TIGER Initiative: activities and future plans

MEDINFO 2013
Thursday 22th, 15:45 -17:15
Session Room 4
TIGER - Technology Guiding Education Reform

- Agenda
  - Background and History – Marion Ball
  - Foundation – Diane Skiba
    - Educational Competencies
    - Inter-professional collaboration
  - TIGER World Wide
    - Brazil: Heimar Marin
    - Taiwan: Polun Chang
    - Europe: Ursula Huebner
  - Next Steps Strategies and engagement - Michelle Troseth and Sally Schlak
  - Conclusion
Workshop objectives

• Explore the evolution, past accomplishments and future directions of the TIGER Initiative Foundation.
• Identify individual and organizational opportunities for engagement in the TIGER Virtual Learning Environment (VLE).
• Examine International and U.S. state-level emerging TIGER Initiative organizations as models for future expansion of the TIGER Initiative in other international communities.
• Engage as a future TIGER in educational, inter-professional, and virtual learning opportunities in the TIGER Initiative Foundation.
What is TIGER?

• A **focus** on better preparing the clinical workforce to use technology and informatics to improve the delivery of patient care.

• Developing the **necessary skills** for a clinicians’ portfolio - must include basic computer competencies, information literacy and informatics skills
TIGER Vision Statement

To enable nurses and interprofessional colleagues to use informatics and emerging technologies to make healthcare safer, more effective, efficient, patient-centered, timely and equitable by interweaving evidence and technology seamlessly into practice, education and research fostering a learning healthcare system.
TIGER Mission Statement

- Advancing the integration of health informatics to transform practice, education and consumer engagement™
3 Phases of a Grass Roots Initiative

Phase I

Define and publish the 10-year vision and 3-year action plan to raise awareness of the need for informatics competencies for *all nurses*
3 Year Action Plan

- Based on a common “vision” of ideal EHR-enabled nursing practice
- Focused on identifying the “gaps” in nursing preparedness to practice in an EHR-enabled environment
- Agreed to take actions within the next 3 years that can close these gaps
Phase II

Facilitate collaboration to accelerate progress on action plan and leverage best practices.

http://www.thetigerinitiative.org/phase2.aspx
Phase III

Drive dissemination through professional organizations and explore progression to an organized formal entity.
The *TIGER Initiative Foundation 501(c)(3)* will operate for *charitable, educational and scientific* purposes in order to advance the objectives of the grass-roots initiative and its many committed volunteers and collaborators.

*Incorporation date July 1, 2011*
HIMSS Role

“Thanks to HIMSS, TIGER has teeth!”

– Marion J. Ball, Ed.D February 2011 TIGER Open Forum
Foundation Infrastructure

• Board of Directors – 18

• 3 standing committees
  – Foundation Development
  – Education (Virtual Learning Environment & TIGER Institute)
  – Interdisciplinary & Community Engagement

• Ad hoc International Committee
DIANE SKIBA
Vision

To enable nurses and interprofessional colleagues to use informatics and emerging technologies to make healthcare safer, more effective, efficient, patient-centered, timely and equitable by interweaving evidence and technology seamlessly into practice, education and research fostering a learning healthcare system.
Virtual Learning Environment

<table>
<thead>
<tr>
<th>Professionals, Educators &amp; Consumers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible Content</td>
</tr>
<tr>
<td>Multifaceted Learning opportunities</td>
</tr>
<tr>
<td>Learner Engagement</td>
</tr>
</tbody>
</table>
Virtual Learning Environment

Expert Content

- Presentations, Webinars, White Papers
- Networking Opportunities
- Demonstrations
Virtual Learning Environment

Accessibility

Guidance to Prepare the workforce
TIGER Education Committee

• To **crosswalk** and make recommendations for competencies for various educational groups and professional organizations

• To **identify content** from various publicly available resources that can be easily accessed to meet competencies
TIGER Education Committee

• To create curriculum integration plans
• To disseminate materials to educational institutions and clinical agencies to facilitate the integration of informatics competencies into the curriculum and in staff development orientations.
Preparing Future Workforce

- Nurses
- Public Health
- Pharmacy
- Dietetics
- Other clinicians

Institute of Medicine Health Professional Competencies

Professional Organizations Competencies
TIGER Competencies Framework

- Computer Literacy
- Information Literacy
- Information Management
Identify Competencies

