

NAPNAP 2026 Conference Poster Abstract

Title: Tele-triage: An Innovative Teaching Approach for Integration of PNP Core Competencies in Clinical Practice

Authors: Sharron Close, PhD, MS, CPNP-PC,^{1,2} Stacy Buchanan, DNP, CPNP-PC^{1,3}
Jeannie Rodriguez, PhD, RN, CPNP-PC,¹

Introduction: Preparing PNP students for practice involves a complex interplay of knowledge, skills and contextual factors that promote integration of clinical competencies. PNP nurse practitioner programs offer class formats in-person, virtually or through hybrid means and these often pose challenges for meaningful student engagement.

Methods: Over the past three years, we developed and deployed an innovative teaching approach designed to engage students and to approximate real-life clinical practice for PNP students. Using recorded case-based scenarios known as “Teletriage,” students exercised critical thinking and communication skills with clinical scenarios that were set against various backgrounds involving social determinants of health. Students were expected to conduct clinically oriented discourse with each other guided by the teacher until each determines that the presenting problem is sufficiently addressed. Following the activity, classroom discussion ensued directed toward understanding the scenario and extending focus to apply the original problem to populations while giving space to discuss advocacy and policy implications. Student evaluations of this activity were very positive with comments supporting that this type of learning pulled facets of their learning together in a new way that expanded their understanding of the PNP role.

Results: This poster embeds one of the clinical scenarios in video format for the audience to view and discuss. The “Tele-Triage” scene captures interest and attention of the audience by placing themselves in the theoretical position of being the clinician in the scene. The poster demonstrates qualitative evaluation data generated by PNP students who tested this learning technique.

Discussion: The student experience involves the integration of what they learned based upon evidence-based knowledge and practice. As well, their skills of providing person-centered care were highlighted. The highest impact of this activity, however, was the rigorous scholarly discussion among students about solving clinical problems and improving clinical situations by looking at issues related to quality and safety, interprofessional collaboration, navigation of health systems and being an advocate for patients.

¹Nell Hodgson Woodruff School of Nursing Atlanta, GA

² Dept of Human Genetics Emory School of Medicine

³Arthur M Blank Children’s Hospital Atlanta, GA