

Implementing Health Information Technologies in Undergraduate Medical Curricula as a Tool in the Transformation of Healthcare Services and Quality Improvement

Topic:

Digital Health Education

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Abstract:

Background: Medical graduates may not be adequately prepared for the modern challenges in Health Information Technologies implementation as medical education has barely added competencies matching the changing pace of today's technological world. To promote the teaching of these competencies at the highest level, the faculty must be proficient in HIT and be able to teach the expected level of competence of their students and residents.

Methods: This is a follow up study that was based on recollecting online curricula offered from the top medical universities according to QS World Ranking in the Americas and compared with DACH Countries (Germany, Switzerland, Austria). These were examined for the presence of HIT as an explicit component of the curriculum. The initial search identified courses meeting this definition. The data collected was consequently submitted to qualitative analysis.

Results: The incorporation of Health Informatics subjects in some universities is high. As Developed countries set the trends, other countries could follow and include HIT in their medical school curricula.

Discussion/Conclusion: The gain of new Health Informatic Technology skills makes the medical pre-graduate more competitive in the changing health market. With proper training and a dynamic pluralistic behavior which progressively develops structure through time and aims at partial or complete modification of the social order, the students will demand those competencies in order to choose their medical school, accomplishing the full digitalization from healthcare and trained professionals in the field, filling the big IT gap that exists right now.