



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

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## Background

Institute of Medicine reports fuel change  
Legislation influences EHR adoption and integration

EHR 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 EHR

Altogether, challenging the way nurse educators teach

GAP: understanding of the lived experiences of associate degree nursing faculty

## Significance & Literature Review

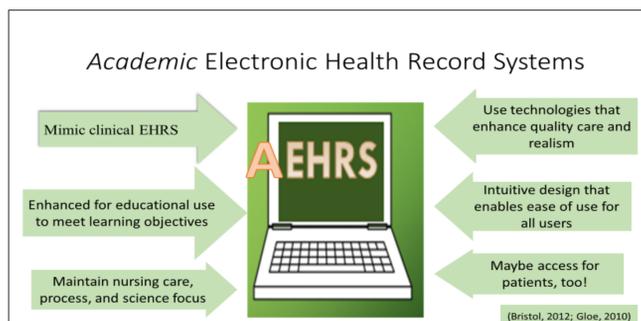
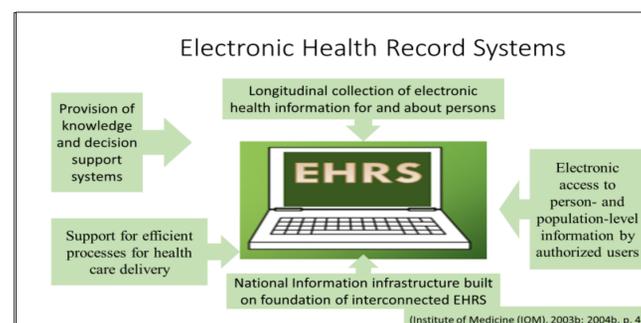
Previous studies: limited faculty preparedness to teach about EHR and correlated informatics concepts\*

*The Technology Informatics Guiding Education Reform Initiative (TIGER)*: recommendations to address the informatics and technology curricular gaps in nursing education (2009a, 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 (NLN, 2015).

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 EHR.



## 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 verbatim and annotated

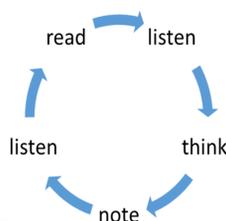
Iterative process

Replayed recordings with attention to process and nuance

Transcripts reread for contextual cues

Journalled for reflexivity, self-awareness, and insights

Preserved terms and meanings of participants during the coding process to promote rich description



## Results

Demographics ~ Survey Participants (N = 27)

Age	Under 26 (1); 26-35 (4); 36-52 (12); 53-61 (9)
Gender	Female (23); Male (3)
Race/ethnicity (Multiple selections accepted)	White (21); Black or African American (1); Asian (1); Hispanic, Latino, or Spanish (1); Hispanic and White (1)
Years of teaching in associate degree or other nursing programs	Less than 2 (5); 3 - 5 (4); 6 - 8 (2); 9 - 11 (5); 12 - 14 (2); More than 14 (7)
Years worked in direct patient care and used EHR in that position	Less than 2 (3); 3 - 5 (9); 6 - 8 (4); 9 - 11 (4); 12 - 14 (2); More than 14 (4)
Setting(s) in which respondents taught nursing students to use electronic health record systems (EHR) (Multiple selections accepted)	Lecture (13); College laboratory (plus skill lab) (15); Simulation lab/area (12); Online course (3); Clinical learning environment (20)

## Survey Findings ~ Successes

- *Favorite Teaching and Learning Strategies*
  - Incorporate EHR into Simulations & Case studies
  - Scavenger hunts to teach navigation skills
  - Pairing students to use EHR in patient care
  - Visuals and online resources for student learning
  - Value lab practice for students
- *Advice to New Faculty (Acquiring Expertise in Using EHR)*
  - Learn EHR 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 EHR

## Survey Findings ~ Challenges

- *Barriers to Teaching EHR - Physical Resources*
  - Access: Need easier access to EHR in real-time in clinical
  - Technology issues: cumbersome systems, being locked out, time lost waiting to regain access, getting tech support
- *Barriers to Teaching EHR - 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 EHR
  - If purchasing an AEHR, "do your homework"
  - Integrate AEHR across curriculum and emphasize use in future practice
  - Plan continuity of academic EHR to clinical EHR

## Implications & Recommendations

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

References listed with abstract