Exploring Associate Degree Nursing Faculty’s Experiences Teaching Electronic Health Record Systems Use via Qualitative Survey

Helene D. Winstanley, PhD, RN, ANP-C, CCRN
University of Kansas School of Nursing

Background

Institute of Medicine reports fuel change
Legislation influences EHRs adoption and integration
EHRs proliferation changes the healthcare environment
Disrupts the way nurses work (nursing workflow)
Major forces called for transformation of nursing education to prepare future graduate nurses to perform competently in high-tech environment that includes EHRs
Altogether, challenging the way nurse educators teach
GAP: understanding of the lived experiences of associate degree nursing faculty

Significance & Literature Review

Previous studies: limited faculty preparedness to teach about EHRs and correlated informatics concepts*

The Technology Informatics Guiding Education Reform Initiative (TIGER): recommendations to address the informatics and technology curricular gaps in nursing education [Para, 2012].
NLN: A Vision for The Changing Faculty Role: Preparing Students for the Technological World of Health Care emphasized the necessity for nurse educators to gain technological fluency and competency [Para, 2011].

While important for all faculty, especially important for associate degree faculty, who continue to prepare a majority of entry-level nursing graduates.

Little information in the literature about the current level of associate degree nursing faculty preparedness to teach pre-licensure nursing students to use EHRs.

Methods

Sample recruited from the Council of Associate Degree Nursing in New York State, Inc. (CADN) Spring membership meeting & Faculty development conference
Announcements with Recruitment letter/flyer invitation/survey
Both hard copy and survey monkey options
Survey consistent with the qualitative descriptive method, and Demographic questionnaire
Human Subjects Committee guidelines followed
Interview recordings transcribed
Iterative process
Replayed recordings with attention to process and nuance
Transcripts reread for contextual cues
Journaled for reflexivity, self-awareness, and insights
Preserved terms and meanings of participants during the coding process to promote rich description

Results

Survey Findings ~ Challenges

- Barriers to Teaching EHRs - Physical Resources
  - Access: Need easier access to EHRs in real-time in clinical
  - Technology issues: cumbersome systems, being locked out, time lost waiting to regain access, getting tech support
- Barriers to Teaching EHRs - People Resources
  - Faculty issues: Negative attitudes, need faculty buy in, more work
  - Student issues: Students lacking computer skills, student anxiety
- Curricular Issues
  - Need faculty competency and organization commitment
  - Need to assess student comfort/ knowledge of technology and EHRs
  - If purchasing an AEHRS, “do your homework”
  - Integrate AEHRS across curriculum and emphasize use in future practice
  - Plan continuity of academic EHRs to clinical EHRs

Survey Findings ~ Successes

- Favorite Teaching and Learning Strategies
  - Incorporate EHRs into Simulations & Case studies
  - Scavenger hunts to teach navigation skills
  - Pairing students to use EHRs in patient care
  - Visuals and online resources for student learning
  - Value lab practice for students
- Advice to New Faculty
  - Acquiring Expertise in Using EHRs
    - Learn EHRs yourself & get comfortable
    - Practice and allow time to learn
    - Take training when available and work with staff and/or super-users
- Assess agency opportunities for students to use EHRs

Implications & Recommendations

- Significant challenges limit opportunities
- Faculty preparedness is inconsistent
- Student and patient outcomes may be affected by learning gaps
- Curricular integration of EHRs use (including AEHRS) and informatics concepts appears erratic
- Faculty strive to teach essential EHRs skills while emphasizing safety and competency
- Teaching about and using EHRs safeguards demonstrates commitment to safe practice
- Curriculum review for EHRs use and related informatics content
- Scaffold key learning objectives/content for EHRs use into nursing curriculum if needed
- Promote integration of AEHRS use along with other teaching technologies
- Develop and leverage simulation and other active learning strategies
- Support faculty development and training

References listed with abstract