- National League for Nursing
- Association of Nurse Executives
- Canadian Nursing Association
Quality & Safety Education for Nurses

- Five IOM Core Competencies
- Explicated the knowledge, Skills and Attitudes needed by pre-licensure nurses for practice


- [http://qsen.org](http://qsen.org)
American Association of CON (AACN)

- Essentials of Baccalaureate Education for Professional Nursing Practice
- Essentials of the Master’s Education in Nursing
- Essentials of Doctoral Education for Advanced Practice Nursing
- [http://www.aacn.nche.edu/education-resources/essential-series](http://www.aacn.nche.edu/education-resources/essential-series)
The Academy of Nutrition and Dietetics

- Nutrition Informatics Competencies across all levels of practice: A National Delphi Study
- Informatics competencies for RDs, DTRs, and students based on the Academy’s Career Development Guide’s six levels of practice.

http://www.eatright.org/NIDelphi2012
Health It Workforce Curriculum

• Anyone can access the materials once they register for an account.
• http://www.onc-ntdc.org/
## Curriculum Matrix

### Matrix of HIT Workforce Curriculum Components by Role

```
<table>
<thead>
<tr>
<th>Component Id</th>
<th>Component Name*</th>
<th>Core to how many roles?</th>
<th>Clinician/Practitioner Consultant</th>
<th>Implementation Managers</th>
<th>Implementation Support Specialist</th>
<th>Practice Workflow and Information Management Redesign Specialist</th>
<th>Technical/Software Support Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Health Care</td>
<td>IT</td>
<td>Health Care</td>
<td>IT</td>
<td>Health Care</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to Health Care and Public Health in the U.S.</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The Culture of Health Care</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Terminology in Health Care and Public Health Settings ***</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Information and Computer Science</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>History of Health Information Technology in the U.S.</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Health Management Information Systems</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Working with Health IT Systems</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Installation and Maintenance of Health IT Systems</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Networking and Health Information Exchange</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Fundamentals of Health Workforce Process Analysis and Redesign</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Configuring EHRs</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<tr>
<td>12</td>
<td>Quality Improvement</td>
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<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>13</td>
<td>Public Health IT</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>14</td>
<td>Special Topics Course on Vendor-Specific Systems</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Usability and Human Factors</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Professionalism/Customer Service in the Health Environment</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Working in Teams</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>Planning, Management and Leadership for Health IT</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Introduction to Project Management</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Training and Instructional Design</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Scale for weighting importance of component to role:
1 = core = all or most units required for role
2 = secondary = some units may be required for role
3 = tertiary = optional; enrichment material
4 = not relevant to role and/or student background

* Any of these components could be waived if the student can demonstrate this knowledge upon admission.
** The Clinician/Practitioner Consultant requires a background in health care.
*** For the Terminology component, the recommended units for students with a health care background are those that cover IT terminology.
```

### Student Background

- **Health Care
- IT
- Health Care
- IT
- Health Care
- IT
- Health Care
- IT
- Health Care
- IT
- Health Care
- IT

### ATP Workforce Role

- **Clinician/Practitioner Consultant
- Implementation Managers
- Implementation Support Specialist
- Practice Workflow and Information Management Redesign Specialist
- Technical/Software Support Trainer

### Number of Core Components per Role

- 9
- 11
- 5
- 5
- 6
- 6
- 6
- 5
- 7
- 9
- 5
- 5

### Number of Secondary Components per Role

- 7
- n/a
- 8
- 8
- 5
- 5
- 6
- 8
- 4
- 6
- 9
- 9

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**Revised 6/30/10**

**Page 1**
## Health IT Workforce Curriculum Components

<table>
<thead>
<tr>
<th></th>
<th>Component</th>
<th>Description</th>
<th>Location</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Soft Skills Professional Service in the Health Environment</td>
<td>Development of skills necessary to communicate effectively across the full range of roles that will be encountered in health care and public health settings.</td>
<td>Alabama</td>
<td>No</td>
</tr>
<tr>
<td>17</td>
<td>Soft Skills Working in Teams</td>
<td>An experiential course that helps trainees become “team players” by understanding their roles, the importance of communication, and group cohesion.</td>
<td>Johns Hopkins</td>
<td>No</td>
</tr>
<tr>
<td>18</td>
<td>Soft Skills Planning, Management and Leadership for Health IT</td>
<td>For those preparing for leadership roles, principles of leadership and effective management of teams. Emphasis on the leadership modes and styles best suited to IT deployment.</td>
<td>Alabama</td>
<td>No</td>
</tr>
<tr>
<td>19</td>
<td>Other Introduction to Project Management</td>
<td>An understanding of project management tools and techniques that results in the ability to create and follow a project management plan.</td>
<td>Johns Hopkins</td>
<td>No</td>
</tr>
<tr>
<td>20</td>
<td>Other Training and Instructional Design</td>
<td>Overview of learning management systems, instructional design software tools, teaching techniques and strategies, evaluation of learner competencies, maintenance of training records, and measurement of training program effectiveness.</td>
<td>Columbia</td>
<td>No</td>
</tr>
</tbody>
</table>
Steps in Process

