

Toward Competency Based Education through Rapid Cycle Deliberate Practice Telehealth

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Objectives

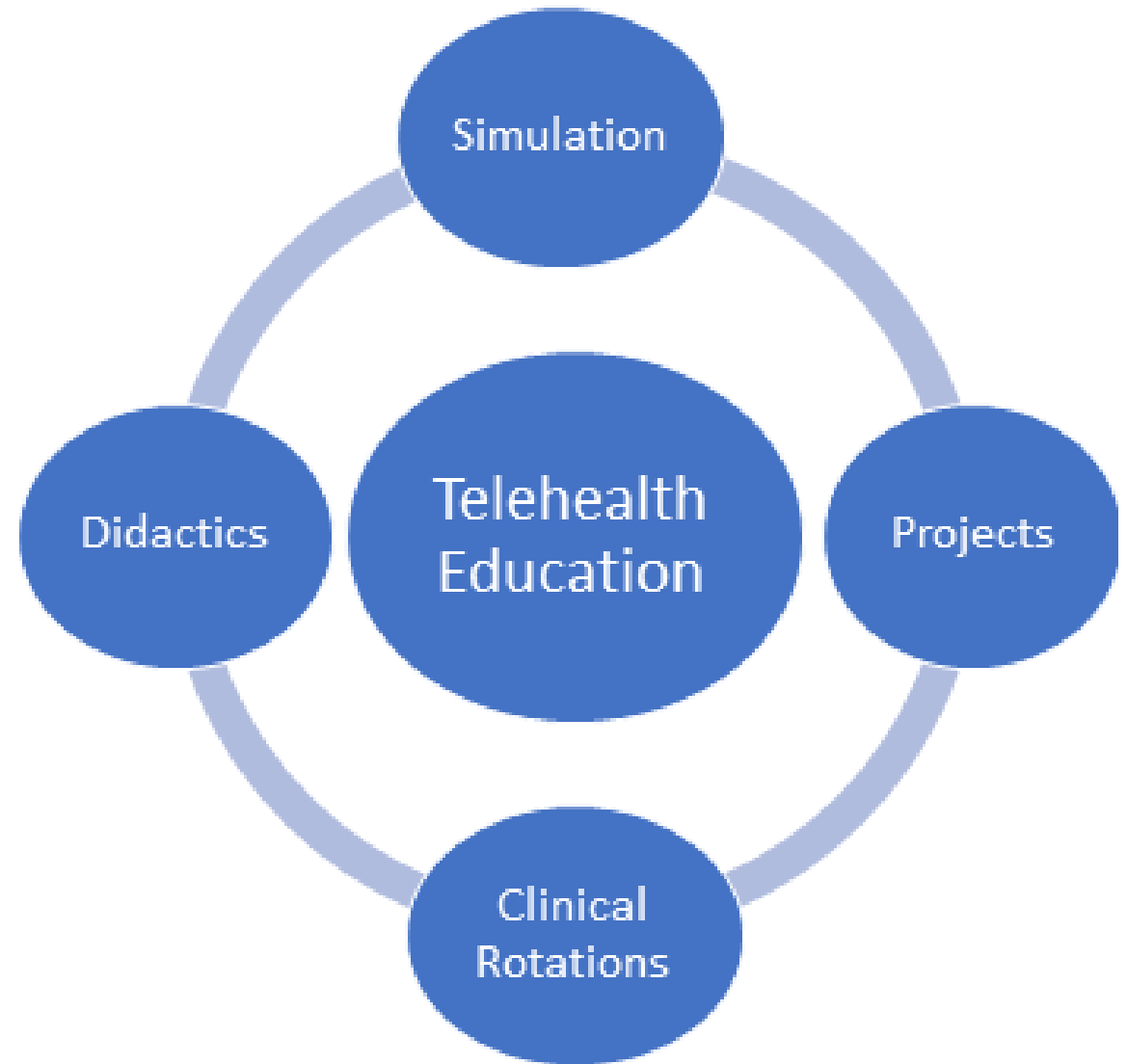
- Examine the role of Rapid Cycle Deliberate Practice (RCDP) as an integrative learning strategy
- Describe the translation of in-person assessment skills to the telehealth care environment
- Summarize the potential of RCDP to evaluate skills, address multiple competencies, and levels of proficiency

