

Document for Faculty Responsible for Clinical Telehealth Placement

Faculty Guide to Telehealth Placements	2
Types of Possible Formal Telehealth Clinical Experiences.....	4
Example Letter to Preceptors for Virtual Site Visit.....	5
Virtual Site Visit Protocol.....	6
Links to Faculty content.....	8

Faculty Guide to Telehealth Clinical Placements

The purpose of this Faculty Guide is to help faculty and students begin formal telehealth rotations and to provide needed resources for faculty to be successful.

Prior to Clinical Rotations:

- ❑ Work with Clinical Coordinator (or APRN students if self-initiated placements) to explain training in telehealth by semester of training so that they are aware of students' abilities and can facilitate the placements.
 - Beginner level
 - Intermediate level
 - Advanced level
- ❑ Review telehealth training materials with students
 - Make sure students have been adequately trained in telehealth
 - Old Dominion University -- Telehealth etiquette/training YouTube playlist-- [VIEW FULL PLAYLIST](#) -- This Telehealth training video shows how a medical consult can be conducted from very badly to good interactions between the Provider and the patient and nurse practitioner.
 - Old Dominion University -- Telehealth Physical Exams YouTube playlist-- [VIEW FULL PLAYLIST](#) includes telehealth physical exams for abdominal, skin, cardiopulmonary, neurological, musculoskeletal and ENT
 - Link to Best practices for Telehealth (within workgroups)
 - Link to folder with more materials in didactic workgroup
 - Review appropriate telehealth training environments with the students.
 - Make sure student understands they must be actively involved in the evaluation and management of the telehealth patient.
 - Student should contact faculty immediately if not given adequate opportunities.
- ❑ Consider possible key points that may develop in the use of telehealth
 - Number of hours available for clinical credit in specific specialty
 - Balance of face-to-face patient interaction to telehealth patient encounters
 - Specialty specific needs (WHNP, FNP, etc.)
- ❑ Preceptor Orientation and Training
 - Make sure preceptor has been given telepreceptor guide
 - Review course expectations with preceptor
 - Make sure preceptor has clinical faculty contact information for any problems

Clinical Rotations:

- ❑ Review student progress with telehealth
 - Are experiences appropriate?

- Is the student progressing adequately using telehealth (moving from novice to expert)?
- Establish method of student evaluation and set time for visit
 - Virtual site visit or included in telehealth visit
 - Consents, if needed
 - HIPAA compliance for platform (Academic Zoom, etc.)
 - Evaluate telehealth appropriateness for meeting course and curriculum outcomes

Types of Possible Formal Telehealth Clinical Experiences

These experiences should not be observational only. The APRN student needs to be actively involved in the evaluation and management of the patient.

Teleconferencing:

- Preceptor with patient and student performs videoconferencing visit using a HIPAA compliant platform.
- Preceptor and student together and videoconference with patient
- Preceptor, student and patient all meet virtually – student performs visit
- Student presents patient via videoconferencing to a specialist
- Student performs visit with patient either virtually or in person, then presents the finding to the preceptor

- Student can lead/participate in a group visit via videoconferencing (i.e weight management, high risk pregnancy, T2DM management, asthma education, etc....)

Televisit with peripheral capabilities:

- Students collect subjective and objective data from a person (in-person) and then present findings to the preceptor and provides the assessment and plan. Student can then serve as a telepresenter and allow preceptor to confirm physical findings
- Students can serve as teleconsultant/providers and a nurse can telepresent a patient to them. The student can be alone, or the provider can be present (in person or remotely) for guidance.

Remote monitoring:

- Students can participate in remote monitoring of patients, either analyzing data sent from patients who are at home (e.g. daily weights, BPs, blood glucose), then call and counsel patients when there are any abnormalities. These visits can be via videoconferencing

Virtual visits:

- Students can review CC's, HPIs and history using a on demand telemedicine visit platform, discuss finding and plan of care with preceptor. With some of these platforms, a video visit can be initiated to gather more information.



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Dear Preceptor,

The School of Nursing at Georgia College would like to thank you for working with our students during these challenging times. Typically, we would be planning a visit in person with you to see how things are progressing with our students and to see if you had any suggestions for improvement or areas that we could assist you with in the training of our students.

We are actually mandated by the American Association of Colleges of Nursing and National Organization of Nurse Practitioner Faculties (NONPF) to periodically observe our students during clinical learning experiences. However, this semester COVID-19 and restrictions from the University System of Georgia have made it impossible for us to travel to your practice to see our students. Thankfully, with the recent marked increase in the use of telehealth, we have a ready solution to overcome this barrier.

