# Scaffolding Telehealth Education Within the APRN Curriculum

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I have none

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# Objectives

- Define telehealth.
- Discuss the telehealth essential elements.
- Identify how to integrate telehealth into the graduate nursing curriculum and skills training.
- Identify faculty resources and enhance intercollegiate collaborations

# What is Telehealth?

# Telehealth Definition

"The delivery of health care services, where distance is a critical factor, by all health care professionals using information and communication technologies for the exchange of valid information for diagnosis, treatment and prevention of disease and injuries, research and evaluation, and for the continuing education of health care providers, all in the interests of advancing the health of individuals and their communities"

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# Telehealth APRN Competencies

The 4 P's of Telehealth Framework

- Planning
- Preparing
- Providing
- Performance Evaluation

Rutledge et al., 2020

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# Planning

# Planning Essential Components

- Telehealth definitions
- Target populations/settings
- Target healthcare issues
- Regulation/Reimbursement
- Benefits & Barriers
- Equipment/Technology
- Telehealth team
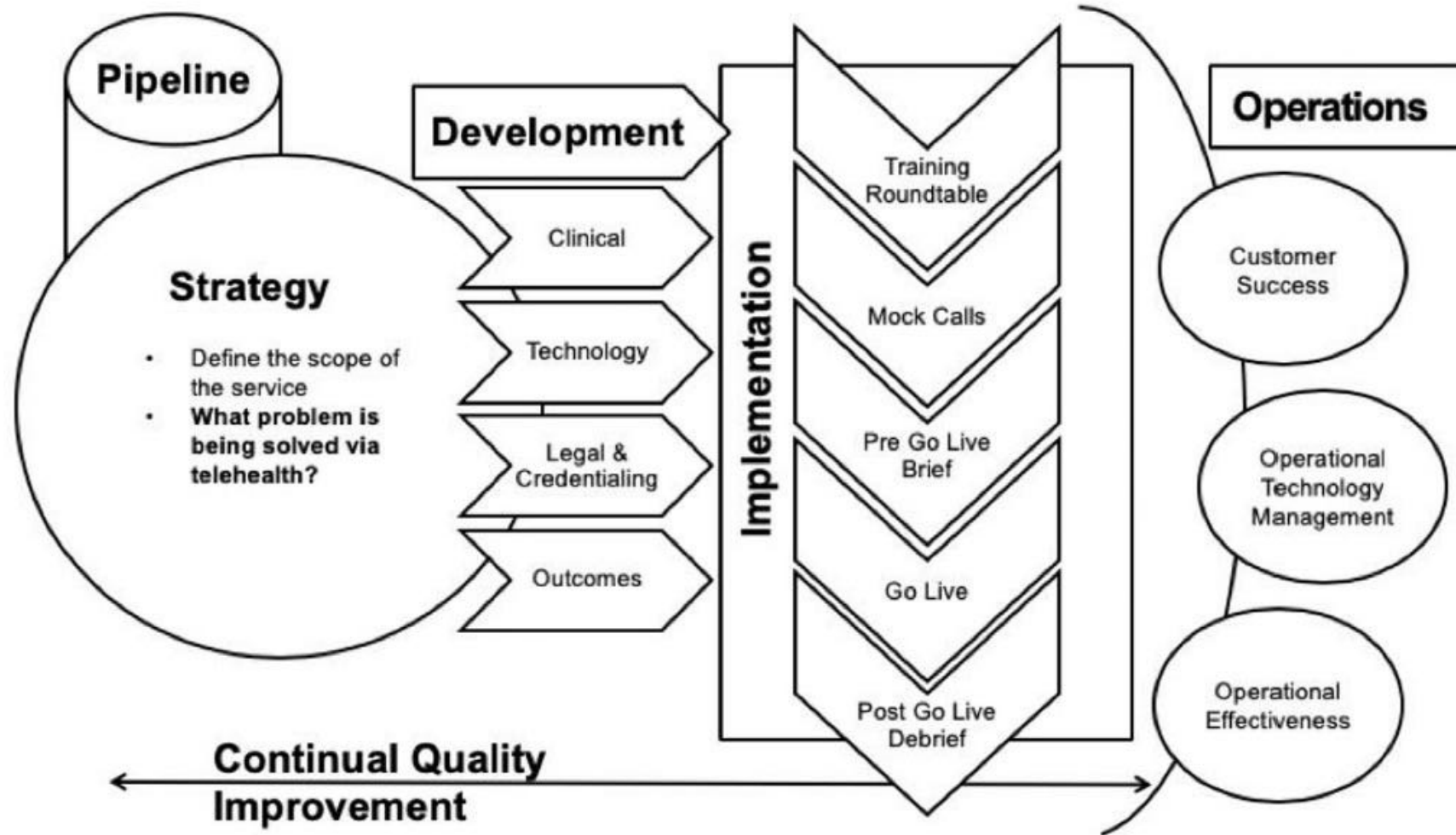
Rutledge et al., 2020

