Dedicated Programs in Health and Biomedical Informatics Approaches, Examples, and Graduates' Job Perspectives

Reinhold Haux
Technical University of Braunschweig, Institute for Medical Informatics,
Muehlenpfordtstr. 23, D-38106 Braunschweig, Germany
R.Haux@mi.tu-bs.de, http://www.mi.tu-bs.de

Abstract

Caused by a significant need for specialists in the field of health and biomedical Informatics, specialized curricula in health informatics, medical informatics, and biomedical informatics have been established in many countries in the world ([5], [6]).

For specialized educational programmes at universities, leading to a dedicated degree in health/medical informatics, there exist basically two different educational approaches ([1], [2]).

In this talk these approaches will be introduced and compared. Examples will be given. The last part of the talk will deal with graduates' job perspectives ([3], [4]).

References

[1] Recommendations of the International Medical Informatics Association (IMIA) on education in health and medical informatics. Methods Inf Med. 2000; 39: 267-77.
[2] Hasman, A et al. Curricula in Medical Informatics. In: Hovenga, E.J.S., Mantas, J. (eds.). Global Health Informatics Education, 63-74, 2004. Amsterdam: IOS.
[3] Jaspers MW et al. The International Partnership for Health Informatics Education: lessons learned from six years of experience. Methods Inf Med. 2005; 44: 25-31.
[4] Knaup P et al. Medical informatics specialists: what are their job profiles? Results of a study on the first 1024 medical informatics graduates of the Universities of Heidelberg and Heilbronn. Methods Inf Med. 2003; 42: 578-87.
[5] Lorenzi NM. Strategy in a fishbowl: an invitation to determine the shape of IMIA in 2015. Methods Inf Med. 2006; 45: 235-9.
[6] Moehr JR. The quest for identity of health informatics and for guidance to education in it. The German Reisensburg Conference of 1973 Revisited. IMIA yearbook of medical informatics 2004, 201-10. Stuttgart: Schattauer; 2004.