



NEW AND EMERGING AREAS IN MEDICINE SERIES: TELEHEALTH COMPETENCIES*

Telehealth is defined as the use of electronic communications technology to provide care at a distance, including patient portals, eConsults, video visits, and remote patient monitoring.

Domain 1: PATIENT SAFETY AND APPROPRIATE USE OF TELEHEALTH

Clinicians will understand when and why to use telehealth, as well as assess patient readiness, patient safety, practice readiness, and end user readiness.

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
1a. Explains to patients and caregivers the uses, limitations and benefits of telehealth - the use of electronic communications technology to provide care at a distance	1b. Explains and adapts practice in the context of the limitations and benefits of telehealth	1c. Role models and teaches how to practice telehealth, mitigate risks of providing care at a distance, and assess methods for improvement
2a. Works with diverse patients and caregivers to determine patient/caregiver access to technology to incorporate telehealth into their care during (real or simulated) encounters	2b. Works with diverse patients and caregivers to evaluate and remedy patient and practice barriers to incorporating telehealth into their care (e.g. access to and comfort with technology)	2c. Role models and teaches how to partner with diverse patients and caregivers in the use of telehealth
3a. Explains to patients and caregivers the roles and responsibilities of team members in telehealth encounters, regardless of modality	3b. Demonstrates understanding of all roles and works as a team member when practicing telehealth regardless of modality	3c. Coordinates, implements, and evaluates the effectiveness of the telehealth team, regardless of modality
4a. Describes when patient safety is at risk, including when and how to escalate care (e.g. converts to in-person visit or emergency response) during a telehealth encounter	4b. Prepares for and escalates care when patient safety is at risk (e.g. converts to in-person visit or emergency response) during a telehealth encounter	4c. Role models and teaches how to assess patient safety during a telehealth encounter, including preparing for and escalating care when patient safety is at risk

Domain 2: DATA COLLECTION AND ASSESSMENT VIA TELEHEALTH

Clinicians will obtain and manage clinical information via telehealth to ensure appropriate high-quality care.

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
1a. Obtains history (from patient, family, and, or caregiver) during a (real or simulated) telehealth encounter	1b. Obtains history (from patient, family, and, or caregiver) during a telehealth encounter and incorporates the information into differential diagnosis and the management plan	1c. Role models and teaches the skills required to obtain a history (from patient, family, and/or caregiver) during a telehealth encounter and incorporates the information into the management plan
2a. Conducts appropriate physical examination or collects relevant data on clinical status during a (real or simulated) telehealth encounter including guiding the patient or telepresenter	2b. Conducts appropriate physical examination and collects relevant data on clinical status during a telehealth encounter including guiding the patient and/or telepresenter	2c. Role models and teaches the skills required to perform a physical examination during a telehealth encounter, including guiding the patient and/or telepresenter
3a. Explains the importance of patient-generated data in the clinical assessment and treatment plan during a telehealth encounter	3b. Incorporates patient-generated data into clinical assessment and treatment plan, while understanding data limitations and adapting accordingly	3c. Role Models and teaches how to incorporate patient-generated data into clinical assessment and treatment plan, while understanding data limitations and adapting accordingly

Domain 3: COMMUNICATION VIA TELEHEALTH

Specific to telehealth, clinicians will effectively communicate with patients, families, caregivers, and health care team members using telehealth modalities. They will also integrate both the transmission and receipt of information with the goal of effective knowledge transfer, professionalism, and understanding within a therapeutic relationship.

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
1a. Develops an effective rapport with patients via (real or simulated) video visits attending to eye contact, tone, body language and non-verbal cues	1b. Develops an effective rapport with patients via video visits attending to eye contact, tone, body language and non-verbal cues	1c. Role models and teaches effective rapport building with patients via video visits attending to eye contact, tone, body language and non-verbal cues

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
2a. Assesses the environment during (actual or simulated) video visits attending to attire, disruptions, privacy, lighting, sound, etc.	2b. Establishes therapeutic relationships and environments during video visits attending to attire, disruptions, privacy, lighting, sound, etc.	2c. Role models effective therapeutic relationships and environments during telehealth encounters
3a. Explains how remote patients' social supports and health care providers can be incorporated into telehealth interactions and care plan (e.g. asynchronous communication, store and forward)	3b. Determines situations in which patients' social supports and health care providers should be incorporated into telehealth interactions with the patients' consent to provide optimal care	3c. Role models and teaches how to incorporate patients' social supports into telehealth interactions with the patients' consent to enhance patient care

Domain 4: ETHICAL PRACTICES AND LEGAL REQUIREMENTS FOR TELEHEALTH

Clinicians will understand the federal, state, and local facility practice requirements to meet the minimal standards to deliver healthcare via telehealth. Clinicians will maintain patient privacy while minimizing risk to the clinician and patient during telehealth encounters, while putting the patient interest first and preserving or enhancing the doctor-patient relationship.

