HL7 Tutorial Specification

Version: 0.1 Title:

Complete the table below

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| Title | FHIR for Clinical and Administrative Workflows | This title is unique and friendly it explains what is intended. Make sure that the title makes sense to those who don’t know the topic well. |
| Summary | The tutorial will cover the existing FHIR structures and approaches for different types of workflows, and the various capabilities available. | Explain what the tutorial is about. Remember this is marketing information about your intended tutorial or information session and should encourage people, and give them a reason to attend. |
| The tutorial will benefit | Standards developers (HL7 Workgroup members, FHIR profile developers)  Integration and systems architects  Clinical or administrative workflows subject matter experts | This defines the audience |
| Upon completion of this tutorial the students will have obtained the following | Students will:   * understand the purpose and intent behind the logical models for workflow patterns * be able to describe at least 3 different mechanisms FHIR has that support workflow * explain what types of workflows require the use of the FHIR task * list at least 4 considerations impacting on selection of workflow approach * have analysed at least two sample workflow scenarios and identified how FHIR could be used to support those scenarios. | These are the competencies. They are driven by verbs. These verbs include the following, each indicating a higher level skill:  1: know - recall, list, name  2: explain, understand  3: do (perform, use)  4: analyse  5: strategise  (see appendix A) |
| Prerequisites | Knowledge of FHIR fundamentals, understanding the basics of healthcare workflows |  |
| Skills required to teach | Understanding of FHIR infrastructure, and FHIR Workflow-related specifications, participation in the FHIR Workflow discussions, experience with implementing workflow solutions | Identify the skills needed to present this material |
| Faculty | Vassil Peytchev (and possibly others) | Indicate the person prepared to deliver and be responsible for this course |

# Actual Training Plan

See sample below to assist you in completing the training plan.

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| Topic | Competency/Content | Minutes | Resources |
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# Training Plan - Sample

Strategy is to use this training plan for students to critique and provide a blank training plan spreadsheet to support their analysis of their own courses.

Note: Every session (60 minutes or 1.5 hours for quarters of a day) should allow for 15 minutes of questions or ‘settling – arrival / pack up’ time which allows the group to relate and cope with fast and slow learners who have additional questions or needs.

Overhead materials: one slide every 2 minutes is generally considered a fast pace, often too fast for people to take in information. For a 1.5 hour presentation of complex information such as that of HL7 there should be no more than 45 slides, and preferably 30 slides. Additional information may be provided. If you have a course that changes significantly according to the audience needs, the materials should have clear sections or topics and declaration of those topics covered and not covered should be made both to the students and recorded in course feedback information.

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| Topic | Competency/Content | Minutes | Resources |
| Introduction | Introduce yourself and explain what the session is designed to provide,  Confirm with learners what they want out of the session | 2 |  |
| General Design of tutorial or information session | 1: understand the need to identify appropriate content and methodology to meet stakeholder need | 5 | Exercise - consider for your area of interest |
| 2: understand development of competencies to meet need | 8 | Sample of competencies for this course, what would be some of the competencies you would identify |
| 3: identify expected background of learners | 2 |  |
| Structure of deliverable | 4: understand what a learning plan needs to contain, breaking content into defined timeslots and identified resources/exercises | 10 | How many slides are in tutorials you provide?  Consider relevance of strategies for flexible learning |
| 5: understand delivery methods and assessment methods and tools | 5 | What alternatives could be used in your situation, what is required to ensure learners achieve required outcomes |
| 6: understand the need to measure assessment and content against competencies | 8 | sample tutorial outline |
| HL7 requirements | 7: prepare proposal for HL7 education | 2 |  |
|  | 8: undertake basic tutorial quality review | 3 | How could you do this in HL7? |
| Questions |  | 5 |  |
|  | TOTAL TIME | 50 |  |
| Speakers are invited to speak as a representative of HL7 and to do a tutorial for HL7. Speakers may indicate their name and their firm’s name on the introduction slides.  Speakers are not allowed to include slides or hold discussions during HL7 tutorials, indicating “our company provides XXX or XXX” or provide ‘infomercials’ on their company, the products they sell, etc.  HL7 will not allow speakers to use the HL7 tutorials as a time for marketing of individual firms. | | | |

Appendix A Bloom's Taxonomy(Bloom, 1956), with Skills Framework for the Information Age (SFIA) (SAIF Foundation) level comparison

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| **Bloom’s Taxonomy** | **Verbs used to describe the levels of tasks an individual at a given level of competency is able to perform.** | **SFIA levels** |
| Knowledge | Arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, and reproduce state. | 1: Follow |
| Comprehension | classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate, understand | 2: Assist |
| Application | Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write. | 3: Apply |
| Analyse | Analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test. | 4: Enable |
| Synthesis | Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, and write. | 5: Ensure, Advise  6: Initiate, influence |
| Evaluation | appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, score, select, support, value, evaluate | 7: Set Strategy, inspire, mobilise |

Bibliography

BLOOM, B. (ed.) 1956. *Taxonomy of education objectives: The classificaiton of educational goals: Handbook 1, cognitive domain*: Longmans, Green, New York, Toronto.

SFIA FOUNDATION. 2008. *Skills Framework for the Information Age* [Online]. Available: <http://www.sfia.org.uk/cgi-bin/wms.pl/932> [Accessed 11 Feb 2010].