Consultants

- Ask a clear question – get a much better answer
- What to share – what to leave out
 - Neurologist
 - Psychiatrist
 - Cardiologist
 - Radiologist

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

9

Insurance companies

- Documentation of the illness
 - ICD9
- Documentation of the procedure
 - CPT4
- Documentation of the process
 - Details to support the Dx and Tx

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

10

How much detail In what form?

- Lawyers
- Regulatory agencies
- Data mining
- Clinical and Outcomes research
- Quality and Performance improvement
- Patient Safety

Component 2/Unit 4-5

Health IT Workforce Curriculum
Version 2.0/Spring 2011

11
