

**Best of the Best Research Oral Presentations**

**1 Faculty Perception of Medical Student Documentation in Emergency Medicine**

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**Background:** In March 2018, the Centers for Medicare and Medicaid Services (CMS) announced that medical student documentation of patient care services would be accepted for billing purposes. Starting in August 2018, all fourth-year medical students enrolled in the four-week emergency medicine (EM) rotation at our academic emergency department (ED) undergo two hours of documentation training as part of orientation and then assume sole responsibility for documentation of all patients under their care. Faculty revise and co-sign these notes according to institutional policy. Given the recency of the change in CMS policy, it is unknown how implementing medical student documentation affects the learner and educator experiences.

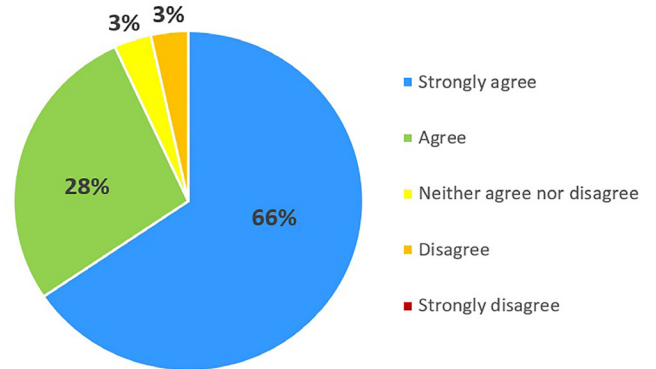
**Objectives:** We sought to characterize EM faculty perception of medical student responsibility for documentation in an academic ED. We hypothesized that faculty may find the need to heavily revise student notes to not be worth the assistance given in writing them, and that this may result in less face-to-face education between students and faculty.

**Methods:** To assess educator experience, a web-based survey was created and distributed by e-mail to all EM faculty within our department starting October 2018. Response choices were modeled after validated Likert-type scale response anchors. All responses were recorded anonymously.

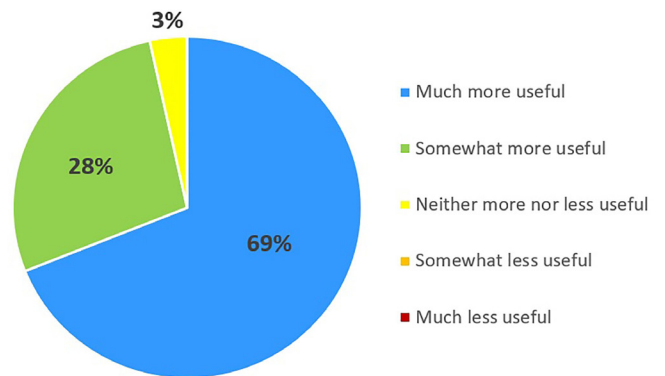
**Results:** We received 29 faculty responses (81% response rate) to the survey. Their responses were as follows: 79% of faculty members perceived medical student notes to be “always” or “usually” useful for clinical documentation; 86% felt that student notes “always,” “usually,” or “frequently” contained enough information for billing and coding; 93% “strongly agreed” or “agreed” that it is worth revising and co-signing student notes compared to faculty writing notes themselves; and 69% of faculty noticed themselves having more face-to-face interaction with students on shift when students wrote notes compared to when they didn’t. Nearly all faculty (97%) found medical students to be a more useful part of the team when students write notes.

**Conclusion:** Although limited to a single academic ED, our results suggest that implementing medical student documentation responsibility can result in high EM faculty satisfaction, increased face-to-face interaction between faculty and students, and a more prominent role for medical students on the physician team.

Evaluate the following statement: "Overall, it is worth reviewing and cosigning medical student notes compared to writing them myself."



When students write patient notes, are the students more or less useful as part of the team compared to when they don't write patient notes?



**2 Comparison of the Standardized Video Interview and Interview Assessments of Professionalism and Interpersonal Communication Skills in Emergency Medicine**

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