Title:
Preparing NP Students for Telehealth Practice

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Session Title:
Telehealth

Slot:
K 16: Tuesday, 31 October 2017: 9:00 AM-9:45 AM
Scheduled Time:
9:00 AM

Keywords:
distance education, technology and telehealth

References:
REFERENCES


Abstract Summary:
Due to the rapidly changing healthcare delivery system, incorporating telehealth clinical experiences in NP education is crucial to prepare students for practice. This presentation reviews technology and innovative strategies incorporating telehealth in NP education. Incorporating innovations into the curriculum allows students to exhibit leadership by adopting new models of care.

Learning Activity:
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>The learner will be able to discuss tools currently on the market that provide innovative technology for the delivery of telehealth, and discuss the NP role in providing telehealth services</td>
<td>Review free or less expensive technologies that can be used in delivery of telehealth. Discuss use of telehealth using a virtual kiosk and on-call exams using free conference call lines. Discuss the NP role in providing telehealth services.</td>
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<td>The learner will be able to discuss innovative methods to incorporate telehealth into clinical evaluation</td>
<td>Explain an approach using telehealth for clinical exams for distance students. List the considerations and steps for implementing a telehealth OSCE.</td>
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Abstract Text:

The Health Resources and Services Administration defines telehealth as “the use of electronic information and telecommunications technologies to support long-distance clinical health care, patient and professional health-related education, public health, and health administration” (Health Resources and Services Administration, 2014). The remote delivery of clinical services using technology has become an integral part of the healthcare delivery system. Telehealth can reduce healthcare costs, decrease travel time, increase patient compliance and satisfaction, allow for better collaboration, support patient self-monitoring skills, and improve access to quality care (Flodgren, Rachas, Farmer, Inzitari, & Shepperd, 2015; Rutledge, Haney, Bordelon, Renaud, & Fowler, 2014; Schlachta-Fairchild, Vagherese, Deickman, & Castelli, 2010). Telehealth is quickly becoming one of the fastest growing sectors in healthcare, as the pressure to improve care delivery systems, while at the same time reducing costs continues.

Due to the demanding and rapidly changing healthcare delivery system, incorporating telehealth clinical experiences in NP education is crucial to help prepare students for practice (Rutledge et al., 2014). The intent of this presentation is to review available technology and innovative strategies to incorporate telehealth in NP education using objective, structured, clinical exams, or OSCEs. The incorporation of innovation into the curriculum offers an opportunity for students to exhibit leadership by adopting new models of care into practice. Learning new methods of healthcare delivery empowers students, as providers, to develop the tools needed to meet the healthcare needs of populations with an understanding of associated policy and technology challenges.

Reflecting on lessons learned from integrating telehealth content, experiences, simulation, and evaluation in NP curriculum, presenters will review strategies to support expanded NP practice, and to prepare graduates to use telehealth as an effective method of healthcare delivery for individuals who are underserved, living in rural areas, and whose access to specialty services is limited. Presenting innovative strategies enables faculty to teach advanced practice nursing students anything, anytime, anywhere, while maintaining quality curriculum. Presenters will review available technologies, and the strategies employed by graduate NP faculty to prepare online students to deliver and manage care using telehealth applications.