


What are the UHN-approved formats for learners to provide virtual care?

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| Phone  | Ontario Telemedicine Network (OTN) For information on using OTN, see Virtual Care Toolkit (Intranet > Departments > Telehealth > Resources > Virtual Care Toolkit). | MS Teams For information on using MS Teams, see MS Teams Virtual Care (Intranet > Departments > Telehealth > Resources > MS Teams for Virtual Care). |
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The location of the learner may be:

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| On-site with you  | On-site without you (e.g. supervisor is off-site)  | Off-site (e.g. at their home)  |
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What are the privacy, consent and technical requirements for learners to provide virtual care?

Learners must:

- ✓ Read the following documents
 - [Privacy & Learning Remotely During COVID-19](#) (Intranet > COVID-19 Updates > Remote Access & Care),
 - [Consent and Privacy Protection](#) (Intranet > Departments > Telehealth > Consent and Privacy Protection),
 - [Principles for Virtual Learning Opportunities for Students](#).
- ✓ Have access to the technology required to provide virtual care including: phone, computer/laptop, tablet with access to a web camera, speaker and microphone (or headphones with a microphone). Headphones may limit background noise and increase privacy.
 - For details, see [Virtual Care Videoconferencing Equipment Recommendations](#) (Intranet > Departments > Telehealth > Virtual Care Toolkit > Virtual Care Videoconferencing Equipment Recommendations).
- ✓ Have a private internet connection, wired or wireless, if they are off-site (wired connection between the computer and the router is faster than wireless).
- ✓ Have access to a private space for virtual care, documentation and meetings if they are off-site.
- ✓ Have access to EPR if they need to document in the EPR while off-site. This requires a T-ID which all learners receive when registering in UMLearns. Learners will also need to setup remote access and Multi-Factor Authentication (MFA). See: [Instructions for Remote Access to EPR](#) (Intranet > Departments > Education > Learner Assistance).

How can learners access OTN or MS Teams?

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| OTN Learners may access OTN by supervisors inviting them to attend the appointment(s) as a guest. To host appointments or start the appointment, learners require their own OTN account. Supervisors can request an OTN account for a learner by sending an email to Telehealth@uhn.ca . | MS Teams Learners may access MS Teams by supervisors inviting them to attend the appointment(s) as a guest. To host an appointment, learners require a UHN email address which provides their own access to MS Teams. |
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How can I orient the learner to providing virtual care at UHN?

In addition to UMLearns registration and orientation per usual clinical student processes, orient the learner to virtual care (e.g. processes and procedures); discuss providing virtual care and the learner's experience; plan for supervision and discuss expectations. See the [Orienting Learners to Virtual Care – Checklist](#).

What to discuss with the learner *prior* to each patient appointment?

- The plan for each patient (e.g. who starts the session, when will someone jump in) including the plan for future appointments.
- A back-up plan for communication with learner and patient (e.g. a plan if lose internet connection).
- A plan in case of an emergency.
- Ethical and cultural consideration for patients: for UHN resources on inclusion, see [Inclusion Information](#) and [Anti-Racism and Anti-Black Racism Resources](#) (Intranet > Departments > Human Resources > Inclusion Resources OR Anti-Racism Resources)

How can I support the learner's experience *during* virtual care?

- Have the learner initially observe you doing virtual care and ask questions.
- Explain to the patient the plan for the virtual care session including what will be different with a learner present (e.g. when the supervisor may be present but is not seen on video).
- During the session, consider using MS Teams chat to provide direct feedback to the learner.

How can I facilitate the learning?

- Incorporate the teaching essentials to improve the learning experience (e.g. create a safe learning environment, set mutual expectations, determine learning needs and goals).
- Continue to facilitate critical thinking (e.g. ask open-ended questions).
- Schedule time to debrief, reflect and discuss feedback and link to the learner's development goals.
- Determine the best way to communicate (e.g. video chats, email, phone). This may include the screen sharing function which can be useful for reviewing documentation or reports.
- Discuss a plan for future patient care (e.g. follow up appointments, connecting to other resources).

Additional supports and resources

For consultations and connecting with other UHN clinicians who have experience supervising learners providing virtual care, contact [UHN Educational Development](#) (Intranet > Education > Clinical Educational Development).

For virtual care resources, see [Teaching and Learning in the Time of COVID-19](#).

For a PRIMER on Teaching & Supervision in Virtual Care, see [Centre for Faculty Development](#).

References

1. Continuing Education and Professional Development. Best Practices: Supervising Learners While Providing Virtual Care [Internet]. Northern Ontario School of Medicine; 2020 [cited 2020 Jun 24]. Available from: <https://www.nosm.ca/wp-content/uploads/2020/04/CEPD-SUPERVISING-LEARNERS-WHILE-PROVIDING-VIRTUAL-CARE-Tips-Best-Practice-April-22-2020.pdf>.
2. Ordal L. Telehealth Tips for Practice and Supervision [Internet]. 2020 [cited 2020 Jun 24]. Available from: https://guides-hsict-library-utoronto-ca.uhn.idm.oclc.org/ld.php?content_id=35290735.
3. Oandasan I, Cavett T, Singer A, Wolfrom B. Tips for Supervising Family Medicine Learners Providing Virtual Care [Internet]. College of Family Physicians of Canada; 2020 [cited 2020 Jun 24]. Available from: <https://portal.cfpc.ca/resourcesdocs/en/Supervision-of-FM-Learners-for-Virtual-Visits-final.pdf>.