Collaborative Telehealth Practice to Transform Healthcare
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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 practitioner 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 as a method of health care delivery. Telehealth has not been well integrated into graduate nurse practitioner curricula (83%, n=29) and 77% (n=27) identified a need for faculty training prior to program implementation.

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

Demographics

<table>
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<tr>
<th>Variable</th>
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<tbody>
<tr>
<td>Age</td>
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</table>
| <30                       | 3  | 11.4%
| 31-40                     | 6  | 22.9%
| 41-50                     | 8  | 28.6%
| 51-60                     | 6  | 21.4%
| >60                       | 2  | 7.1%
| Gender                    |    |      |
| Male                      | 9  | 30.0%
| Female                    | 26 | 85.7%
| Race/Ethnicity            |    |      |
| African American          | 3  | 10.0%
| Native American           | 4  | 13.7%
| No Response               | 6  | 20.0%
| Asian                     | 5  | 16.7%
| Other                     | 4  | 13.7%
| Highest Degree Earned     |    |      |
| Doctorate in Nursing      | 17 | 58.6%
| Master’s in Nursing       | 9  | 30.0%
| Associate Professor       | 1  | 3.4%
| Assistant Professor       | 7  | 23.3%
| Professor                 | 14 | 46.8%
| Academic Position         |    |      |
| Dean or Director          | 14 | 46.8%
| RN or APRN                | 10 | 33.3%
| Part Time                 | 5  | 16.7%
| Full Time                 | 20 | 66.7%

Methods
Completed by 36 nursing faculty. The survey had Cronbach’s alpha coefficient of .70 and .76 for Knowledge and Attitudes.

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Experience with Telehealth</td>
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</table>
| Yes                               | 20 | 66.7%
| No                                | 16 | 55.6%
| Not Sure                          | 0  | 0.0%
| Years of Experience as Educator   |    |      |
| 0-5                               | 7  | 23.3%
| 6-10                              | 6  | 20.0%
| 11-15                             | 8  | 26.7%
| 16-20                             | 9  | 30.0%
| 20+                               | 6  | 20.0%
| Currently Engaged in Clinical Practice | 17 | 58.6%
| Doctorate in Another Field        | 3  | 10.0%
| Master’s in Another Field         | 14 | 46.8%
| Highest Degree Earned             |    |      |
| Doctorate in Another Field        | 0  | 0.0%
| Master’s in Another Field         | 0  | 0.0%
| Associate Professor               | 1  | 3.4%
| Assistant Professor               | 13 | 43.8%
| Professor                         | 13 | 43.8%

Results

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Knowledge for Instruction</td>
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</table>
| 25-49                             | 0  | 0.0%
| 50-69                             | 0  | 0.0%
| 70-89                             | 0  | 0.0%
| 90-109                            | 0  | 0.0%
| 110+                              | 3  | 10.0%
| Experience with Telehealth         |    |      |
| 23%                               | 8  | 28.6%
| 42.9%                             | 7  | 24.1%
| 63-94%                            | 20 | 71.4%
| Agreement                          |    |      |
| Preparing to Program               | 11 | 39.3%
| Telehealth Training                | 11 | 39.3%
| Accuracy of Diagnosis              | 11 | 39.3%
| Patient Consent Form               | 16 | 57.1%
| Provide Health Care                 | 17 | 58.6%
| Support Collaborative Efforts       | 17 | 58.6%
| Increased Access to Care           | 17 | 58.6%
| Effective Means to Provide Care    | 17 | 58.6%
| Findings                            |    |      |
| Faculty lacked experience with telehealth as a method of health care delivery. | | |

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

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

Table: Knowledge of Telehealth

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<tr>
<th>Variable</th>
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<tbody>
<tr>
<td>Independence to Care</td>
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</table>
| 63-94%                    | 17 | 58.6%
| Independence to Cure      |    |      |
| 63-94%                    | 17 | 58.6%
| Independence to Assessment|    |      |
| 63-94%                    | 17 | 58.6%
| Agreement                  |    |      |
| Multiple Communications   |    |      |
| Telephone, email, instant messaging, videoconferencing, web conferencing | 20 | 66.7%
| Patient Consent Form      |    |      |
| 63-94%                    | 17 | 58.6%
| Medication Management     |    |      |
| 63-94%                    | 17 | 58.6%
| State Regulations         |    |      |
| 63-94%                    | 17 | 58.6%