

Child Health Research Institute



University of Nebraska Medical Center

DigitalCommons@UNMC

Child Health Research Institute Pediatric
Research Forum

Children's Hospital & Medical Center

5-2021

To addend or not to addend? Exploring pediatric residents' perceptions of using medical students' notes for documentation, a mixed methods approach

Shannon Haines

Kari Nelson

Kaeli Samson

Nathan Gollehon

Follow this and additional works at: https://digitalcommons.unmc.edu/chri_forum



Part of the **Medical Education Commons**

To addend or not to addend: exploring pediatric residents' perceptions of using medical students' notes for documentation, a mixed methods approach

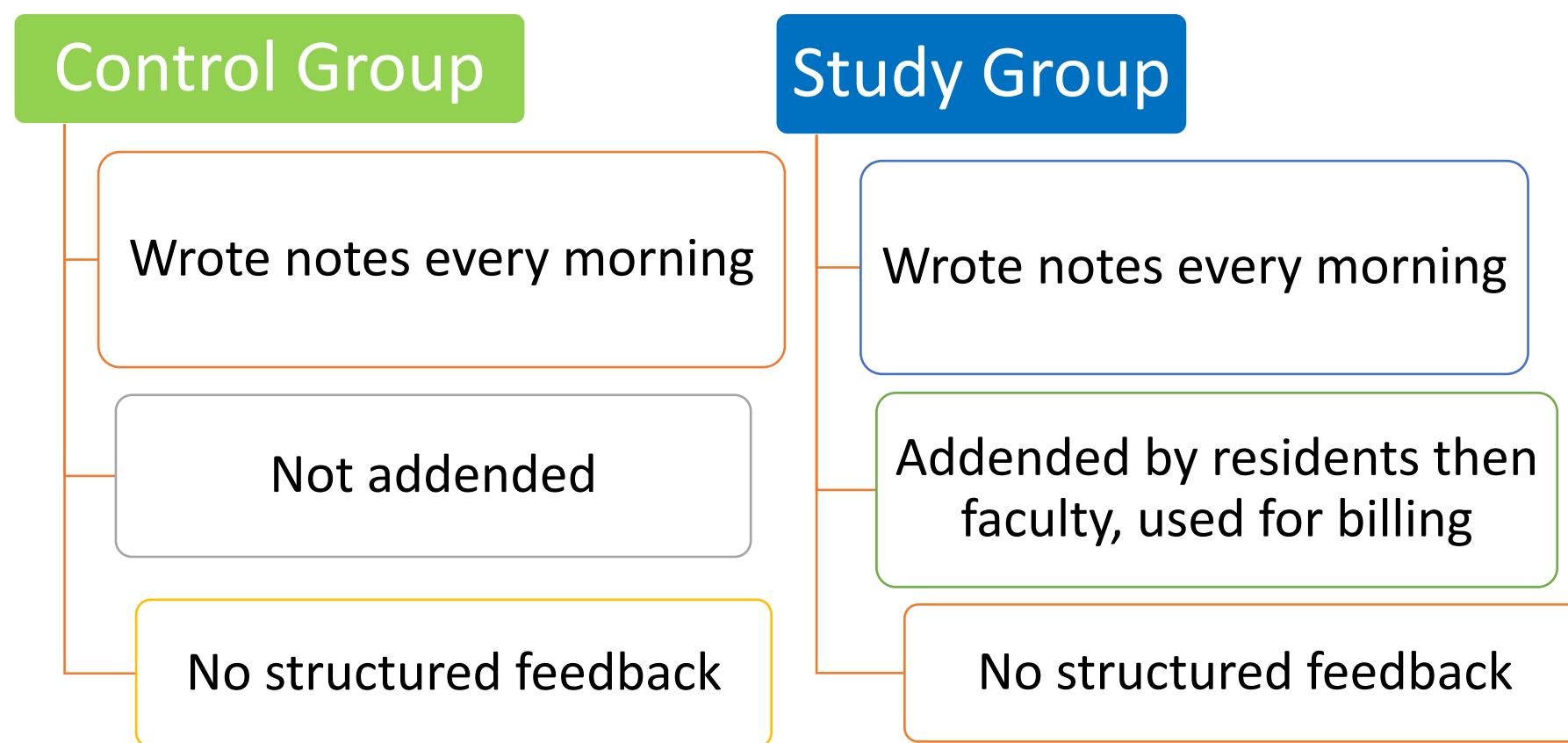
Shannon Haines, MD; Kari Nelson, Ph.D.; Kaeli Samson, MA, MPH; Nathan Gollehon, MD, MHPTT, FAAP
Department of Pediatrics, University of Nebraska Medical Center, Omaha, NE 68198

