Integrating Telehealth Technology to Strengthen Connection Between Academic and Practice Partners

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- Connecting Academic Practice Partners
The authors declare no proprietary, financial, or other personal interest of any nature or kind in any product, service, and/or company that will be discussed or considered during the proposed program.
Objectives

➢ Understand concepts essential to integrating Telehealth into year-3 of grant-funded program to strengthen connection between the academic setting and practice partners located in rural and underserved communities.

➢ Identify outcome measures that will provide meaningful data for examining success with Telehealth.

➢ Explore methods that contribute to overcoming barriers and planning best strategies for adapting innovative technology.

➢ Recognize Telehealth sustainability within the academic setting to further the College’s delivery of advanced technology to students, faculty, and practice partners.
Grant Overview

Grant NO. 09HP29972

Advanced Nursing Education Grant: Partnership for Quality Preceptor and Student Education

Targeted Goals:

➢ Develop academic-practice partnerships
➢ Improve FNP students’ readiness to practice in rural and underserved areas
➢ Strengthen preceptor preparedness/competencies
➢ Inform FNP curricula
➢ Improve quality of clinical sites
➢ Adapt to innovative/current technology
Infusion of Telehealth Technology — Rationale —

- Strengthens faculty connection with grant students, preceptors, and practice partners located in remote healthcare settings.
- Allows offsite faculty to have a physical presence at clinical site for observing and evaluating students’ clinical skills in real time.
- Impacts the quality of clinical sites providing care to underserved communities.
- Provides opportunity to pilot the technology for sustainability within the College.
- Nurse practitioners use and application of telehealth technologies in practice are becoming essential to provide direct patient care, remote patient monitoring, and education at a distance.
- Nurse practitioners educated in telehealth can make strong contributions to nursing and healthcare as they emerge from programs as future nursing leaders.
- Professional statements support telehealth.
Nursing Organizations Supporting Telehealth/Current Technology

➢ NONPF Position Statement in Support of Telehealth in Nurse Practitioner Education:

- It is essential that NPs are empowered with telehealth knowledge and hands-on skills so that they can be a creative force for innovations in telehealth within practice and healthcare systems.

- NP programs have the opportunity to be at the forefront of healthcare as they develop telehealth education programs and prepare to respond to the challenges ahead by promoting innovation through telehealth education.

- NONPF believes that NPs who are prepared to deliver care through telehealth can make strong contributions to nursing and healthcare as they emerge from programs as future nursing leaders.

Nursing Organizations Supporting Telehealth/Current Technology

➢ AACN essentials are fundamental to nursing programs and provide the necessary elements and framework for curriculum development. These essentials outline the expected outcomes/competencies of graduates from Baccalaureate, Master’s, and Doctor of Nursing Practice programs.

➢ Baccalaureate (BSN):
   Use telecommunication technologies and virtual care to assist in effective communication and delivery of care in a variety of healthcare settings

➢ Master’s:
   Must have the knowledge and skills to integrate and use current and emerging technologies into one’s practice and the practice of others to enhance care outcome

➢ DNP:
   Use information systems/technology to support and improve patient care and healthcare systems

In August 2012, the Institute of Medicine (IOM) conducted a workshop that examined how the use of telehealth technology could fit into the US health care system.

Summary of the November 2012 IOM Telehealth Workshop Report:

- Telehealth practices have grown considerably over the last twenty years, and have emerged as valuable tools to increase access to care and achieve quality improvements across the geographic and economic spectrum.

- Telehealth shows significant potential to facilitate the transformation of health care delivery, help reduce the disparities in access, as well as lower overall costs.

