

Student and Workforce Wellness, New Practice Essentials, and an Academic EHR – Based Curriculum Approach

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Abstract

Background: Trends have illustrated the expanding role of informaticians as they align with changes in education and practice. In education, development of new essentials of nursing practice has emphasized the need for innovative technology to successfully teach nursing students how to deliver safe, effective nursing care. Graduate nurses, use information and communication technologies in their direct and indirect nursing care roles. The electronic health record (EHR) is crucial to documenting care delivery, provider satisfaction, and workforce well-being. Complexity of EHR use and immaturity of implementations are associated with these findings. EHR users such as nurses, subsequently find themselves ill-prepared to deal with challenges of EHR use and experience the negative impact on patient care safety and quality. Comprehensive teaching of an innovative academic EHR provides confidence and self-efficacy to prepare nurses and other health care professionals to optimally use EHRs, post-graduation.

Purpose/Aim: The purpose of this project was to successfully implement a graduate-level academic EHR (aEHR) module to support the new American Association of Colleges of Nursing (AACN) essentials of nursing practice and measure the impact of the experience on student nurses and non-nurses.

Methods: We used a typical system development life cycle (SDLC) procedure for implementation of various teaching modules for each type of student. Project participants included family nurse practitioners, adult gerontological primary care nurse practitioners, and graduate nurse educator students. Non-nurse health informatic students also participated. Nurse practitioners and health informatics course instructors created case studies in the aEHR that aligned with previous paper-based assignments. Students were taught to use the aEHR and then conducted their interpretation of assigned case study patients using the aEHR. Graduate nurse educator students, in contrast, viewed basic instructional information on use of an EHR then develop an instructional guide and video, specific to their student population of interest. To understand the impact of the experience on student nurses and non-nurses, students completed the System Usability Scale (SUS) and a five-question survey of experience, after assignment submission.

Results/Conclusions: The project is underway with aEHR and associated educational materials in place. Student results will be reported along with recommendations. Curriculum-based aEHR teaching impacts workforce wellness, practice, and patient safety/quality.