

Implementation of Informatics Modules in an Undergraduate Prelicensure Nursing Program



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BACKGROUND

Gaps exist between nursing student's knowledge of and comfort with the use of the EHR and competencies in informatics. Student nurses should be educated on how to chart, analyze data, understand the code of ethics, and HIPPA compliance issue related to the EHR before graduation from nursing school to help them transition into clinical practice. ^{1,2,3}

OBJECTIVES

After completing the informatics modules, the student will:

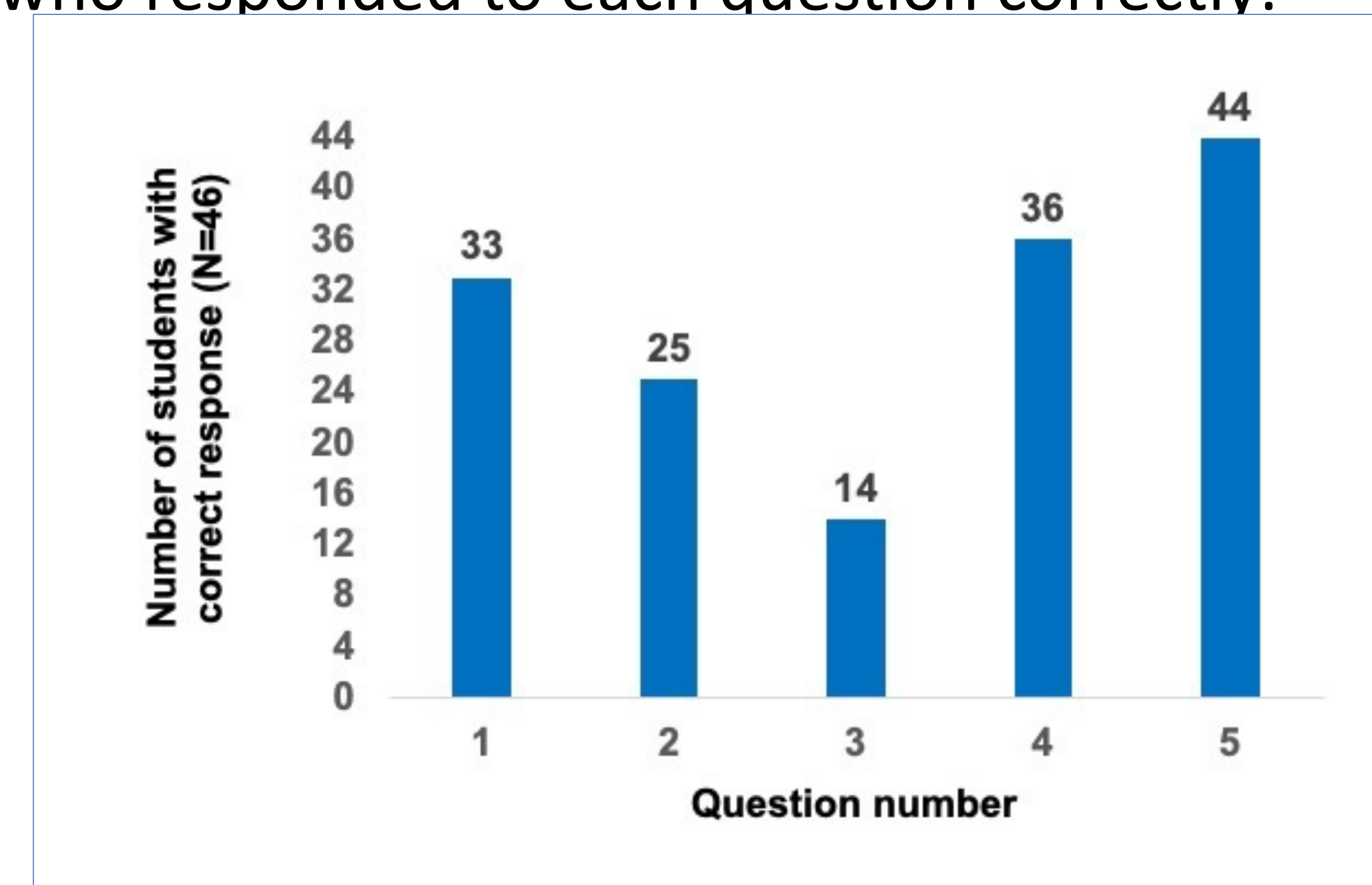
- Reduce errors in charting, improve accuracy, and completeness.¹
- Increase proficiency in using the EHR.²
- Increase efficiency in nursing care, improve care coordination, and maintain safety for patients.³
- Improve the speed of communication within the medical team.
- Provide legible charting and rapid reporting of laboratory results to facilitate diagnosis.
- Improve skills and clinical judgments of student nurses.¹

METHODS

- A video was sent to the target student participants to introduce the modules in the course.
- All students enrolled in the first clinical course the Second Degree Accelerated Program consented to participate in the informatics and EMR content.
- Select Informatics Modules from Health Stream programs were open to students from February 1 to March 1, 2021.
- Post Evaluation in Qualtrics open March 2-6, 2021.

