Focus On Solutions: EMR in the medical student curriculum

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We have nothing to disclose

Learning Objectives
At the end of this session participants will be able to...
• Create a toolbox for designing a curriculum for teaching and learning with EMR based on the ACGME competencies.
• Identify the aspects of medical student education which can be positively affected by EMR use.
• Incorporate EMR use into the medical student curriculum in their own institutions.
UMECA Breakfast Session

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Title:
Focus On Solutions: EMR in the medical student curriculum

Learning or Performance Objectives:

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Background:

The LCME mandates that the medical student curriculum prepare students for entry to GME. Rapid incorporation of the EMR into clinical care has raised concerns regarding the EMR as a barrier to student involvement in patient care, student learning of effective communication skills (oral and written) and faculty assessment of student clinical reasoning and documentation. Taken together, this has raised concerns that students will neither be prepared to use EMR when they enter GME, or able to demonstrate clinical competence without it. Despite these concerns, the EMR presents an excellent opportunity for medical schools to use the electronic medical record both as a teaching tool for the ACGME competencies as well as teaching students to use an EMR itself. It is of paramount importance that medical schools develop competencies related to charting in EMR while continuing to teach a more expanded clinical curriculum. This session will address solutions to using the EMR in the medical student curriculum with a focus on the ACGME competencies.
Description of Session:

This breakfast session will be in the format of interactive evidence based Point / Counter Point discussion. The moderator will review the Medicare guidelines for medical student documentation and the collaborative statement from the Alliance for Clinical Education regarding medical student documentation in the electronic health record. This will be followed by a point-counterpoint presentation of each ACGME competency in which each competency will serve as an underlying structure to explore the utility of the EMR for teaching and evaluation while identifying which parts of the curriculum are not suited to the EMR. Current literature will be highlighted in the Point / Counterpoint discussion.
References

17. Clark N. Using an EMR as a Teaching Tool. FS College of Medicine, Summer 2011