Background

- Decisive healthcare transformation including challenges to delivery of care
- Curricular agility, innovation reflective of a changing healthcare environment
- Translation of knowledge, clinical development and assessment of clinical learning
- Standardized continuum of proficiency for entry into practice
- Telehealth an expectation of practice

Multimodal Approach To Telehealth Education

- Aligned with NP competencies, interprofessional education competencies; Master's, APRN, and DNP essentials. Supported by recommendations from the IOM and ACA
- Focus on APRN education: translate telehealth technologies into practice and building knowledge, skills, and abilities using telehealth technologies



Rapid Cycle Deliberate Practice

- Teaches a sequence of predetermined skills to learners in a short period of time through purposeful skill augmentation and strategic repetition of an area of practice

(Kutzin & Janicke, 2015, Chancey et al., 2019)

- RCDP, based on cognitive load theory, allows learners to process material from working memory into long-term memory in smaller chunks, preventing working memory overload

(Chancey et al. 2019)

Rapid Cycle Deliberate Practice Advanced Physical Assessment Overview

Week	Location	System
1	Classroom	Interviewing
2	Online	Telehealth Interview
3	Classroom	HEENT
4	Online	Telehealth HEENT
5	Classroom	Cardiopulmonary
6	Online	Telehealth Cardiopulmonary
7	Classroom	Abdomen Musculoskeletal
8	Online	Telehealth Abdomen Musculoskeletal
9	Classroom	Neuro
10	Online	Telehealth Neuro