• After crosswalk, extract common competencies and determine content needed to reach competency.
• Identify resources to gain knowledge needed to demonstrate competency.
• Create a sample curriculum plan.
• Post and make available in TIGER VLE
Curricular Plans

Interprofessional Communication

Health IT: Quality & Safety

Terminologies
Curricular Plans

- Legal, Ethical & Policy Issues
- Consumer Engagement
- Adoption and Implementation
## Consumer Engagement

<table>
<thead>
<tr>
<th>Outcome Competencies</th>
<th>Content</th>
<th>Learning Activities &amp; Resources</th>
<th>Learning Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>relationship between meaningful use and consumer/patient engagement</td>
<td>Meaningful use and consumer engagement, Introduction to Meaningful Use, Stage 1 Criteria, Stage 2 Criteria, Stage 3 Criteria, What is consumer/patient engagement? Definitions</td>
<td>Readings, Health Affairs Issue February 2013; Volume 32, Issue 2 New Era Of Patient Engagement, Meaningful use and Health IT <a href="http://www.healthit.gov/patients-families/meaningful-use-health-it">http://www.healthit.gov/patients-families/meaningful-use-health-it</a></td>
<td>Possible Discussions or short papers, Should we use term, consumer or patient?, What is engagement? How does it differ from empowerment?</td>
</tr>
</tbody>
</table>
Around the world

Brazil  Taiwan  Europe
BRAZILIAN
Onça
It is the world’s fifth largest country, both by geographical area and by population with over 192 million people.

The Brazilian economy is the world's sixth largest by nominal GDP and the seventh largest by purchasing power parity (as of 2011).

Brazil has a coastline of 7,491 km (4,655 mi).

Source: World Development Indicators Database, World Bank
Health Informatics Programs

• Undergraduate - UNIFESP
  – Nursing – curriculum integrated – 40 hours
  – Biomedicine – 80 hs (1st and 3rd year)
  – Medicine – 20 hours
  – Speech Therapy – 36hs

• Undergraduate Dedicated Programs
  – UNIFESP - SP
  – USP Ribeirão Preto - SP
  – PUC - Paraná
Certificate/Specialization

Distance Learning

- Health Informatics - UNIFESP
- 2007/2008 = 3 sites – 150 Students
- 2009/2010 = 10 sites – 500 students
- 2013 = 7 sites + 8 at CEUs – São Paulo
  - Coordinator: Dr. Claudia Barsottini
- NLM/Fogarty Grant
Master and PhD

• **2002:** Graduate Program in Health Informatics UNIFESP
  - First in Brazil and South America

• **2011:** Economics and Health Informatics - UNIFESP

• Paraná: Master program

• EEUSP, EERP, UFSC, UFRS
  - Research in the knowledge field
  - Master and PhD in Nursing, focus on Nursing Informatics
TIGER PROGRAM

• The resource to give a focus on better preparing the clinical workforce to use technology and informatics to improve the delivery of patient care.
• Governance for all initiatives
• cpTICS - SBIS
• International Conference for Nurse – 2011
• Brazilian Congress – Tutorial – 2012
• 2013 – Invitational Tutorial
TIGER Model in Taiwan

- End User Computing & Projects
  - VBA Training
  - Cases Sharing Among Hospitals
  - Seminars by Various Institutes
- NI2014 Local Mobilization
  - Directors of Nursing Department
  - Deans of School of Nursing
  - Chairs of Nursing Associations
- Research & Projects
  - NNN, CCC, ICNP
- NI2014
Achievement: Active Participation

- **Since 2003 in Brazil**
  - 44 countries have submitted
  - Among these, 20-35 countries accepted at each NI Congress with 204-327 papers + posters

