

Digital Honors Track for Medical Students at UAMS

Director: Curtis Lowery, M.D.
Director, Institute for Digital Health & Innovation

Associate Director: Stanley K. Ellis, Ed.D., CPP
Assistant Professor, Division of Obstetrics and Gynecology
Director of Education for the Institute of Digital Health & Innovation

Goal:

To train medical students in Digital Health and provide them education and opportunities that better meet the needs of their patients through a learning collaborative of interprofessional digital natives and digital immigrants, including non-physicians, nurses, IT specialists, etc. To help students become more aware of and competent with the use of digital technologies and platforms to improve patient outcomes throughout their degree attainment, residency, and career via a broad spectrum of educational offerings.

Operational Objectives:

Students will be expected to complete specific tasks and objectives outlined throughout the 4 years of medical school that are aligned with competencies espoused by the Association of American Medical Colleges (AAMC) Telehealth Advisory Committee. Students will identify or be assigned a Digital Health Mentor (DHM) approved from a list of pre-selected faculty and practitioners of digital health within their first year of the program. DHMs will work with students for the duration of their medical school career and be available for help if any problems or concerns arise. The student and mentor will work together with the Director and/or Associate Director of the Track to assure the student is able to meet all requirements that are set. Upon graduation students will receive the notation of Honors in Digital Health on their MD degree similar to other honors tracks.

Year 1

Learning Objectives:

- A. Discuss the implications and utilization of digital health and its impact on patients and healthcare delivery. (I, VI, VII)
- B. Identify components necessary to deliver privacy, security, legal and regulatory standards as they apply to digital health. (II,III)
- C. Describe validated applications and their use in providing digital health. (X, IV, V)
- D. Explain techniques, methods, and modes of care delivery in digital health. (IX)
- E. Determine best practice standards for Interprofessional and therapeutic communication delivery of digital health. (XI, XII)

Year 2

Learning Objectives:

- A. Assess digital health delivery risks, appropriate platforms and responsibility to the patient (II, III, X)
- B. Apply cultural and ethical competencies in telehealth care delivery (VI, VII)
- C. Apply knowledge of different cultures to make informed, collaborative health decisions. (VI, VII)
- D. Employ appropriate documentation standards globally and for specific institutions. (IX, III)
- E. Create a plan for optimal care delivery addressing technology requirements, outlining contingencies for process/equipment failure. (IX, II)
- F. Explain how the care delivery plan could affect privacy and security. (IX, II)
- G. Demonstrate professionalism and communication in patient care delivery and interactions with other healthcare providers. (XI, XII)

Year 3

Learning Objectives:

- A. Design digital care delivery that adheres to rigorous regulatory standards and ensures patient privacy. (II,III, X)
- B. Measure quality and cost effectiveness of utilizing digital health (IV, V)
- C. Differentiate between the differing modalities of telehealth delivery identifying strengths, weaknesses and appropriateness of use. (IV, V)
- D. Assess cultural competence and ethics in telehealth care delivery. (VI, VII)
- E. Analyze patient generated data and incorporate into clinical assessment and treatment plan. (IX)
- F. Communicate limitation of patient generated data (IX)
- G. Evaluate a patient's readiness and comfort with a telehealth encounter. (XII)

- H. Communicate with patients to manage expectations and discuss available resources. (XII)

Year 4

Learning Objectives

- A. Apply regulatory compliance during telehealth care delivery interactions. (II, III)
- B. Conduct risk assessment with consideration for BAA, FDA and FTC in the use of medical devices. (II, III)
- C. Evaluate evidenced-based use of technology. (IV)
- D. Analyze reliability and accuracy of data and equipment. (IX)
- E. Differentiate between regulated vs unregulated technologies. (III, IV)
- F. Promote patient safety through appropriate standards of care within telehealth. (VIII)
- G. Evaluate the viability of using telehealth in each patient encounter. (VII)
- H. Communicate available local resources to patient when providing care via telehealth encounter (X, XII)
- I. Appraise self and others cultural and technological biases when delivering care via telehealth. (VI)

Academic Requirements:

Students are expected to maintain good academic standing in the College of Medicine. Mentors will work with the students to assure that they are maintaining their curricular expectations and to provide assistance in a timely manner should it be required. Students may enter into the Digital Health Honors Track anytime up to the end of their freshman year. After that time it is not felt they will have adequate time to complete the requirements of the track. If a student wants to withdraw from the track they may do so at any time after meeting with their mentors, but will forfeit the ability to receive the designation of Honors in Digital Health.

Clinic Rotations:

During the first year, students are expected to complete the Digital Health 101 course. Attendance will be tracked through Digital Health Curriculum LMS. Students are encouraged to attend revisit this course during their M2 and M3 year as well, but it is not mandatory.

Additional recommended study:

Currently no obligations are in place for the students during the summer between the 1st and 2nd year. However, it is recommended and may in the future be required that students participate in Digital Health volunteer work during this time. The DH mentors, as well as the Associate Director will assist students who wish to participate in finding volunteer sites or research mentors as needed. .

Students are encouraged to read other books and peer reviewed articles that focus on Digital Health. (See appendix below)

Northwest Campus:

Students who begin the Digital Health Honors Track then move to the NW campus may continue with the program uninterrupted. They can choose to continue with the same mentors and communicate via internet or phone if the student and mentor agree or on site mentors can be located for the students. They would be encouraged to attend any of the quarterly meetings that they are able to attend.

Criteria for Completion:

A student will be considered to have completed the honors track when he/she meets completes the following criteria:

1. Completes the DH 101 course
2. Completes the Understanding Telehealth book and associated modules
3. Meets with their DH mentor at least eight times across four years (or 2xs/year)
4. Attends and participates in at least 8 of the quarterly meetings
5. Completes the 4th year Digital Health Rotation day.
6. Completes and presents a DHLP associated with Digital Health in medicine during the Digital Health Honors Research Day.
7. Completes final evaluations of the Digital Health Honors curriculum and of his/her mentor.

Appendix 1

Required Reading material (subject to change at a later time)

Books

- Understanding Telehealth - Karen Rheuban & Elizabeth Krupinski

Online resources

- M1 year
- M2 year
- M3 year

Appendix 2 - Additional Helpful Reading Material

- Books
- Podcasts

Appendix 2

Digital Health Competencies

- I. Initiating Telehealth: Readiness and Impact on Patients and Practices
- II. Privacy and Security
- III. Legal & Regulatory
- IV. Evidence-Based Use of Technology
- V. Effectiveness/Evidence
- VI. Cultural Competency
- VII. Ethics in Telehealth
- VIII. Patient Safety
- IX. Remote Clinical Evaluation & Care
- X. Basic Information Technology Skills for Telehealth
- XI. Professionalism
- XII. Communication