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

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The Institute of Medicine reports define EHRS as “An EHR system encompasses (1) longitudinal collection of electronic health information for and about persons, (2) electronic access to person- and population-level information by authorized users, (3) provision of knowledge and decision support systems, and (4) support for efficient processes for health care delivery (IOM, 2004, p. 4).” As multipurpose tools in health care that vary across a spectrum of functionalities, EHRS require a spectrum of user skills (Technology Informatics Guiding Education Reform (TIGER), 2009). Effective utilization of EHRS is one component of the essential competencies identified for nursing practice (Barnsteiner et al., 2013; Healthcare Information and Management Systems Society, 2016; Lyle-Edrosolo & Waxman, 2016).

Several studies from the literature show that nursing faculty face many challenges, including the lack of sufficient education or experience, to teach EHRS use and broader informatics concepts (De Gagne, Bisanar, Makowski, & Neumann, 2012; Hunter, McGonigle, & Hebda, 2013; IOM, 2011). Little is known about nurse educators’ current preparedness to educate students about EHRS use.

This study utilized a qualitative survey to gain understanding of Associate Degree nursing faculty’s experiences, perspectives, challenges and strategies related to teaching students to use EHRS. A convenience sample of Associate Degree nursing faculty who teach EHRS use was solicited from a Council of Associated Degree Nursing in New York State membership meeting and faculty development conference. Survey and qualitative interviews were completed. This presentation reports the survey results. The nine item qualitative survey, developed from the literature, was completed by 25 educators. Surveys were analyzed using content analysis in an iterative approach.

Preliminary survey results show common themes in Associate Degree nursing faculty’s experiences related to teaching EHRS use. Facilitators and strategies included: Teaching is facilitated by the computer literacy of students and faculty, consistent use of EHRS, and availability of a ‘user-friendly’ academic version of an EHRS. Skill development for EHRS focused primarily on practical skills (such as navigation, finding patient information, and basic nursing documentation). Simulation offers opportunities to integrate teaching EHRS use. Challenges included: Associate Degree nursing faculty are challenged by limited academic resources, time and access constraints, lack of uniformity of EHRS vendor products, adequate training, and confidence in their ability to teach EHRS use. There is inconsistent use of EHRS across the curricula and variations in use across settings such as classroom, laboratory, simulation, and clinical learning environments. Emergent themes offer teaching strategies, highlight some of the challenges that faculty face, and identify areas where education, faculty development, and resources may be beneficial to facilitate Associate Degree nursing faculty’s ability to teach EHRS use.

Title:
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Keywords:
Associate Degree nursing faculty, Electronic health record systems and Teaching strategies

References:
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Abstract Summary:
With electronic health record systems (EHRS) influencing nursing practice, nurse educators are entreated to prepare competent students. A qualitative survey was utilized to gain understanding of Associate Degree nursing faculty’s experiences, perspectives, challenges and teaching strategies related to EHRS use. Preliminary survey results show common themes in faculty’s experiences.

Content Outline:

1. Intro: Influence of Proliferation of electronic health record systems (EHRS)
   1. Nursing practice *Future of Nursing* reports
   2. Nursing education *Future of Nursing* reports
   3. Nurse educators entreated Institute of Medicine (IOM) reports
   4. Key stakeholders/ from AACN, NLN, accrediting bodies, QSEN, HIMSS, etc

2. Background
   1. IOM – EHRS definition
   2. Necessity of gaining competency EHRS for documentation/informatics
   3. NEED demonstrated NLN, AACN, QSEN, TIGER/HIMSS

3. Literature
   2. Older studies excluded grudgingly (McNeil et al., 2005 & Thompson and Skiba, 2008)
   3. Little info of current level of faculty preparedness

4. Study
   1. Qualitative survey part of larger study
   2. Associate Degree Nursing Faculty – population of interest
   3. Content analysis - method

5. Preliminary results
   1. Common themes found
   2. Facilitators and strategies elaborated
   3. Significant challenges elaborated

6. Conclusion Emergent themes
   1. Offer teaching strategies
   2. Highlight some of the challenges that faculty face
   3. Identify areas where education, faculty development, and resources may be beneficial to facilitate Associate Degree nursing faculty’s ability to teach EHRS use.

7. Notes:
   1. Limitations & Further work -- to be addressed further along in the process.

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**Professional Experience:** I have been an RN for more than 30 years, an NP for more than 15, and a nurse educator for more than 14 years. I have used electronic health record systems for about ten years as an RN, NP and clinical instructor. I have taken an abundance of online continuing education courses as well as formal informatics courses during my doctoral education. In 2010, I was a HIT Scholar -- Health
Information Technology Scholars (HITS) sponsored in part by the NLN. In 2011, I was a Biomedical Informatics MBL/NLM Course Fellow at the Marine Biological Laboratory, Woods Hole, MA., sponsored by the National Library of Medicine.

Author Summary: She has been using electronic health record systems for about ten years as an RN, NP, preceptor, and clinical instructor. She has taken an abundance of online continuing education courses as well as formal informatics courses during her doctoral education. She was Health Information Technology Scholar (HITS) sponsored in part by the NLN, and also a Biomedical Informatics MBL/NLM Course Fellow, sponsored by the National Library of Medicine.