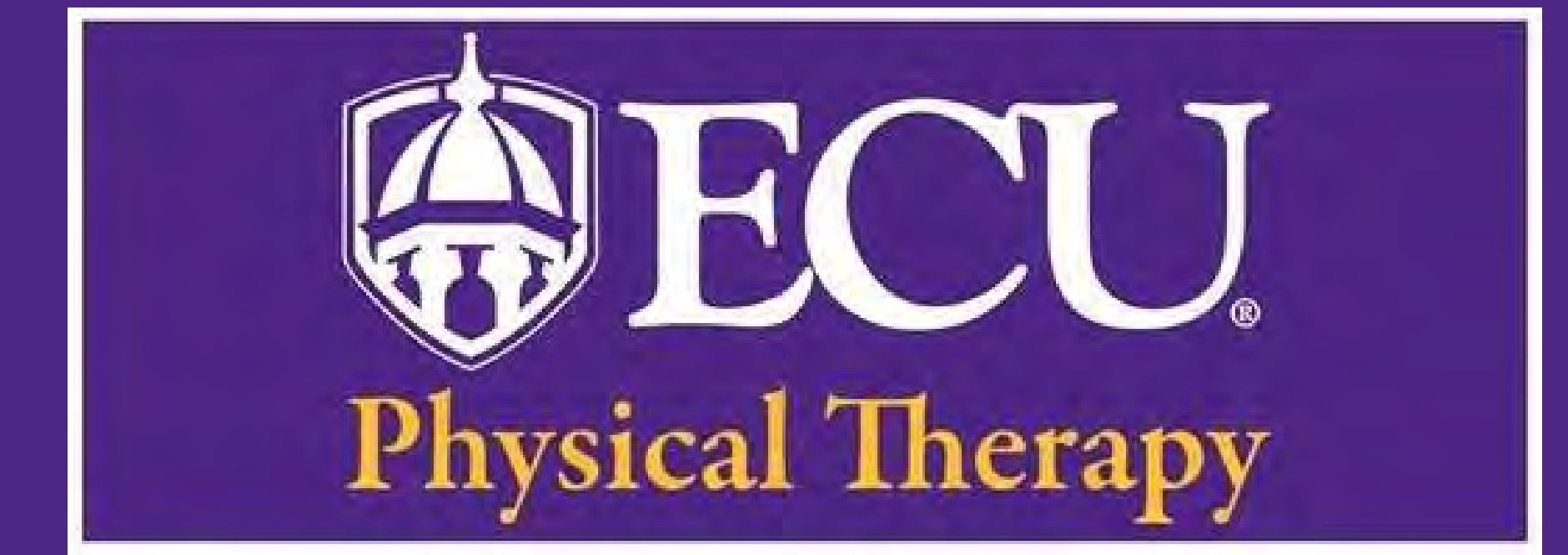# Use of Electronic Health Record in DPT Curriculum

Christine Lysaght[1], Sarah Johnson[1], Patrick Merricks[2], Tracy Gibbs[3], John Stockstill[3]

East Carolina University Department of Physical Therapy[1], ECU Office of Clinical Skills Assessment and Education[2] and ECU Physicians Health Informatics[3]

**ECU Physical Therapy**

## INTRODUCTION

ECU Physical Therapy faculty collaborated with ECU Physicians Health Information Services, and the Office of Clinical Skills Assessment and Education (OCSAE) to offer students both didactic and clinical use of EPIC. Pre-licensure health care professionals are primarily exposed to electronic health records and associated documentation during clinical internships, rotations, and residencies. Improved EHR didactic education under the direct supervision of academic faculty has the potential to prepare students to document efficiently, confidently, and accurately using electronic records thereby improving communication and quality of care for future patients.

## EVALUATION METHODS

Clinical Instructor comments
  1. Clinical Performance Instrument (CPI)

Student Comments
  1. CPI
  2. Course Evaluation
  1. Student Run Clinic Survey

## DPT CLINICAL CURRICULUM

| First Year DPT | | |
|---|---|---|
| Intro to Patient Care | Electrotherapeutics |
| Musculoskeletal PT | |
| Motor Control/Learning | |