- **Among these submissions**
  - Most from USA, then Host Countries
  - Taiwan: Third activist since 2006 in a row

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<tbody>
<tr>
<td>Taiwan</td>
<td>Asia</td>
<td>1</td>
<td>33</td>
<td>30</td>
<td>40</td>
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<tr>
<td># of Countries</td>
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<td>25</td>
<td>32</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>204</td>
<td>327</td>
<td>244</td>
<td>313</td>
</tr>
</tbody>
</table>

T.I.G.E.R.
Reaching Out in Asia & China

From Passion to Excellence
National Nursing Informatics Movement in Taiwan

Polun Chang, PhD
International Committee Member, TIGER
Chair, 12th International Congress on Nursing Informatics
Consultant and Founder, Taiwan Nursing Informatics Association
Director, Integrative Health Care Research Center
Professor, Institute of bioMedical Informatics,
National Yang-Ming University, Taiwan/ROC

Expo and Convention Center, Singapore 9/17/2012
建立自我和醫院的前瞻護理信息能力之二

簡單自我信息能力建立方式

陽明大學生物醫學訊息研究所 張博論 教授
整合性健康照護研究中心主任
護理學院 兼任教授

2013年中华医院信息网络大会

從移動護理看護理信息
與護理專業發展趨勢

陽明大學生物醫學訊息研究所 張博論 教授
整合性健康照護研究中心主任
University of Wisconsin-Madison護理學院 兼任教授
University of Minnesota護理學院 兼任教授
美國TIGER科技資訊教育改革基金會國際委員會委員
第十二屆全球護理訊息大會主席(NI2014)
台灣護理訊息學會創辦者暨顧問

溫州護理學會 5/8/2013
International Nurses Day: Disruptive Creation: NI Turning Left or Right?
Cross Strait
Book Chapter in China’s First NI Textbook

The Experiences of Nursing Informatics Initiative in the US - Technology Informatics Guiding Education Reform (TIGER)

張博論.郭明娟.Marion Ball.Pat Walker
Polun Chang, PhD, MingChuan Kuo, RN, MS, Marion J. Ball, EdD, Pat Walker, RN, PhD

護理信息學門在護理專業的重要性上已經被許多先進的國家肯定,並成立護理信息相關學程與研究所。但這小規模教育單位的增加與調整，其實仍無法滿足近年來醫療健康體系改革的需求，和信息與科技工具的快速進步，加上信息科技對於絕
TIGER – The European experience

illustrated by a German project – Ursula Hübner

MHH_QuAALi: http://www.plri.de/en/fields-of-research/projects/quaali.html

Medizinische Hochschule Hannover
Hochschule Osnabrück, Hochschule Hannover, Braunschweiger Informatik und Technologie Zentrum
Assistive Technologies: How to educate the multipliers?

- **Why**: Assistive technologies for the elderly and handicapped are supposed to grant them greater security, freedom and independence.

- **Examples**: fall detectors, health monitoring devices, intelligent wheeled walkers and wheelchairs, smart home technology and videocommunication links and many others

- **Challenges**: early phase of market development, little experience in routine use, often entire process, i.e. from data capture at home to the control centre and to the electronic patient record, not supported.

- **Conclusion**: education as a market development activity
Multi-professional education: a must to change healthcare!

... in order to change healthcare from a silo culture

... to a process and patient oriented way of caring

Professional background of participants

- community nurses
- hospital nurses
- health and social care workers
- craftspeople
- technicians
- others
Encouraging response

2 x 1 week training: basic and advanced course and an examination (certificate)

① All participants would recommend the training to others.
② 83% reported that the content of the course was understandable and reasonable.
③ 89% agreed that the degree of difficulty was acceptable.
④ 89% said that the training had a positive impact on their daily work.
⑤ 89% felt that the multi-professional course was very helpful to get a comprehensive understanding of the topic.
⑥ All participants liked the case-based concept.
⑦ eLearning was reported to be an excellent means to have access to the learning material (93%) and to stay in contact with the other participants after the training (80%).
Michelle and Sally
Future Directions

• TIGER Initiative Foundation Board
  – International & Interprofessional

• Leadership Report
  – Second report in development
  – Addresses the critical role of leadership to support informatics and practice

• Virtual Learning Environment (VLE)
  – Content Contributions
  – Sponsorships available
  – Gift Certificates available

• Social Media
  – TIGER Tribes
TIGER Board of Directors

• International

• Interprofessional
Advancing Practice with Technology

Technology must capture the tasks performed but not limit practice to the *rituals and routines of traditional practice*

Tasks

Technology must be designed to enhance *scope of practice* and *evidence-based practice* at the point of care

Scope of Practice

Technology is key to embrace and shape so practice is truly *knowledge-driven*

Knowledge-Worker


TIGER Vision for Leadership

• Revolutionary Leadership that drives, empowers, and executes the transformation of healthcare through the use of Health IT

• Leadership Report in Process of Being Updated Currently
Get Engaged!

