Spring 2016
Implementing EHR into Class, Clinical and lab

Gina Galosi MSN Ed., RNC, CNE
Genevieve Turner DNP, RN
Rowan College at Gloucester County
Disclosure

• G. Galosi and G. Turner do not have any financial relationship with education, healthcare or simulation products or companies.
Learning Outcomes

• Discuss the challenges in the educational setting affecting the use of EHR.
• Analyze current trends in nursing education leading to the expanded use of EHR.
• Explore innovative techniques for using EHR in the classroom, clinical and lab setting (provide example).
Changes in healthcare settings.

- Affordable Care Act
- Federal incentives
- Regulatory requirements
- Expectations of new graduates to be able to electronically document
Polling Question

- Kahoot.it
- Put in Gamepin
- (After I get it)
EHR in the Clinical Setting

• Documentation of individual patient assignments

• Alternate clinical assignments-
  – Review the chart and document expected findings

• Post conference-
  – One student gives report-other students document expected findings and then compare.
EHR in the Lab Setting

- Students document the skills
  - Performed in the lab
    - ADL’s, V/S, Med pass, Assessments
  - Progress notes
    - Foley insertion and/or removals
    - V/S out of the expected findings (high B/P)
EHR in the Classroom

An affordable, easy to use solution for electronic charting in the Classroom, Simulation Lab and Clinicals
### Courses

#### New Course

#### Show Completed Courses

**Show**: 10 entries

<table>
<thead>
<tr>
<th>Name</th>
<th>Course End</th>
<th>Edit Course/Course Users</th>
<th>Manage Activities/View Student Charting</th>
<th>Delete Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Lecture 141</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Skills Lab</td>
<td>06/10/2016 0952</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Showing 1 to 2 of 2 entries
Students are instructed to sign in to EHRtutor and go to the class NUR 141 Intrapartum Class upon entering the classroom
**Go to the Course**

![EHR Tutor](https://my.ehrtutorial.com/teacher)

**Courses**

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</tbody>
</table>

Showing 1 to 2 of 2 entries

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Privacy Policy
### Class Lecture 141

**Practice**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Due Before</th>
<th>Shared Patients</th>
<th>Visible to Students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluid and Electrolyte</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Edit Activity</td>
<td>Student Charting</td>
<td>Delete Activity</td>
</tr>
<tr>
<td>Intrapartum Class</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Edit Activity</td>
<td>Student Charting</td>
<td>Delete Activity</td>
</tr>
<tr>
<td>Periop 3 Class</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Edit Activity</td>
<td>Student Charting</td>
<td>Delete Activity</td>
</tr>
<tr>
<td>postpartum Zoe</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Edit Activity</td>
<td>Student Charting</td>
<td>Delete Activity</td>
</tr>
</tbody>
</table>

Showing 1 to 4 of 4 entries
Edit Activity

Return to Activities

Class Lecture 141

Save Copy Activity to Library

Activity Type: Individual Patients

Activity Name: Intrapartum Class

Instructions to Student:

Activity Description: Chart in the obstetrics tab what you see on the overhead screen today in class when prompted by the powerpoint

Visible to Students: }

Optional: Schedule
Instructions for class

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- Do not allow student charting after due date
- Students Create Patient

Add Patient

Name: Zoe A Normalabor Copy
MRN: 44532
Sex: F
Description: Obstetric, 27 year old labor patient. No charting done except Provider note and orders.
Age: 27 year old

Remove Patient

Save

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Student View-Zoe normal labor

Class Lecture 141

Fluid and Electrolyte

Patient

Edith Grange

Intrapartum Class

Patient

Zoe A Normalabor Copy

Periop 3 Class

Follow along with class case study

Patient
Go into the chart

Patient Summary

Principal Problem: possible rupture of membranes

The Patient Summary is read only. To add or edit data you must open another page by clicking the appropriate tab to the left.

Vital Signs

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart rate</td>
<td>90</td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>138/72</td>
</tr>
<tr>
<td>Respiration</td>
<td>22</td>
</tr>
<tr>
<td>Temperature</td>
<td>98.9 (oral)</td>
</tr>
<tr>
<td>SpO2 (%)</td>
<td>99%</td>
</tr>
<tr>
<td>Pain</td>
<td>4</td>
</tr>
</tbody>
</table>
Patient Summary

Principal Problem: possible rupture of membranes

The Patient Summary is read only! To add or edit data you must open another page by clicking the appropriate tab to the left.