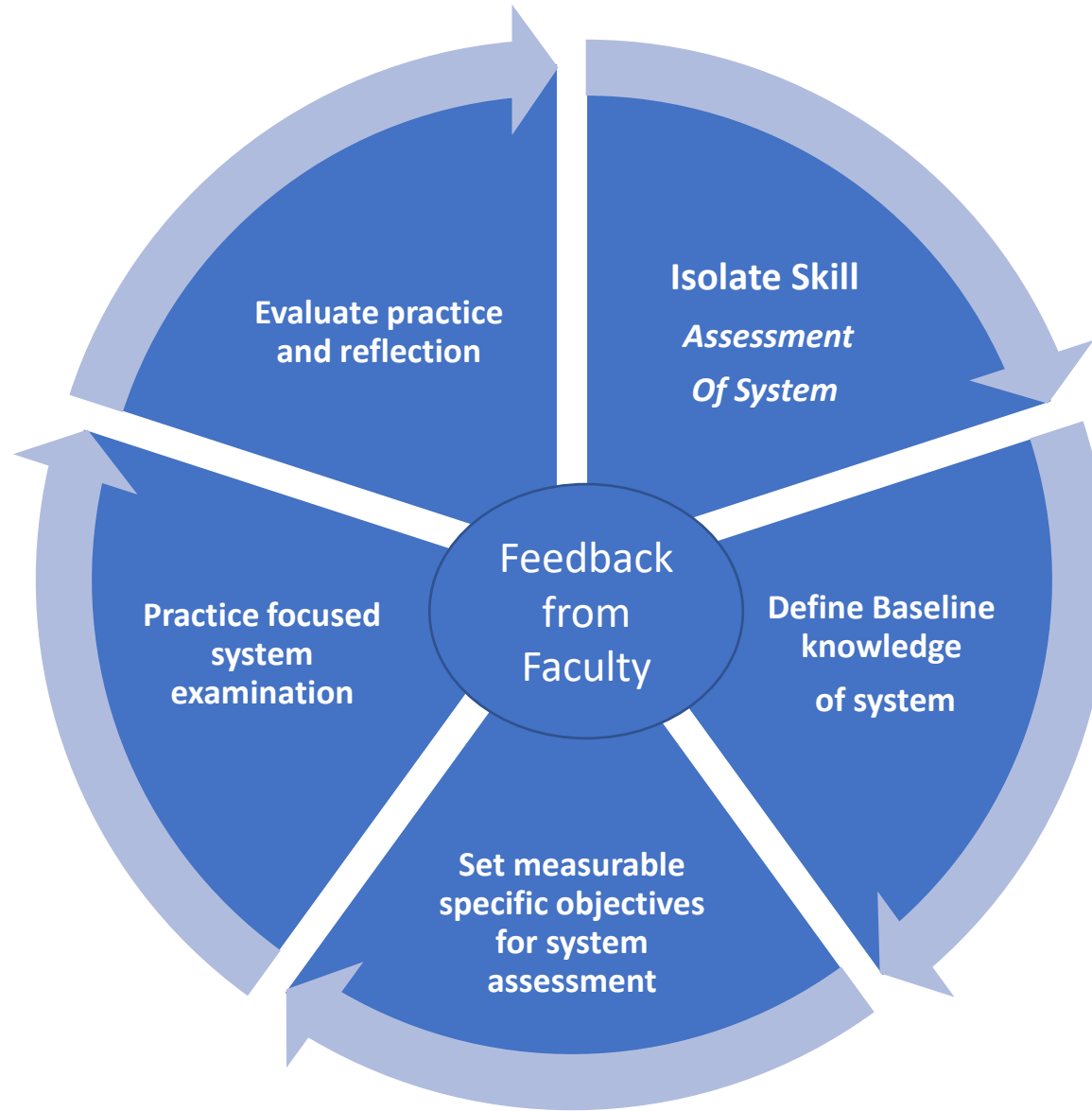


Figure 1: RCDP In person lab experience
(adapted from Chamunyonga et al., 2018)

Preparation and Translation to Telehealth

Course modules contained:

Video example of telehealth visit for specific system

Specific, measurable objectives for visit

Specific case scenario with framework script for visit

Visit conducted live via zoom with faculty present

Expectation of time frame and differential dx

Example Course Integration

NONPF Competency Independent Practice	Competency/Milestone <small>Surjadi et al. (2019)</small>	Telehealth Competency Domain 3: Providing <small>(Rutledge, 2019)</small>
Uses advanced health assessment skills to differentiate normal, variations of normal and abnormal	Information gathering/interview skills: complete symptom description, accurate collection of hx, communication techniques	<ul style="list-style-type: none"> -Telehealth etiquette/professionalism while videoconferencing -When telehealth should be used -Adapt components of physical exam for telehealth
Employs screening/diagnostic strategies in development of diagnoses	Physical exam: logical sequence, appropriate exam techniques, appropriate infection control, patient privacy and respect	<ul style="list-style-type: none"> -Skills using peripherals, otoscope, ophthalmoscope, stethoscope -Performing an appropriate physical exam and generate differential dx using telehealth

