





## Confirm the learner’s understanding of patient safety and risk management directly related to virtual care.

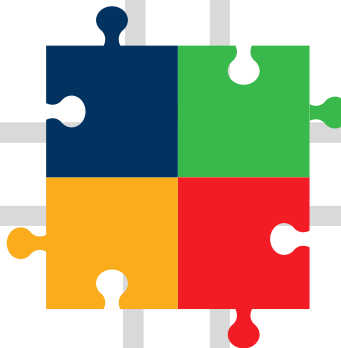
(Communicator, Health Advocate, Scholar, Professional)

### Regulatory considerations: CPSO policies & guidance

- Consent to virtual care
- Consent to treatment
- Limitations surrounding prescribing
- Medical records documentation and management
- Telemedicine

### Regulatory considerations: Scope of virtual practice

While some issues and ailments can be safely treated during virtual care, certain problems (e.g. *chest pain, shortness of breath, many neurological symptoms*) are currently **not amenable to virtual care.**



### Ethical and cultural considerations

Anticipate and discuss potential dilemmas or barriers (e.g. *language barriers that impede on the ability to give informed consent or a patient who refuses to be filmed*) and determine in advance how the learner will handle a situation where he or she is unsure how to proceed.

### Patient safety considerations

When supervising in a distributed environment, it is important to consider the geographic location of all parties (i.e. *supervisor and learner face-to-face with patient linked virtually; supervisor, learner and patient linked virtually*) as this can impact the preceptor’s ability to oversee patient assessment, care decisions and mitigate risk.

### 3 Establish a positive and collaborative learning environment based on mutual respect. (Collaborator, Scholar)

- Promote and maintain good working relationships by clearly establishing and documenting roles and responsibilities early.
- Identify strategies to communicate with the learner when needed while providing virtual care at the onset to avoid frustrations.
- Describe the flow of activities and the specific procedures related to virtual care.
- Highlight intended priorities and encourage the learner to ask questions to deepen learning.



**Good relationships between everyone involved in virtual care are important to prevent misunderstandings, which are more likely to occur without face-to-face communication.**

### 4 Consider the learner's level of entrustability. (Collaborator, Scholar, Professional)

Evaluate the learner's characteristics, experience, preparedness, and confidence level to guide your choice of teaching strategies and learning opportunities. Remember that novice learners should initially be assigned to assess patients with straight-forward, typical problems, while more experienced learners can be challenged with more complex cases (Irby and Bowen, 2004). This is even more important when adding the element of virtual care to an already complex, information-intensive environment.

### 5 Transition from expert to coach. (Communicator, Collaborator, Scholar, Professional)

Learners also require advanced communication skills when providing virtual care, in part to compensate for lack of visual cues. Since learners highly benefit from observing experienced clinicians, be a professional role model for your learners. Facilitate learning, support competency development, and enable coaching by providing authentic opportunities for direct observation of your virtual physician-patient interactions.



**Effective preceptors model lifelong learning and professional growth for learners by sharing their own experiences and best practices. Modeling, observing, direct questioning, thinking aloud, and coaching are important strategies to increase teaching effectiveness.**



