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a more focused assessment of resident performance with specific written feedback.

Table 1. IATs versus standard EOS evaluations.

| Resident | # Sub-competencies (IAT) | # Milestones (IAT) | # IATs Completed | # Shift evaluations Completed |
|----------|--------------------------|--------------------|------------------|-------------------------------|
| 1 | 11 | 20 | 19 | 12 |
| 2 | 11 | 20 | 11 | 4 |
| 3 | 4 | 6 | 20 | 14 |
| 4 | 10 | 16 | 12 | 12 |
| 5 | 10 | 16 | 14 | 7 |

67 The EMR Playground as a Platform to Train Novice Learners in Safely Ordering Weight Based Medications

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Background: Medication Error remains one of the most frequent problems plaguing patient care especially in pediatric patients requiring weight based dosing. Appropriate weight based dosing is a difficult skill to acquire because of a lack of specific training using an EMR, poor system architecture design for practical ordering and novice learners unaware of potential pitfalls of the EMR. Based on the observations of faculty, nurses and ED pharmacists, we identified common sources of errors and designed a curriculum to address these inadequacies in training.

Educational Objectives: Provide residents with the skills required to safely order weight based medications in realistic volumes and doses using the EMR. In addition, we wanted to emphasize the concepts of safety gaps inherent to an order entry system.

Curricular Design: Patient scenarios were developed in which learners were asked to order commonly prescribed pediatric weight based medications that had been identified as “at risk for error” orders. A virtual learning environment was created within the EMR “Playground”. Learners completed 6 cases in small groups with each learner responsible for a single order entry. At the conclusion of the session, faculty led a review of all orders, types of errors commonly encountered, and demonstrated correct order entry techniques emphasizing systems based issues and strategies to avoid errors. The content was reinforced through a time lapsed review of the learning objectives

Impact/Effectiveness: Pediatric faculty, nurses and pharmacists described a decrease in the numbers of errors frequently made when prescribing pediatric weight based medications. They noted a decrease need to clarify minimum and maximum doses and less time correcting impractical

medication orders. Residents felt that they were more confident in ordering pediatric weight based medications using the EMR. This workshop highlighted the danger inherent in using a weight based medication order entry system in the pediatric population. The principles can be extrapolated to a wide range of medications not covered specifically in the scenarios. Future goals would include increasing the time allocated for the workshop, availability of the workshop to non-EM resident learners and implementation of a formal milestone based assessment of competency.

68 The Long Path of Milestones

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Background: Over the last few years, we have improved the metrics that help guide resident progression and overall competence but we have no great measurement of how we, the faculty are evaluated and evaluating. Often we hear about the tools that we are using to help us evaluate residents appropriately and which method is best to achieve that evaluation but no model exists for the evaluators to be educated and evaluated, We propose a faculty development curriculum to improve the ability our staff to appropriately evaluate residents. We held our first if several sessions to determine if we can all agree on the specific milestone being evaluated in a simulated patient care module and which level that resident achieved.

Educational Objectives: The objectives are to improve the understanding of milestones to the entire faculty, from recent graduates to long term physicians.

To introduce objective items that all attendings can use as a guide to help them rank the residents progression thru the milestone correctly.

Curricular Design: Our course consisted of a four hour didactics course that consistent of a guest speaker that introduced the evolution of the milestones and their role in resident education and progression.

Next we used four videos of clinical scenarios that highlighted two appropriate interactions of patient care and two inappropriate interactions. The attending group from 2 campuses (approximately 30) then had small group discussions on which milestones were being judged and which level they were achieving thru the simulated encounter.

The session concluded with a summary of which aspects to focus on when evaluating residents and the importance of sending more evals to have a broader data base.

Impact/Effectiveness: Since the completion of this session our attending submission rate for end of shift eval forms has increased. The residents are getting more feedback and are content to get more comments as a source of input than just a standard form submitted to corresponding milestones.