

Multi-disciplinary Health Science Students' Exposure to and Perceptions of Electronic Medical Records

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Introduction: In response to system errors and adverse events in patient care, an American Institute of Medicine report (2003) made recommendations for improved access to information, transfer of knowledge, and cooperation among practitioners. An American proposal emerged to mandate implementation of Electronic Medical Record (EMR) systems by 2014. Students in academic health professional programs need exposure to EMR to effectively use it clinically.

Objective: This study assessed student exposure to and perception of EMR use across multiple disciplines in one American school of health science.

Method: Surveys were developed to explore exposure to and perception of EMR before and after introduction of an Academic EMR platform (AEMR).

Surveys were analyzed from 352 students from multiple disciplines within one school of health science including occupational therapy, behavioral science, nursing, physical therapy, physician assistant, speech language pathology.

Results: Results of the survey, distributed to students before introduction of an AEMR platform, indicate 58% never document using EMR; 65% are likely to voluntarily use EMR in the future; 58% value use of EMR in the classroom and 67% in the clinic; 60% indicate discomfort or inexperience using EMR. An AEMR system was implemented across multi-disciplinary academic programs. Post-test data is being collected.

Conclusion: Infrequency, discomfort, and value of the use of EMR in the class and clinic, indicate the need to expose EMR to students from the multi-disciplinary academic programs. Post test, in progress, will assess student exposure to and perception of EMR after introducing an AEMR platform.