• Full time Clinical Education
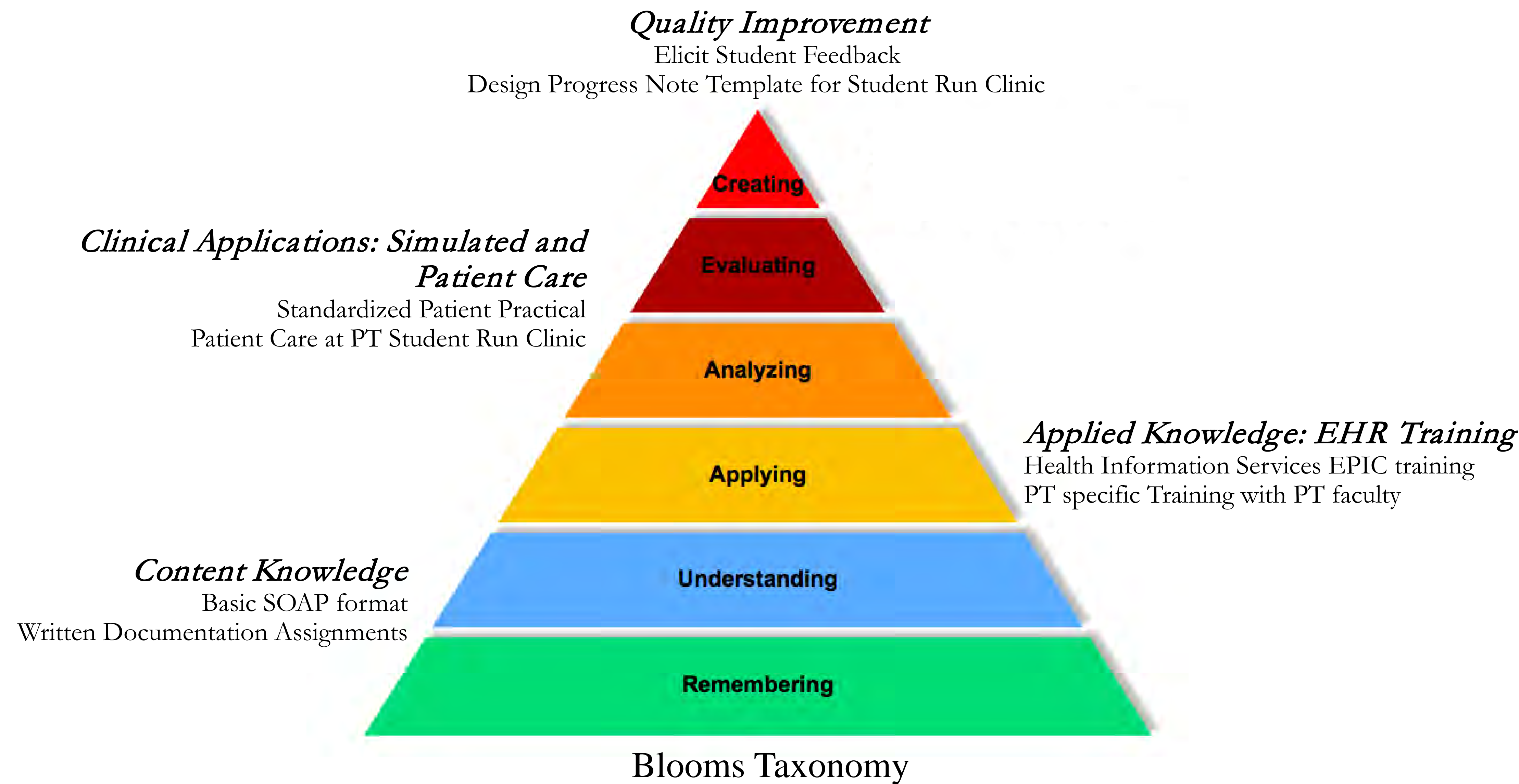
| Second Year DPT | | |
|---|---|---|
| Adult Neurologic PT | Prosthetics |
| Musculoskeletal PT | Electives |
| Modalities | Pediatrics & Geriatrics |

• Student Run Clinic Patient Care
• Full time Clinical Education

| Third Year DPT | | |
|---|---|---|
| Cardiopulmonary PT | Electives |
| Health Administration | |
| Research Concentration | |

• Student Run Clinic Patient Care
• Full time Clinical Education (2)

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**Quality Improvement**
Elicit Student Feedback
Design Progress Note Template for Student Run Clinic

**Clinical Applications: Simulated and Patient Care**
Standardized Patient Practical
Patient Care at PT Student Run Clinic

**Applied Knowledge: EHR Training**
Health Information Services EPIC training
PT specific Training with PT faculty

**Content Knowledge**
Basic SOAP format
Written Documentation Assignments

Pyramid (top to bottom): Creating, Evaluating, Analyzing, Applying, Understanding, Remembering

**Blooms Taxonomy**

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### Student Course Evaluations

The practical and practice using Epic was helpful.

The variety of ways in which we could practice our skills helps bring together the full picture.

I feel prepared to document on my first clinical.

More practice with documentation.

### Student CPI

I was able and willing to take on access patient EMR system.

I believe that documentation has been my strong suite during this clinical affiliation. I have learned and adapted to the EHR at the X Medical center quickly and efficiently.

I feel like documentation has become one of my strong suits. I was terrified in the beginning since I had just learned how to document a couple of months ago and was not familiar with their EHR, but I eventually got the hang of it.

My documentation improved drastically over the course of 6 weeks. I am now much more efficient with time management, completing daily notes in 20-25 min or less and evaluations in under 40 min or less.

### Clinical Instructor CPI

X had superb documentation skills, best I have seen in a first rotation student, fast learning of the EMR system.

X has become very dependable and timely with her documentation and demonstrates the ability to complete all treatment, progress and evaluations with appropriate objective information, goals, assessment and POC.

X has done a wonderful job of learning the documentation system and quickly learning what to include in her documentation.

X has learned our electronic documentation and is currently able to produce daily notes with minimal errors on a consistent basis.

X quickly took to the EMR. She documents in an appropriately succinct manner.

The documentation system and computer systems we utilize at X can be very difficult and complex at times. X has adapted very quickly and learned our systems without issues.

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## CONCLUSIONS

• 40% of students on first clinical affiliation received positive feedback on timely documentation.
• EHR use within didactic course was perceived positively by students.
• Students desired more time for EHR practice prior practical examination.
• Student perceptions of SRC EHR use trended negatively.
• EHR in didactic education of pre-licensure students is feasible.
• EHR use is possible in practical examinations.
• Students appreciate and understand the value of simulated use of electronic documentation.

## LESSONS LEARNED

• Clinical use of EPIC for pro bono clinics is possible but requires ample time, coordination, and faculty workload considerations.
• Pre-planning and communication with ECU Physicians Information Services is necessary for implementation and training and to solve technical issues.
• EHR embedded in pre-licensure curriculum may improve clinical documentation efficiency and student self confidence.
• Clinical Partners outside of ECU are supportive of students being exposed to electronic health records.
• EHR use in pre-licensure curriculum is beneficial for students, faculty, and clinical partners.

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