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
1a. Describes locally relevant legal and privacy regulations for telehealth	1b. Complies with legal and privacy regulations for telehealth at the local, state and federal levels	1c. Role models and complies with legal and privacy regulations for telehealth at the local, state and federal levels
2a. Defines components of informed consent for the telehealth encounter	2b. Obtains informed consent for the telehealth encounter, including defining how privacy will be maintained	2c. Role models and teaches how to obtain informed consent for the telehealth encounter, which includes defining how privacy will be maintained
3a. Demonstrates knowledge of ethical challenges and professional requirements in telehealth	3b. Identifies and supports solutions that mitigate ethical problems and adhere to professional requirements in telehealth	3c. Identifies and seeks to address system-level solutions to ethical challenges and adhere to professional requirements in telehealth
4a. Describes potential conflicts of interests that may arise in the use of telehealth such as interest in commercial products or services	4b. Explains and discloses potential conflicts of interest to patients in the use of telehealth	4c. Explains and ensures all members of the care team disclose possible conflicts of interests in the use of telehealth

Domain 5: TECHNOLOGY FOR TELEHEALTH

Clinicians will have basic knowledge of technology needed for the delivery of high-quality telehealth services.

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
1a. Explains equipment required for conducting care via telehealth, including those at originating and distant sites	1b. Identifies and is able to use the equipment needed for the intended service, including originating and distant sites	1c. Able to use, and teach others while using, equipment for the intended service, including originating and distant sites
2a. Explains limitations of and minimum requirements for local equipment, including common patient-owned devices	2b. Practices with a wide range of evidence-based technologies including patient-owned devices, and understands limitations	2c. Role models and teaches how to incorporate emerging evidence-based technology into practice, remaining responsive to the strengths and limitations of evolving applications of technology
3a. Explains the risk of technology failures, and the need to respond to them	3b. Demonstrates how to troubleshoot basic technology failures and optimize settings with the technology being employed	3c. Teaches others how to troubleshoot basic technology failures and optimize settings with the technology being employed

Domain 6: ACCESS AND EQUITY IN TELEHEALTH

Clinicians will have an understanding of telehealth delivery that addresses and mitigates cultural biases as well as physician bias for or against telehealth, accounts for physical and mental disabilities, and non-health related individual and community needs and limitations to promote equitable access to care

Entering Residency (Recent Medical School Graduate)	Entering Practice (Recent Residency Graduate) <i>All prior competencies +</i>	Experienced Faculty Physician (3-5 Years Post-Residency) <i>All prior competencies +</i>
1a. Describes one’s own implicit and explicit biases and their implications when considering telehealth	1b. Describes and mitigates own implicit and explicit biases during telehealth encounters	1c. Role models and teaches how to recognize and mitigate biases during telehealth encounters
2a. Defines how telehealth can affect health equity and mitigate or amplify gaps in access to care	2b. Leverages technology to promote health equity and mitigate gaps in access to care	2c. Promotes and advocates the use of telehealth to promote health equity and access to care as well as to advocate for policy change in telehealth to reduce inequities
3a. Assesses the patient’s needs, preferences, access to, and potential cultural, social, physical, cognitive, and linguistic/communication barriers to technology use when considering telehealth	3b. Accommodates the patient’s needs, preferences, and potential cultural, social, physical, cognitive and linguistic/communication barriers to technology use when considering telehealth	3c. Accommodates and role models how to advocate for improved access to accommodate the patient’s needs, preferences, and potential cultural, social, physical, cognitive and linguistic/communication barriers to technology use when considering telehealth

***Competencies Across the Learning Continuum Series**

This document includes the pre-publication version of the new cross-continuum competencies in telehealth. Upon publication, they will be freely available and framed in a report that will provide background, a glossary, and context including how they align with the ACGME/ABMS six core domains of competence.

Background to the Series:

Health care is changing rapidly. New technologies, advances in care delivery, and scientific discoveries are happening at rates that make it challenging for teaching and learning practices across the continuum to keep up. Whether learners are at the beginning of their career or seasoned clinicians, new demands and advances in health care require them to acquire new competencies. The AAMC New and Emerging Areas in Medicine Series is a guide for everyone who develops curricula within the field of medicine and for people learning to practice or continuing their professional development.

Each set of new and emerging competencies is developed by leaders from across the medical education and clinical practice communities, including hundreds of reactors who reviewed iterative drafts. They are intended to supplement existing competencies (e.g., entrustable professional activities and milestones). These competencies are intended to add depth to selected emerging areas to help guide curricular and professional development, formative performance assessment, cross-continuum collaborations, and, ultimately, improvements in health care services and outcomes. Competencies in Quality Improvement and Patient Safety are currently [available here](#) and new competencies are currently being developed in the following areas: Telehealth (above); and Equity, Diversity and Inclusion.

Feedback or Questions:

Please direct any questions or comments on the Competencies Project to AAMC at Telehealth@aamc.org