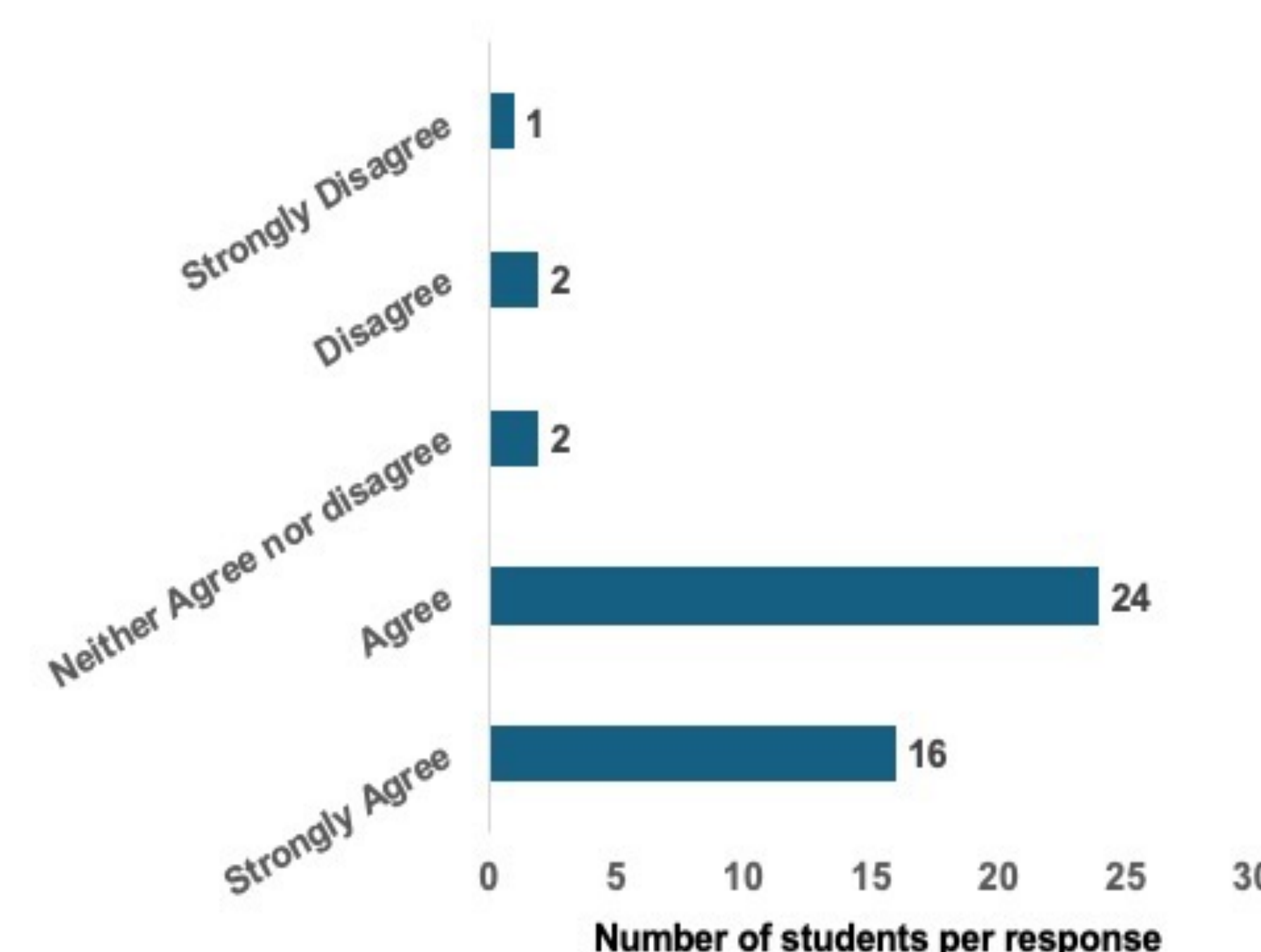
RESULTS

- All enrolled nursing students (n=47) completed the Informatics modules in Health Stream.
- 46 of the 47 participants completed the post- evaluation in Qualtrics
- The knowledge assessment consisted of 5 questions.
- The following graph documents the number of students who responded to each question correctly:



- The self-assessed confidence with entering data into the EHR was assessed in a series of 14 questions. The following graph presents responses to one questions directly addressing confidence:

Eighty-nine percent (89%) of students responded "Agree" or "Strongly agree" to the question "I feel these EMR modules will help me feel more confident when charting in clinical."



CONCLUSIONS

These findings demonstrate that:

- student nurses understand and are prepared to navigate the electronic medical records (EMR).
- student nurses feel more comfortable and at ease with the anticipation of using the EMR.
- students' knowledge of the EMR is adequate for the student to enter clinical data in the EHR.
- This project provides a baseline regarding knowledge and confidence in performance of entering clinical data.
- Program content and process revisions can be addressed through the use of the data from this experience.

REFERENCES

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