**Attendees**
- Explore the Attendee Guide
- Download the VLE Flyer
- Read the press release
- VLE Demonstration

**Collaborators**
- Partner with TIGER
- Interested? Contact to Sally Schlak
- Slide overview coming soon

**Sponsors**
- Present your innovations in the VLE
- Interested? Contact to Sally Schlak

[TIGER: Advancing your career through informatics]

Become a TIGER today!
TIGER VLE: Top 10 Presentations Downloaded
Entitles the bearer to one TIGER Virtual Learning Environment Registration
To activate your registration please use the following link and discount code

LINK:  http://www.thetigerinitiative.org/VLE

DISCOUNT CODE:  TG13VIP

Issued by Sally Schlak RN, MBA Senior Director of TIGER Initiative, sschlak@kumc.edu, (s)312-909-3426
Date issued: 07/30/2013
TIGER Website
www.thetigerinitiative.org

The TIGER Initiative Foundation:
Advancing the integration of health informatics to transform practice, education and consumer engagement

One exclusive opportunity available to sponsor the TIGER Meet & Greet Reception at HIMSS14!
Sponsorship of the TIGER Meet & Greet Reception offers your organization or business an exceptional opportunity for relationship-building with a variety of nurse and other interprofessional leaders from healthcare institutions, academia, government and industry.

TIGER Institute at HIMSS14 Call for proposals!
TIGER wants you to present your successful exemplar at the TIGER Institute for HIMSS14! TIGER is looking for national and international teams to showcase how they used an interprofessional approach to support patient centered care through technology and informatics.

TIGER VLE GIFT Certificates are available!
Gift certificates are a great way to reward employees or students, and can also be...
TIGER Facebook
TIGER Twitter

TIGER Initiative
@AboutTIGER follows you
TIGER: Advancing the integration of health informatics to transform practice, education and consumer engagement.
Chicago, IL • http://www.thetigerinitiative.org/

Tweets

Michelle Troseth @CPMRCmichelle
Thank-you @AboutTIGER for sharing the #TigerVLE with @EisevierCPM @EisevierCDS this morning. #coolplatform. Stay tuned!!
Retweeted by TIGER Initiative
Expand

Michelle Troseth @CPMRCmichelle
Planning for #TigerSighting at #HIMSS13 @AboutTIGER
@SusanCHull Which Tigers will be there?!
Live Demonstration
Introducing TIGER’s Virtual Learning Environment

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Accessing THE TIGER Virtual Learning Environment (VLE)

www.thetigerinitiative.org/virtuallearning.aspx
The TIGER Initiative
Technology Informatics Guiding Education Reform

The TIGER Virtual Learning Environment

What's NEW!
Recently added presentations to the TIGER VLE

Uncommon Knowledge - The Secrets Behind Effective IT Governance by Matthew J. Springer, MD, FACC and Tricia Marine Barrett

To realize the support IT can provide in achieving clinical improvement, healthcare leaders must focus on developing an effective governance structure and aligning physician leadership in the effort.

Role of the CNO in Nursing Optimization of the EMR by Mary Beth Mitchell, RN
This presentation discusses the emerging role of the CNO, both as a liaison between IT and nursing, especially optimizing the EMR for nurses, at a 14 hospital multi-patient healthcare system.

Anywhere, anytime convenience and flexibility for:
- Nurses
- Healthcare Professionals
- Faculty
- Students
- Policy Makers
- Consumers

Convenient and flexible learning format:
- Accessible web-based environment anytime, anywhere
- Learn and discover how informatics and technology support nursing and interdisciplinary practice
- Technology Demonstrations, White papers, Networking, Education sessions
- Anywhere, anytime convenience and flexibility for:

Registration is $25 which includes unlimited access for one year!

Click Here to Register >>>>>>>>
REGISTER!