# Preparing

# Preparing

- Development of Protocol
- Consent & Confidentiality
- Development of Telehealth Program
- Development of Skillset
  - Telehealth etiquette
  - Equipment use
  - Telehealth modality

Rutledge et al., 2020

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# Telehealth Service Implementation Model (TSIM™)



Garber et al., 2021

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# Providing

# Providing: Three Sections

**Beginning** Getting ready for the visit

**Middle** The actual telehealth visit

**End** Ending the telehealth visit

Rutledge et al., 2020
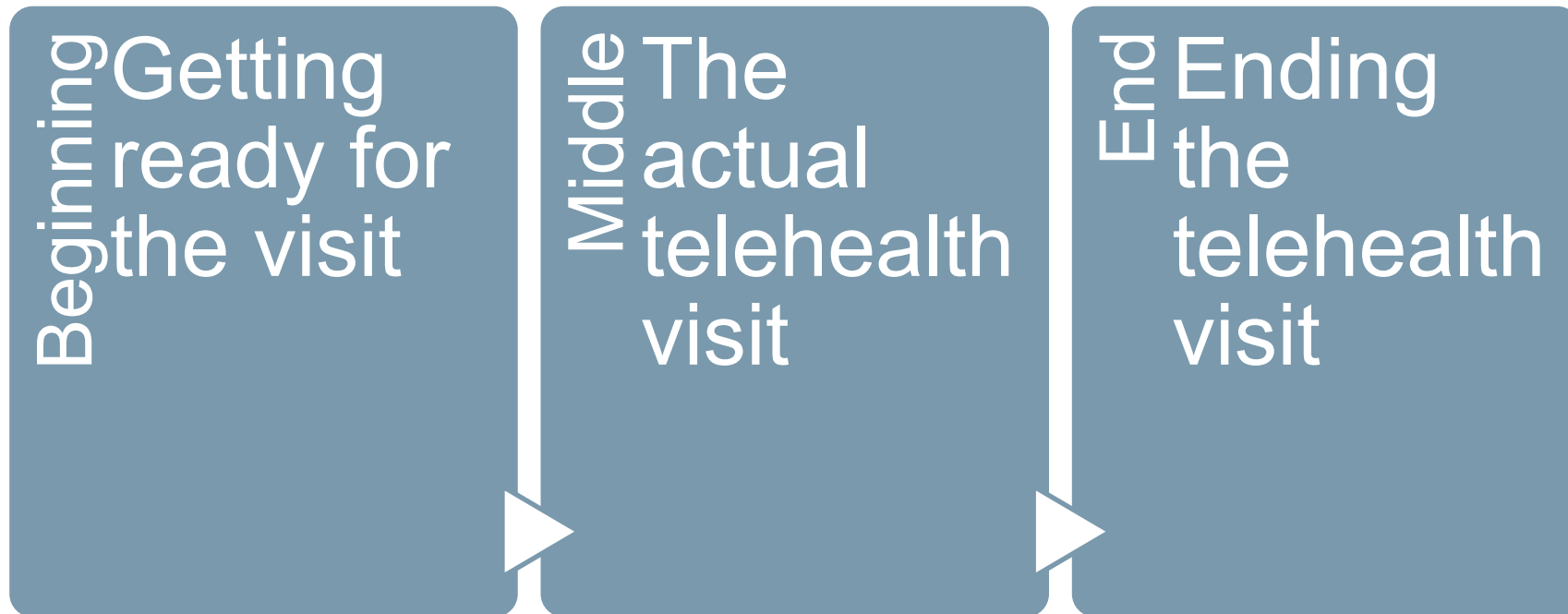
# Beginning: Setting the Stage

- Introductions
- Provider-patient Agreements
- Telehealth Visit Expectations
- Confirmation of Consent
- Emergency Preparation

# Middle: The Telehealth Visit

- Conducting the visit
- Obtain detailed history
- Physical exam

# End: Ending the Telehealth Visit

- Establish the diagnosis
- Create the plan of care
  - Involve patient in decisions about their care
- Educate the patient and or caregiver
- Use a closing checklist
  - Ensure patient knows how to contact provider following the visit
  - Provide clear follow up instructions
  - Submit necessary referrals
  - Ensure patient understands how to schedule follow up appointments
- Documentation

# Performance & Evaluation

# Performance Evaluation

## Assess the Telehealth Program

- Access
- Financial Impact
- Patient/provider experience
- Effectiveness

Rutledge et al., 2020

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# The "How"

