



Patient Information Forum

For everyone involved in health information and support

www.pifonline.org.uk

Executive Circle meeting

**Recognising and valuing the
expertise of professionals
working in health information**

Web: www.pifonline.org.uk

Twitter: [@PiFonline](https://twitter.com/PiFonline) #ExecCircleExpertise



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PIF Strategic Aim

EXPERTISE – We champion and enhance the expertise of people working in the field of healthcare information and support



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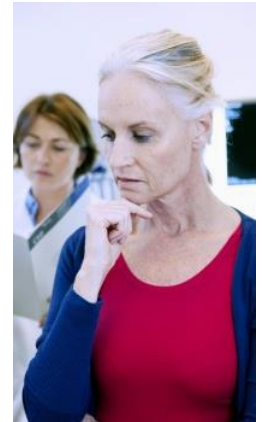
Evidence and drivers

Case for Information (2013):

- Information production is a highly skilled activity. Those who do it need an infrastructure, and learning and development opportunities. <http://www.pifonline.org.uk/wp-content/uploads/2014/11/PiF-Case-for-Information-Report-Final-Full-Report.pdf>

Is Knowledge Power? report: (2015)

- Embedding information within professional education such as communication skills training and dialogue/partnership working
- Health information and its use should be integrated into appropriate education, alongside support for the development of listening and shared decision-making skills among healthcare professionals. This should build on current guidance produced by the General Medical Council on partnership working between doctors and patients.





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Current landscape – what do PIF members and non-members think?

- Professionalise the role of/raise status of information producers and providers.
- Increase awareness and understanding of the role, and improve recognition of the skills of healthcare information professionals (this will help attract people as a possible career option and help recruitment to information roles and encourage financial support for the role).
- Raise profile of healthcare information workers as a legitimate career, rather than ‘someone who orders/writes leaflets’ which other professionals don’t value as they don’t understand the skill involved.
- Recognise the skills involved in developing/writing healthcare information, and also the skills involved in providing appropriate information for people i.e. the communications skills/needs assessment skills/sensitivity to personal circumstances/signposting/understanding of the evidence base/appreciation of professional boundaries etc. Not all effective producers of information will all be the best people to provide information and vice versa, so need to recognise the skills associated with both elements.
- Provide career and professional development and expand skills. Start to develop a career trajectory for healthcare information professionals.



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Current landscape – what do PIF members and non-members think? (Cont'd)

- Define core competencies necessary for healthcare information professionals.
- Provide training and education via modular, online, accredited learning, not just for healthcare information professionals, but others whose role is not only healthcare information e.g. clinical nurse specialists.
- Include aspects of provision and impact of healthcare information and support into undergraduate training for medical students.
- Keep information professionals up to date and skill them appropriately.
- Facilitate opportunities for networking, bringing people and sectors together to share expertise, learning and good practice.
- Provide guidance on delivering information in multiple formats /channels, within budget constraints, for differing needs of users e.g. accessible information for 'all'.
- Provide resources that enable members to do their jobs better/more easily/more effectively.
- Signpost to guidance to help achieve Information Standard accreditation.
- Demonstrate the value and expertise of people who work in healthcare information and support so it is seen as a valuable and important role.



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Key objectives:

- Develop and provide accredited, modular, online training, to improve the skills of people involved in healthcare information and support, including how to deliver personalised information and support.
- Improve understanding of the skills and expertise required of those involved in healthcare information and support, and the core competencies of this profession.
- Deliver a range of services, events and networking opportunities which facilitates the sharing of expertise, learning and good practice.



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Key outcome:

Healthcare information production and provision is recognised as a highly skilled, core component of all healthcare and support staff's competence.



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Measures of success:

- 50% of PIF members are actively engaged in our professional development opportunities, including new and experienced individuals.
- Individuals whose primary role is not healthcare information and support (e.g. clinical nurse specialists) make up 25% of the students undertaking the training available.
- People who produce and provide healthcare information and support understand the core components of high-quality, and feel they have the training and skills to be able to deliver these components.
- There is an increase in the number of NHS Trusts and Royal Colleges that recognise healthcare information production, provision and support as core components of their staff's competence.



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Measures of success (Cont'd):

- Healthcare information and support is included as part of communication skills training at undergraduate level for medical students.
- PIF members report that their role and skills in delivering high-quality healthcare information and support are more widely acknowledged and valued.
- Training to become a Healthcare Information Support Professional is a viable and recognised career option.
- As a result of the training provided the quality of healthcare information and support is improved, and the impact is demonstrated through the positive experience of patients.



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Questions to discuss:

- Why is the production and provision of information not seen as a specialist area?
- How can we demonstrate the value, and improve understanding, of the skills and expertise required of those involved in healthcare information and support, so it is seen as a valuable and important role?
- How can we develop a career trajectory for this group of professionals?
- How can the provision and impact of healthcare information and support be incorporated into communication skills training at undergraduate level for medical students?