

Collaborative Telehealth Practice to Transform Healthcare

Karen Walsh DNP, RN, FNP-BC



Introduction

Telehealth is one of the fastest growing forms of electronic communication in health care today (ATA, 2015). Benefits include increased access to care, improved patient outcomes, reduced health care costs, and increased patient and provider satisfaction (STRC, 2015). Use of this technology by nurse practitioners is a desired competency for health care delivery. Telehealth has not been well integrated into graduate nurse curricula (Nguyen, Zierler, and Nguyen, 2011). Graduate nursing faculty may not be aware of the benefits of telehealth or have the education to instruct nurse practitioner students in this new technology.

The purpose of this study was to assess graduate nursing faculty's knowledge, attitudes, and beliefs associated with telehealth to inform the development of a telehealth educational program.

Participants

Nursing faculty who teach in the graduate nursing program of seven schools of nursing.

Demographics

Methods

Results

Completed by 30 nursing faculty. The survey had Cronbach's alpha coefficient of .70 and reliability for

Question	% Agreement
Telehealth communication – telephone, email, patient portals, and videoconferencing	63- 94%
Patient Consent Form	74% (n=26)
Reimbursement	40% (n=14)
State Regulations	40% (n=14)

Results

Attitudes and Beliefs Towards Telehealth

Question	% Agreement
Increased Access to Care	100% (n=35)
Effective Method of Care	89% (n=31)
Incorporate into NP Curricula	83% (n=29)
Acquire Telehealth Information	86% (n=30)
Experience with Telehealth	23% (n=8)
Knowledge for Instruction	23% (n=8)

Results indicated that the majority of the faculty had some general knowledge of telehealth and 89% (n=31) believed telehealth would be an effective means to provide health care.

Findings revealed that graduate nursing faculty support the integration of telehealth in nurse practitioner curricula (83%, n=29) and 77% (n=27) identified a need for faculty training prior to program implementation.

Qualitative data identified "lack of experience and training", plus "accuracy of diagnosis" as

Discussion

Findings: Faculty lacked experience with telehealth as a method of health care delivery.

Few faculty felt they had sufficient knowledge to

Implications for Practice

- Embrace this technology as viable means of providing care.
- Telehealth training in nurse practitioner curricula will increase the use of telehealth in all forms.
- Prepare telehealth providers to offer accessible effective patient care.
- Support collaborative efforts to increase faculty knowledge and bridge the gap

Conclusion - Transform Healthcare Delivery

- Formulate a plan for faculty training and telehealth program development. Promote the use of innovative technologies among nurse practitioners. Provide increased access to quality care to reduce health care costs.

References

American Telemedicine Association. (2015). What is telemedicine? Retrieved from <http://www.americantelemed.org/about-telemedicine/what-is-telemedicine>

Nguyen, D.N., Zierler, B., & Nguyen, H.Q. (2011). A survey of nursing faculty needs for training in use of new technologies for education and practice. *Journal of Nursing Education*, 50(4), 181-189.

Southeastern Telehealth Resource Center. (2015). Benefits of Telemedicine. Retrieved from <http://www.sehealthsciencescenter.com/telehealth>