# Scaffolding Telehealth



| | | | | |
|---|---|---|---|---|
| **Year 1, Fall Semester** | | | | |
| NRDNP | 838 | Advanced Pathophysiology | 3 sh | (3,0,0) |
| NRDNP | 860 | Applied Epidemiology and Biostatistics in Health Care | 4 sh | (4,0,0) |
| NRDNP | 854 | Scientific Underpinnings for Practice | 3 sh | (3,0,0) |
| **Year 1, Spring Semester** | | | | |
| NRDNP | 856 | Advanced Clinical Assessment and Reasoning | 6 sh | (5,0,1) |
| NRDNP | 842 | Advanced Pharmacotherapeutics | 4 sh | (4,0,0) |
| **Year 1, Summer Semester** | | | | |
| NRDNP | 836 | Informatics in Health Care Delivery | 3 sh | (3,0,0) |
| NRDNP | 864 | Advanced Care Management I (180 clinical hours- approx 12 hrs/wk) | 6 sh | (0,2,4) |
| **Year 2, Fall Semester** | | | | |
| NRDNP | 858 | Evidence-Based Practice, Quality and Safety | 3 sh | (3,0,0) |
| NRDNP | 865 | Advanced Care Management II (180 clinical hours- approx 12 hrs/wk) | 6 sh | (0,2,4) |
| **Year 2, Spring Semester** | | | | |
| NRDNP | 866 | Advanced Care Management III (180 clinical hours- approx 12 hrs/wk) | 6 sh | (0,2,4) |
| NRPHD | 708 | Advanced Health Policy and Advocacy | 3 sh | (3,0,0) |
| NRDNP | 862 | Practice Inquiry and IRB | 3 sh | (3,0,0) |
| **Year 2, Summer Semester** | | | | |
| NRDNP | 848B | Role Practicum (225 clinical hours- approx 18 hrs/wk) | 7 sh | (2,0,5) |
| **Year 3, Fall Semester** | | | | |
| NRDNP | 890 | Residency (100 clinical hours- approx 7 hrs/wk) | 3 sh | (0,0,3) |
| NRDNP | 850 | Organizational Theory and Health Care Systems | 3 sh | (3,0,0) |
| NRDNP | 830 | Applied Health Care Economics and Finance | 3 sh | (3,0,0) |
| **Year 3, Spring Semester** | | | | |
| NRDNP | 846 | Frameworks for Leadership & Interprofessional Collaboration | 3 sh | (3,0,0) |
| NRDNP | 890 | Residency (200 clinical hours- approx 13 hrs/wk) | 6 sh | (0,0,6) |
| | | **Minimum DNP course work** | **75 sh** | **(40,7,28)** |

sh=semester hour. Semester hour to clock hour ratio: Didactic, 1:1; seminar, 1:2; practicum, 1:3.

- Introduction to telehealth cart and its peripherals
- Introduction to telehealth
- Telehealth etiquette
- Simulated telehealth visit
- Telehealth policy, regulations, billing, & coding
- Telehealth credentialing, licensing, APRN role
- Telehealth clinicals & DNP projects
- Developing a telehealth program
- Telehealth financing
- Interprofessional collaborations & APRN Leadership
- Telehealth clinicals & DNP projects

# Multimodal Framework

- Didactic
- Simulation
- Student Projects
- Clinical Rotations

Rutledge et al., 2017

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# Didactics

Introduce Planning elements

Modalities

› Individual modules

› Day long immersive event

› Multi-week modules

› Scaffold through curriculum

Examples

› 2-week module; 1 weekend in person (Rutledge et al., 2014)

› 22 competencies over 1 or several semesters (Arends et al., 2019)

› Interprofessional telehealth (Gustin et al., 2019)

› One day immersion (Chike-Harris et al., 2020)

› Scaffold throughout the DNP plan of study (Chike-Harris, 2021)

# Simulations

Adapt standard simulated cases with telehealth

Telehealth Modalities

- › Asynchronous
- › Synchronous

Examples

- › 3-way telehealth visit experience (Erickson et al., 2015)
- › Interprofessional telehealth (Gustin et al., 2019)
- › Faculty as SP in mock visit (Chike-Harris et al., 2020)
- › Mock telehealth visit using SPs (Chike-Harris, 2021)
- › Intercollegiate collaborations

# Projects

- Benefits & Barriers to Telehealth (Rutledge et al., 2014)

- Develop and implement a telehealth program (Rutledge et al., 2014)

- Implementation of a telehealth program (Rutledge et al., 2014)

- Development of websites/apps (Gustin et al., 2019)

# Clinical Rotations

Synchronous telehealth in primary care setting (Gibson et al., 2020)

›  Students located at the distant or originating sites

›  3-way videoconferencing

›  Student & Preceptor evaluations)

Multicomponent experience (Rutledge et al., 2014)

›  Synchronous & asynchronous

›  Rural and urban primary care

›  Mental health sites

›  State corrections systems

›  Stroke telehealth network

School-based telemedicine clinics (Chike-Harris, 2021)

# Intercollegiate Collaborations

- Telehealth Module Development & Implementation

- Telehealth Simulation Experiences
  - MUSC ⟷ Duke University

# Faculty Resources

# Faculty Resources

- National Consortium of Telehealth Resource Centers
- Center for Connected Health Policy
- American Telehealth Association
- Center for Telehealth and e-Health Law
- Center for Telehealth Innovation, Education & Research (ODU)
- Medical University of South Carolina

# Questions?

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