Role of the Clinician in Remote Patient Monitoring: Skills Development Through Curriculum
Texas Woman’s University, Health Informatics Program
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**ABSTRACT**

Unstable and ineffective chronic disease management is increasing healthcare spending exponentially. Remote patient monitoring (RPM) is of key interest to address related health disparities.

**PURPOSE**

To explore the educational needs of clinicians and suggest how to build RPM curriculum that supports clinicians.

**PROJECT DESCRIPTION**

Utilizing a popular nursing education model where data management, technology, patient safety/quality and clinicians roles intersect, this project will identify tailored solutions that are essential to providing this quality service. The project will also explore reduction of the associated per capita cost.

**METHODOLOGY**

- **Project Tool**: TRUMONITOR
- **Project Tool**: Tietze Telehealth Framework
- **Project Tool**: Curriculum Map

**SEARCH STRATEGY**

- An online review of literature was conducted via the Texas Woman’s University library databases where EBSCO Host was used to search within CINAHL Plus with Full Text and MEDLINE plus with Full Text simultaneously.
- A search was also conducted via google using the keywords remote patient management training, telehealth, telehealth course, telehealth curriculum, ehealth AND training, ehealth AND course, ehealth AND curriculum.
- The search was refined by adding the following filters: (a) published from January 2007 to March 2019, (b) full text, (c) english language. The refined search yielded several results that were examined for appropriateness for this paper upon discretion.

**RESULTS**

- List et al., 2019, reported that student confidence in telehealth knowledge increased following the intervention.
- Gallagher-Lepak., 2009, reported that participants showed an increase in informatics skills in systems as evidenced by an improved average score after the faculty development year and all participants reported some degree of proficiency in their informatics skills related to systems.
- Erickson et al., reported that the classroom discussion and 4-hour block of clinical experience with a preceptor increased students’ knowledge of telehealth as a means of providing care.
- Literature Review - See table 1 for list of key evidence-based studies.

**Key Literature Review Articles**

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<th>Article</th>
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<td>2019</td>
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**Background**

Healthcare spending is increasing exponentially secondary to unstable and ineffective chronic disease management. Remote patient monitoring (RPM) is of key interest to address related health disparities.

**Purpose**

The purpose of this project is to explore the educational needs of clinicians and suggest how to build RPM curriculum that supports clinicians.

**Methodology**

Proposed RPM curricula will be created by student and faculty, then validated by subject-matter experts and other evaluations. Clinical expertise, data analytics, industry characteristics, and roles development will represent the concepts-based curriculum components.

**Search Strategy**

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- Literature Review - See table 1 for list of key evidence-based studies.

**PROJECT TOOL:** TRUMONITOR

- List et al., 2019, reported that student confidence in telehealth knowledge increased following the intervention. The change provided an opportunity for faculty to consider additional approaches to integrating telehealth learning experiences in practicum courses.
- Gallagher-Lepak., 2009, reported that participants showed an increase in informatics skills in systems as evidenced by an improved average score after the faculty development year and all participants reported some degree of proficiency in their informatics skills related to systems.
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