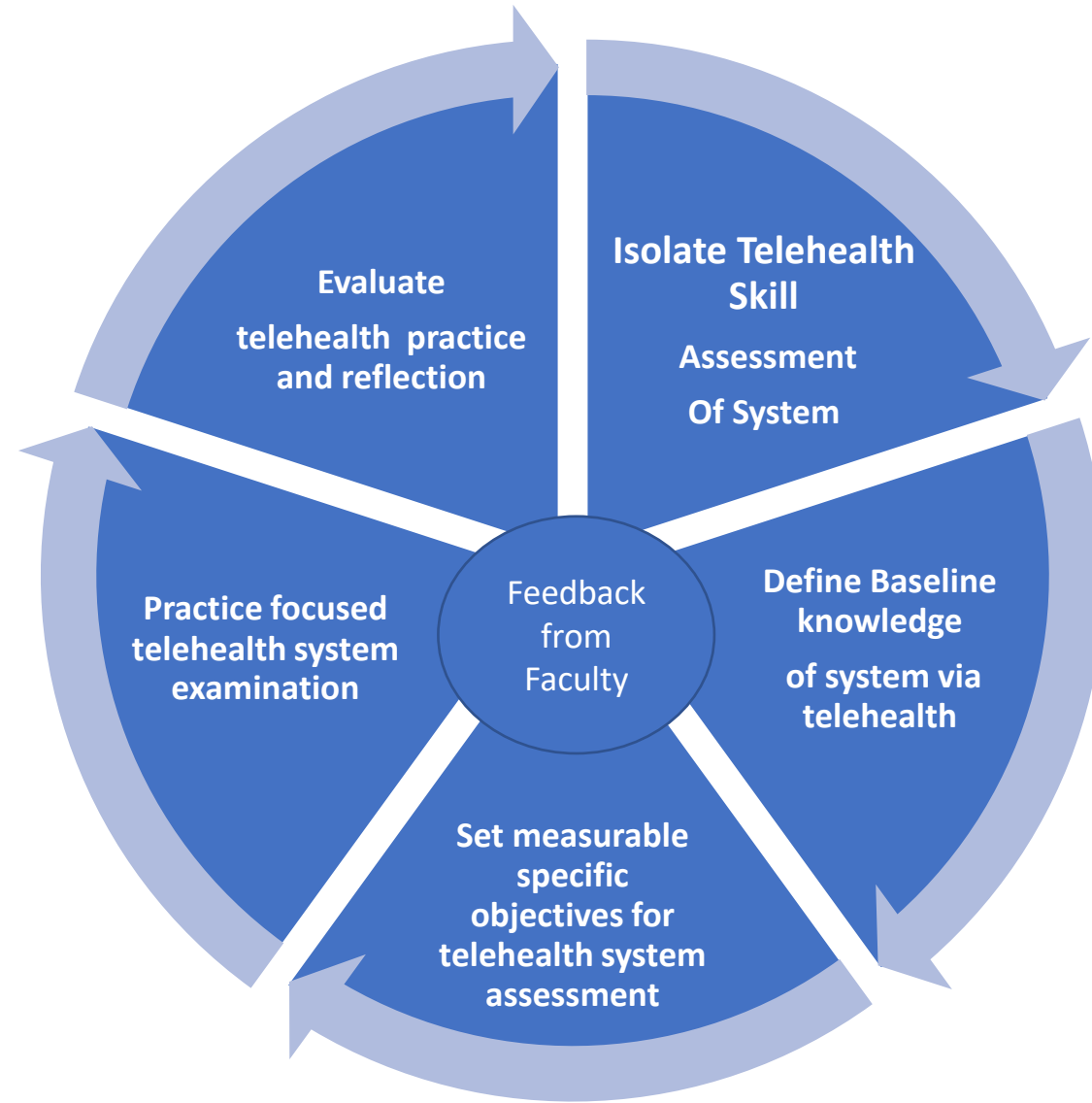


Figure 2: RCDP Translation of to telehealth visit
(adapted from Chamunyonga et al., 2018)

Entrustable Professional Activities

A unit of observable, measurable professional practice; tasks or responsibilities to be entrusted, designed to integrate multiple competencies, incorporate milestones, and indicate level of supervision required for clinical work (Anthamatten et al. (2020)

Identify specific clinical activities that can be readily observed, include multiple competencies, linked to developmental milestones, and levels of performance within a competency (Surjadi et al., 2019)

The RCDP Model:

- Isolate and evaluate specific skills
- address measurable objectives
- identify behaviors that encompass multiple competencies
- developmental milestones
- levels of proficiency



FOCUS ON PATIENT-PROVIDER
INTERACTION



PROVIDE HANDS ON EXPERIENCE
IN TELEHEALTH WITH AND
WITHOUT PERIPHERALS



DEVELOP LEVELED
EDUCATIONAL APPROACHES:
CONTINUUM OF PROFICIENCY



EVALUATION OF FOCUSED EXAM:
ORGANIZATION, PATIENT
INTERACTION, EXAM
SKILLS, DIFFERENTIAL DIAGNOSIS

Integration of Competencies

Faculty

- Assess progression in clinical skills for independent practice
- Standardized approach of assessment to compliment apprenticeship model of education (Surjadi et al., 2019)
- Integrate competencies and telehealth into the curriculum

Student

- Identify areas requiring further development
- Confidence and proficiency in physical exams
- Introduction of telehealth as a necessary skill for independent practice

Telehealth in the Master of Science in Nursing Curriculum Family (Individual Across the Lifespan)

Alignment of:

- NONPF Core Competencies
- Telehealth Competencies
- Course Objectives
- Program Outcomes
- * AACN and NTF

Closing Thoughts



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