Vital Signs

<p>| | |</p>
<table>
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</tr>
<tr>
<td>SpO2 (%)</td>
<td>99%</td>
</tr>
<tr>
<td>Pain</td>
<td>4</td>
</tr>
</tbody>
</table>
Flowsheets (editable)
# OB Specific Charting

<table>
<thead>
<tr>
<th><strong>Temperature</strong></th>
<th>Show Instructions</th>
<th>99 (Oral)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SpO2 (%)</strong></td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td><strong>Pain</strong></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Allergies:

<table>
<thead>
<tr>
<th>Allergy</th>
<th>Date Noted</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCN</td>
<td>03/12/2016</td>
<td>Hives</td>
</tr>
</tbody>
</table>

### Orders

<table>
<thead>
<tr>
<th>start Date</th>
<th>Order</th>
<th>Details</th>
<th>status</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/22/2016 0907</td>
<td>Complete Blood Count (CBC) with differential</td>
<td>Written order Frequency: Once Start Date: 03/22/2016 0907</td>
<td>Active</td>
</tr>
<tr>
<td>03/22/2016 0907</td>
<td>OXYTOCIN 30 UNITS/ LR 500 ML</td>
<td>Written order Dose/Frequency: 2 Other-See Administration Instructions Titrating—Specify in Administration Instructions Start at 2 ML/hr and Increase q 30 min till cttx are q 2-3 min or less than 6 in 10 minutes</td>
<td>Active</td>
</tr>
</tbody>
</table>
• PCN Allergy and order for Ancef
• Students instructed to investigate a problem
Fetal Assessment Documentation
Uterine Activity Documentation

Fetal Assessment
- Mother's activity/position: click or begin typing for list
- Monitor Mode
- Fetal Heart Rate Baseline (beats/minute)
- FHR Variability
- FHR-Accelerations
- FHR-Decelerations
- Membrane Status
- Time of ROM
- If AROM, by whom
- Fluid Appearance: click or begin typing for list
- Amount of fluid
Case Study

• Instruction on first slide upon entering for students to sign in to EHRtutor, 141 lecture/class, then familiarize themselves with Zoe-normal labor.

• Students are encouraged to bring laptops and instructions to bring laptops were added to the lessonplan
Meet Zoe
They are told to review orders

Review the orders based on the information in the last slide.

1. Do you have any questions?

2. What is your first priority concern?

3. What will you do at this time?
Report:

- On admission, her vital signs are T-98.2 O, 82, 20, 128/68, 99%.
- Her pain scale is 3/10 with mild contractions.
- She was previously in triage yesterday but sent home because she was told she had “false” labor.
- *Chart the vital signs above for Zoe in class lecture 141 in EHRtutor*
- List 3 ways to educate Zoe on false vs true labor.
## Student Charting

### Vital Signs

<table>
<thead>
<tr>
<th></th>
<th>02/02/2016 1012</th>
<th>02/02/2016 1016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart rate</td>
<td>90</td>
<td>82</td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>138/72</td>
<td>128/68</td>
</tr>
<tr>
<td>Respiration</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Temperature</td>
<td>98.9 (Oral)</td>
<td>98.2°F (Oral)</td>
</tr>
<tr>
<td>SpO2 (%)</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>Pain</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Allergies:
EFM Tracing
EFM Tracing

- Chart what you see on the monitor tracing
- What is the frequency of contractions (ctx)?
- What is the duration of contractions (ctx)?
- What is the fetal heart rate variability?
- What is the fetal heart rate or range of heart rate?

Chart this in EHR for this time in the obstetrics tab.
### Student Charting of EFM

<table>
<thead>
<tr>
<th>Fetal Assessment</th>
<th>Show Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother's activity/position</td>
<td>In bed-left side</td>
</tr>
<tr>
<td>Monitor Mode</td>
<td>Continuous external EFM</td>
</tr>
<tr>
<td>Fetal Heart Rate-Baseline (beats/minute)</td>
<td>125</td>
</tr>
<tr>
<td>FHR Variability</td>
<td>Moderate 6-25 bpm</td>
</tr>
<tr>
<td>FHR-Accelerations</td>
<td>15 bpm increase lasting more than 15 sec</td>
</tr>
<tr>
<td>FHR-Decelerations</td>
<td>None</td>
</tr>
<tr>
<td>Membrane Status</td>
<td>Intact, Spontaneous Rupture (SROM)</td>
</tr>
<tr>
<td>Time of ROM</td>
<td>1100</td>
</tr>
<tr>
<td>If AROM, by whom</td>
<td></td>
</tr>
<tr>
<td>Fluid Appearance</td>
<td>Clear</td>
</tr>
<tr>
<td>Amount of fluid</td>
<td>Large</td>
</tr>
</tbody>
</table>
Student Charting EFM

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Comments

Uterine Activity

Monitor Mode
External TOCO

Frequency (every ___ minutes)
2-3

Duration (contractions last ___ secs)
40-70

Resting Tone- Palpation
Fundus relaxed between contractions

Peak IUP if Internal pressure catheter in place

Contraction Palpation
Moderate

Contraction intensity per patient

MVU (sum of the peak of each uterine contraction minus its resting tone in a 10 minute period)

Comments
According to Gardner & Jones (2012), the biggest barrier to implementation of EHR’s in nursing education are faculty:

• Unsure how to integrate into curriculum
• Unfamiliar with educational EHR’s
• Cost factor
• Kahoot.it