Georgia College has purchased for our clinical faculty a HIPAA compliant version of ZOOM. This will allow us to virtually watch our students interact with your clients without having to be there in person. I am sure that you are very familiar with telehealth and its capacities. We want to assure you that we will NOT be recording any interaction or doing anything other than interacting with our student as though we were actually present. Here is what we would do:

- On a pre-determined day that is agreeable to you, you would decide on a client that you think would be good for our student to see in the clinical rotation.
- You would then inform the student who will then notify the faculty.
- The student and faculty will work together to make sure everything is ready prior to the client's arrival at your office (optimal camera position, avoiding glare, etc.) so that you are not delayed.
- After the client arrives, if they are agreeable to a virtual "telehealth" faculty visit and give you a verbal consent, let the student know.
- The student will then enter the room, introduce themselves, activate the secure network through a link and set the camera in the predetermined location in the client room.
- The student will introduce the faculty and the faculty will reassure the client that they are in a private location where no one can overhear them and that they are not recording the interaction.
- The faculty will then ask for another verbal consent to continue the encounter.
- The student will then conduct the visit with the client.
- At the end of the telehealth visit, the faculty will thank your client for helping the university and the student in meeting their educational needs.
- We would then watch how the student does in reporting and discussing the HPI, PE, DD, assessment and plan with you.
- Once you are ready, the faculty would then like to talk with you about the student and discuss any concerns and see how we may help with areas that you think the student may need some extra work.

We are really hoping that you find this to be an easy way for faculty to interact with you and our students without taking up much of your valuable time.

Please let us know if you have questions or concerns.

GCSU School of Nursing Virtual Site Visit Protocol

Faculty and Student Responsibilities
Student will give a letter to the preceptor from the SON explaining what happens during a virtual telehealth visit with faculty. Contact information for the clinical faculty should be given to the preceptor, should they have concerns.
Student and Faculty will work together with Preceptor to determine date of virtual visit. Preceptor will identify a client they think will be willing to help with the virtual visit from the faculty.
Student must choose a mobile device to conduct visit: iPad, computer, smart phone – larger screen works better but not mandatory.
Student will notify faculty of time of client's arrival.
Faculty will open the Zoom meeting prior to client's arrival at clinic and send link to student.
Student will open the secured meeting on their device. Connectivity and camera operation should be checked.
Student and Faculty prior to client arrival will review the following: <ul style="list-style-type: none">• Layout of room to determine location of device that allows the best view of the encounter• Ensure device will stay upright and secured in the determined position• Ensure adequate lighting• Ensure that all can be heard easily
Faculty will pause the meeting.
Student will leave their device paused and in secure location not in client's room.
Student will work with the preceptor to explain and answer any questions the client may have about how the virtual site visit will occur. Preceptor will then ask for the client's verbal consent to allow the virtual site visit for educational purposes and the student will confirm it. <i>This is the first verbal consent.</i>
Student will retrieve device, reopen the meeting, and place device in predetermined location.

Student will introduce the client to the faculty member.
Faculty will make sure the client knows the following: <ul style="list-style-type: none"> • That the faculty member is in a private area and that no one can overhear their conversation. • That the meeting is NOT being recorded and is strictly for educational observation of the student's clinical skills.
Faculty will obtain verbal consent from client to conduct the site visit for educational purposes. <i>This is the second verbal consent.</i>
Student will then begin the encounter with the client.
Faculty and Student will thank the client for helping Georgia College in securing the educational needs of the student.
Faculty and student will then return to preceptor for post encounter evaluations and discussions.
Faculty and Preceptor will have a brief discussion of student progress and ascertain if any additional educational opportunities may be needed for the student.

Things to consider prior to date of virtual visit:

- **Connectivity at the site**
- **Passwords to wifi at the location for the student**
- **Faculty location issues (noise, interruptions, distracting background)**

Links to Faculty Content

- [ODU Etiquette Video Link](#)
- [ODU Strategies for Telehealth](#)
- Nurse Educator: [Using Virtual Site Visits in the Evaluation of Nurse Practitioner Students](#)
- Journal of Nursing Education: [Piloting Virtual Clinical Site Visits in a Family Nurse Practitioner Program](#)
- Journal of Nursing Education: [Cost-Effective Virtual Clinical Site Visits for Nurse Practitioner Students](#)