Background

- Clinical documentation is an essential skill for practicing physicians, yet many medical students are not prepared for documentation required during residency.^{1,2}
- Until recently, medical students' notes could not be used for billing or official medical records, however CMS rule changes now allow medical students' notes to be used for billing.³
- Residents are often the primary authors of notes and provide key medical student supervision and instruction. However, little is known about how the use of medical student notes in patient documentation would impact residents.
- We utilized Constructivist Learning Theory to frame our work, where students construct their knowledge as residents and subsequently faculty facilitate the process.⁴

Methods

- Pediatric clerkship students randomly assigned to one of two inpatient hospitalist teams



- Data gathered and analyzed using sequential mixed methods approach

Quantitative

- Survey with Likert type questions related to resident satisfaction with process

- Analyzed using Wilcoxon Rank Sums tests

Qualitative

- Open ended survey questions
- Focus groups

- Inductive thematic analysis with consensus amongst 3 researchers
- Respondent validation

Resident Perceptions of Using Student Notes for Daily Documentation

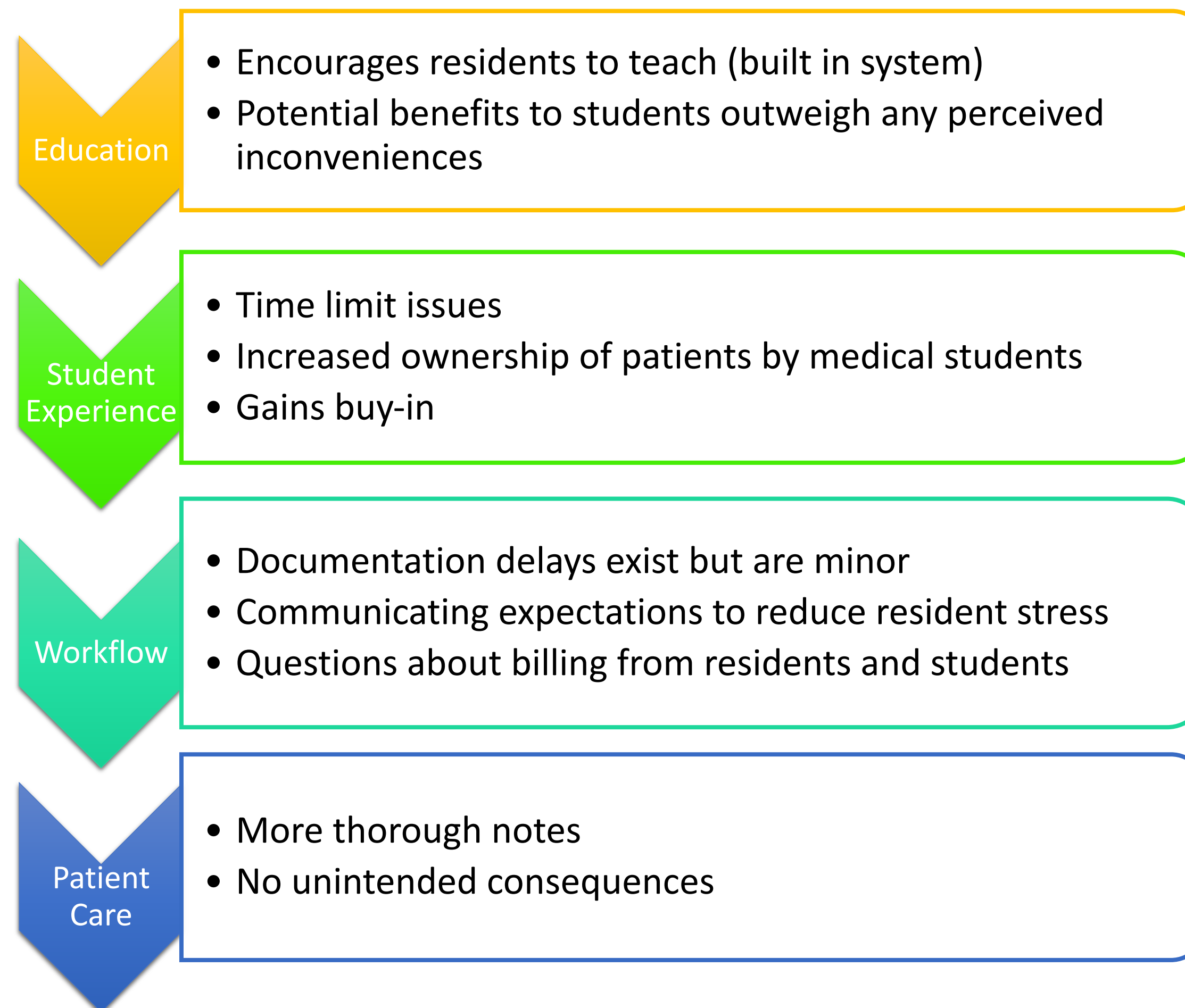


Figure 1. Common themes from resident focus groups fell into four major categories: education, student experience, workflow, and patient care, which all impact one another.

Results

- Residents supervising both groups (control n= 18, study n= 22) reported similar satisfaction scores with medical student documentation.
 - There was a trend towards increased time spent providing feedback on notes among the study group, but this did not reach statistical significance (p=0.09).
- In focus groups (n=5), emergent themes included the educational value for students and residents, positive impacts on student experience, minimal negative impacts on patient care, need for good communication and possible mixed impacts on team workflow (Figure 1).

