

The Role of Medical Student Notes within the Emergency Department Team

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Background

- Previous research revealed most students lack proficiency with the electronic medical record (EMR) as less than two-thirds were allowed access at their institution¹⁻²
- A common perception among physicians existed that teaching medical students was an additional burden
- A 2018 change by the Centers for Medicare and Medicaid allowing student notes in the official medical record offers an opportunity for increased EMR student education and participation in the patient care team³

Methods

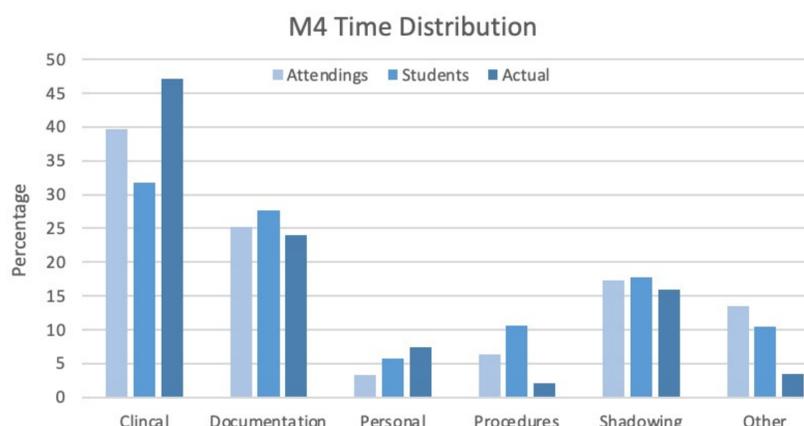
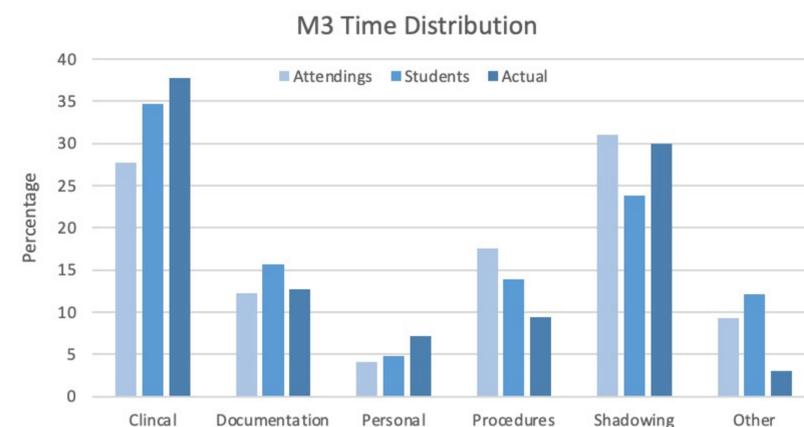
- Student activities and perceptions were tracked through observation shifts, in which a medical student's activities were thoroughly documented
- Upon completion of the shift, the student and attending were surveyed on the following areas: use of documentation, helpfulness, and observed student activities
- In the future, survey responses will also be gathered at the conclusion of non-observation shifts and post-clerkships to expand the dataset

Results

- Attendings reported 40% and 85.71% usage of student notes for M3 and M4 students, respectively
- Attendings reported 60% of M3 students as very helpful and 50% of M4 students as exceptionally helpful



- Attendings reported clinical tasks as the most helpful, while students often reported documentation



Discussion

- Physicians often associate note-taking with burnout and report documentation obligations as having a negative impact on patient care⁴⁻⁵
- The CMS policy change encourages physicians to engage students in the note-taking process; potentially relieving documentation burden and helping to address physician burnout
- An increase in student involvement and EMR engagement may contribute to the positive change in physician perception

References

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