The TIGER Initiative Foundation’s Virtual Learning Environment (VLE), is a web based learning opportunity, which will provide information access regarding Health Information Technology (HIT) and related topics for health professionals and consumers. This internet-based format provides convenience, flexibility, dynamic content and real time accessibility to relevant information through webinars by industry experts, in depth education sessions, demonstrations, smart rooms, simulations, white papers, and other communications. Access to downloaded material is provided. This multi-faceted, learning environment will assist you to learn and develop knowledge, skills, and awareness of technology and informatics which ultimately contributes to a safer, more effective, efficient, patient-centered, timely and equitable health care system.

Registration Fee: $25.00

Please complete the following information. All fields marked with a red asterisk (*) are mandatory.

**Name & Address**

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**Username & Password**

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<td>Email Address</td>
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TIGER Confirmation Email

Receive Confirmation Email with log in information!

Dear mbrouse@himss.org

Thank you for registering for the TIGER Initiative Foundation's Virtual Learning Environment (VLE). Your registration is confirmed and you now have access to the VLE.

Login Link: https://ws.eventex.com/Launch/Event.htm?ShowKey=9320

User ID:

Password (case-sensitive): OMITTED FOR YOUR SECURITY

Forgot Password? Click Here to Reset It.

Please retain this email in order to update your profile in the future and login to the event.

Next Steps to Prepare for TIGER Initiative Foundation's Virtual Learning Environment (VLE):
Connect with other virtual learners, read the Learner's Success Guide and more.

1. Tell your followers you are a virtual learner on Twitter. Be sure to tag your VLE-related tweets with #AboutTIGER.
2. Login to the environment and read your “Learner's Success Guide” to take advantage of all the content and services the VLE has to offer.
Technology Informatics Guiding Education Reform (TIGER) Virtual Learning Environment

Login ID
Password

Enter

Forgot Password?

Click below to register for this event.

About the TIGER Virtual Learning Environment

An engaging web-based learning environment to help you develop the knowledge, skills, and awareness for the ever-changing and dynamic field of Health Information Technology (HIT) ultimately contributing to a safer, more effective and efficient patient-centered care.

Includes access to:
- Industry Expert Webinars
- In-Depth Education Sessions
- White Papers and MORE!

VLE Topics range from: Electronic Health Records, Usability, Clinical Decision Support, Meaningful Use, Health Information Exchange, Standards Interoperability, and More!

The TIGER Initiative Foundation: Advancing the integration of health informatics to transform practice, education and consumer engagement.
Lobby page

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Virtual Exhibit Hall
Collaborators Page

The TIGER Initiative
Technology Informatics Guiding Education Reform

Why does TIGER need Sponsors and Collaborators?
Without access to health IT tools such as: EHRs, PHRs, CPOE, and other health IT related technologies to enhance learning, there are distinct challenges for:

- Educators in universities and community colleges cannot prepare the workforce of the future unless they learn new health IT technologies
- Staff development educators in hospitals and other care delivery settings cannot prepare the current interdisciplinary workforce
- Minority populations do not have equal Internet access for learning
- Small rural hospitals cannot afford training materials and educators to teach staff new health IT technologies
- Individual providers in small practices and/or rural settings do not have access enough to know which systems to purchase to meet goals of ‘meaningful use’ or how to use the systems when purchased

VLE Collaborators
IBM & UPMC - TIGER Server - International Business Machine Corp.
IBM & UPMC - TIGER Server - University of Pittsburgh Center for Connected Medicine
TIGER Open Door - USUHS Learning Resource Center, Uniformed Services University

Why become a TIGER Sponsor or Collaborator?
- Opportunity to build on work already done by TIGER Collaboratives
- Opportunity to leverage the learning opportunities with other groups, institutions, organizations
- Opportunity to have experiential learning in a virtual environment that allow/facilitates flexibility for current providers
- Learn how EHRs can be used for best practices, building evidence for practice, and clinical decision support

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CHAT!

TIGER: Advancing your career through informatics
Become a TIGER today!

Sally Schlak you have joined Attendee Chat
Sally Schlak: Hi
# TIGER Recognitions

## Overall Points Leader

View a list of all the participants that have earned achievements and their point values. You can filter each section by selecting the title. The top 10 highest scorers are displayed at the top of the list with your entry highlighted. Click on any user's entry to see their profile.

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Questions? Comments?

THANK YOU!