Conclusions and Discussion

- Our findings suggest that use of medical students notes for documentation and billing can be accomplished without major disruption to resident satisfaction.
- Recently published qualitative research has explored the resident perspective, but did not use a control group, and had varying results from our own with regard to workflow.⁵
- Further research is needed to optimize implementation and minimize impact on resident workflow.
 - Formal education for teaching note writing?
 - Should formal education of students be incorporated into resident's already busy schedules?
 - How could the negative impact on resident's workflow be mitigated?

References

1. Englander R, Flynn T, Call S, Carraccio C, Cleary L, Fulton T, Garrity M, Lieberman S, Lindeman B, Lypson M, Minter R, Rosenfield J, Thomas J, Wilson M, Aschenbrener C. (2016) Toward defining the foundation of the MD degree: Core entrustable professional activities for entering residency. *Academic Medicine*. 91(10):1352-1358.
2. Power D, Byerley J, Steiner B. (2018) Policy change from the centers for Medicare and Medicaid Services provides an opportunity to improve medical student education and recruit community preceptors. *Academic Medicine*, Epub ahead of print DOI: 10.1097/ACM.0000000000002245.
3. Department of Health & Human Services. CMS Manual System Publication100-04 Medicare claims processing: E/M service documentation provided by students. <https://www.cms.gov/Regulations-and-Guidance/Guidance/Transmittals/2018Downloads/R4068CP.pdf>
4. Bruner, J.S. (1961). The act of discovery. *Harvard Educational Review*, 31: 21-32.
5. Safdar K, Dombrosky EM, Kimberly C, et al. The One Note System: Implementation and Initial Perceptions of Student Documentation in the Electronic Health Records Under the New Centers for Medicare and Medicaid Services Guidelines. *Cureus*. 2020;12(8):e9702. Published 2020 Aug 12. doi:10.7759/cureus.9702