**Precepting and Teaching Using Telemedicine Platforms**

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**Start of Day:**

1. Orient student to telemedicine
	1. Platform (zoom hipaa or doximity which allows adding a call)
	2. Webside manner: Stanford FM Residency Infographic: [http://bit.ly/OCHtelemed101](https://urldefense.proofpoint.com/v2/url?u=http-3A__bit.ly_OCHtelemed101&d=DwMGaQ&c=lhMMI368wojMYNABHh1gQQ&r=48LiaEKVb-T5CUy6xb712A&m=rf__NHSHkTFl4pJ4Xun7fgB3n9vfsauPz_u0E0RuuHs&s=knO7ZFd4CoVI3Y0-6NqlNkr6k02Xgg-fqCBM-iD1kMk&e=)
	3. Obtaining the PE: Caravan Health Telehealth PE Guide: <http://bit.ly/caravantelePE>
2. Overall huddle of patient work and flow for the day
	1. Students only need to see 3-5 patients per day to have quality learning. Students should prepare, perform the visit, and write the note for each visit, including assessment and plan. Student preparation: <https://aamc-icollab.global.ssl.fastly.net/production/media/filer_public/1a/b9/1ab95490-1a7b-4566-879c-47a19cb273fc/student_telemed_corps_logistics_final.pdf>
	2. For multiple learners, assign specific patients to each learner. If learners are at different points in their training, can the more experienced learner observe the student-patient interaction and type the note and then help the less experienced learner with feedback.

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**Individual Patient Interaction with Direct Observation and Supervision**

(when starting to work with a student for the first time and also for NeighborhoodHELP)

1. Student and Faculty: Prehuddle
	1. Student needs access to EMR beforehand so that they can prepare for the visit.
	2. It’s important to start off with the student and faculty on the same medium first and then add the patient.
	3. Be ready for the tech aspects. Patients will need to download zoom app beforehand for zoom hipaa. What is your backup for if tech doesn’t work?
	4. Feasible with just one student and limiting patient numbers.
2. Student and Patient and Faculty: Patient interaction
3. Student and Patient and Faculty: Student discusses each item from the visit (problem list) and the assessment and plan for each item with faculty and patient. Student provides patient education. Faculty, student and patient come to agreement on plan of care.
4. Student: Documentation
5. \*If needed: Student and Faculty: Specific feedback and debriefing

This may be needed if the patient brought up an emotion requiring attending to, such as a patient with paralysis who was the same age as the student or if the student needed specific feedback before the next patient interaction.

Or

**Individual Patient Interaction with Indirect**

(after faculty feels student can obtain history and perform PE without direct supervision)

1. Student and Faculty: Prehuddle
2. Student and Patient: Patient interaction *[Faculty is not present]*
3. Student and Patient and Faculty: *Student presents the patient interaction and faculty confirms student findings with patient.* Student discusses each item from the visit (problem list) and the assessment and plan for each item with faculty and patient. Student provides patient education. Faculty, student and patient come to agreement on plan of care.
4. Student: Documentation
5. \*If needed: Student and Faculty: Specific feedback and debriefing

This may be needed if the patient brought up an emotion requiring attending to, such as a patient with paralysis who was the same age as the student or if the student needed specific feedback before the next patient interaction.

**Tips for Supervising Students:**

1. Continue to apply basic feedback, teaching, and assessment principles.
2. During the visit, you can communicate privately with student in the Zoom chat box (for instance, to guide student what to ask in obtaining the history or while creating the management plan.
3. Faculty will have “host features” enabled in their zoom account and they can help the patient or household to leave the meeting after the visit for debriefing with the student.

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**End of Day**

1. Outstanding patient care concerns
2. General Debriefing:
	1. What stood out?
	2. What went well today?
	3. What can we improve?
	4. What did the student do well?
	5. How can the student improve? SMART plan?
	6. What topic can the student look up and present on?
	7. Note feedback if not done earlier in day
	8. Email feedback to faculty