Use of Telehealth Technology

**Improve Feedback Loop:**
Bridge Communication Gap Between Academic and Clinical Sites

**Who:** faculty, students, preceptors, and practice partners

**How:** onsite/offsite training and use of equipment

**When:** biweekly connection

**What:** supervision, feedback, discussions, educational sessions, and meetings

**Where:** College of Nursing and clinical sites
Outcome Measures

- Faculty assessment of student’s clinical skills
- Preceptors’ understanding of learning and teaching requirements during students’ clinical experience
- Information sharing, education, and support for students and preceptors
- Communication between faculty, students, preceptors, and practice partners
- Faculty presence rate at clinical sites
- Knowledge-base with innovative technology among faculty, students, and preceptors
Connecting Academic-Practice Partnerships

College of Nursing

Practice Partners
- Franklin
- Health Dept
- MCHD
- USA
- University of South Alabama Physicians Group
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- Telehealth Integration Plan
- Implementation Phase I: Education and Training
- Tools
- Overcoming Barriers and Celebrating Successes in Phase I
Telehealth Integration

Evaluate
Assess
Diagnose
Plan
Implement

HRSA Approval: Grant Number D09HP29972

IRB Approval:

USA

UHS Institutional Review Board

Approval: 7/18/2018

Expires: 

IRB number: 17-030/1013112-3
Implementation

Phase I: Education and Training
...In Progress

Faculty:

- **Assess knowledge level and readiness for Telehealth**
  - Telehealth Readiness Questionnaire: Pre-Training

- **Telehealth education and equipment training**
  - Global Partnership for Telehealth Southeastern Telehealth Resource Center (SETRC)
  - On campus telehealth training session

- **Re-Assess knowledge level and readiness**
  - Telehealth Readiness Questionnaire: Post-Training
Implementation

Phase I: Education and Training
...In Progress

Students:

➢ Assess knowledge level and readiness for telehealth
  ○ Telehealth Readiness Questionnaire: Pre-Training

➢ Telehealth education and equipment training
  ○ On campus telehealth training session

➢ Re-assess knowledge level and readiness
  ○ Telehealth Readiness Questionnaire: Post-Training
  ○ Observe student training of preceptor
Implementation

Phase I: Education and Training
...In Progress

Preceptors:

- Assess knowledge level and readiness for telehealth
  - Telehealth Readiness Questionnaire: Pre-Training

- Telehealth education and equipment training
  - Online module
  - Student driven hands-on education

- Re-Assess knowledge level and readiness
  - Telehealth Readiness Questionnaire: Post-Training
Tele-Tools

Assessments

Telehealth Readiness Questionnaire

This questionnaire was designed as a pre-test to complete prior to initiating telehealth technology into the Advanced Nursing Education grant. Please answer the following questions regarding your knowledge and readiness for telehealth. * Required

Demographics
1. Email address *
2. What is your age?
3. What is your gender?
4. When was your last job in a clinical nursing setting? *
5. What is your highest level of nursing education? *
6. Which best describes your role in the University of South Alabama's Advanced Nursing Education grant?

Telehealth vs Telemedicine
7. I understand the differences in telehealth and telemedicine:
8. How would you rate your knowledge regarding the following?
9. Familiarity with telehealth technology:
10. Telehealth regulations from your state's Board of Nursing:
11. Telehealth can reduce healthcare costs:
12. Telehealth can improve clinicians' efficiency:
13. Telehealth is an effective alternative to traditional “hands-on” patient care:
14. Telehealth technology is a danger to patient privacy:
15. Malpractice in healthcare will increase as a result of telehealth:
16. Due to limitation in assessment capabilities, telehealth is not appropriate for all patients:
17. It is necessary to teach telehealth to Advanced Practice Nursing students:

A copy of your responses will be emailed to the address you provided.
Overcoming Barriers & Celebrating Successes

➢ Firewalls
➢ Broadband Connections
➢ Time
➢ Training
➢ Engagement
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HRSA Grant Team Member

- Implementation Phase II: “Go Live”
- Continuing Phase I Education and Training
- Monitoring Barriers and Successes
- Recognizing Telehealth Relevance Through Successes Achieved
- Future Implications
Beyond the Grant

Future Goals

- Spreading current processes
- Integrate telehealth into NP curriculum
- Provide faculty development in telehealth
- Recruit faculty/staff with expertise to lead curriculum development
- Incorporate telehealth equipment and operation skills into on-campus sessions for students
Questions?

Thank you


