ABSTRACT BODY:

Short Description: Health systems are increasingly adopting electronic health records (EHR). There are few studies on the effects of EHR implementation on graduate medical education. This study sought to gauge how implementation of the EHR has affected graduate medical education and examine how perceptions of these affects have changed over time as experience with the EHR system increased (using an initial and follow-up survey).

Abstract: Background: Health systems are increasingly adopting electronic health records (EHR). There are few studies on the effects of EHR implementation on graduate medical education. The goal was to investigate faculty and trainee perception of EHR on graduate medical education.

Methods: A survey was distributed to faculty and trainees during the first eleven months of a two-year institution-wide adoption of a comprehensive EHR system. A follow-up survey was disseminated two years later. The Chi-square test was used to compare the quantitative responses. A factor analysis was conducted to identify correlations between variables. Free text answers were analyzed qualitatively.

Results: Round 1 was distributed to 3286 faculty and trainees; 481 surveys were returned (response rate 15%). Round 2 went to 1,681 faculty and 984 trainees (response rate 21%). In Round 1, respondents had a positive impression of EHR on graduate medical education. However, during the implementation phase of EHR, participants felt face-to-face teaching was negatively impacted (p = 0.001). Both groups had a neutral response regarding the trainee’s ability to learn in the setting of the EHR (p = 0.25). In Round 2, faculty opinions of the EHR impact remained widely the same while trainees noted improvement in several areas. Resident responses indicated an increased negative effect on developing effective interactions with patients (p = 0.0160). Qualitative analysis showed that the most frequent recommendations were for increased EHR skills training opportunities, development of templates for use in the EHR, and to teach the trainee “away” from the EHR.

Conclusions: Overall, respondents remain positive about the educational consequences of an EHR system even two years after implementation. Faculty maintain their concerns of consequences for some educational objectives while residents seem to be embracing the potential enhancements the EHR provides for their education.

Level of Audience: Mid-career

Focus of Presentation: GME


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