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TexLa
Telehealth Resource Center

Telehealth Education

- TexLa Telehealth Resource Center is a federally-funded program with The F. Marie Hall Institute for Rural and Community Health at Texas Tech University Health Sciences Center designed to provide technical assistance and resources to new and existing Telehealth programs throughout Texas and Louisiana.

- TexLa collaborates with Well-Ahead Louisiana with the Louisiana Department of Health as the support representative for Louisiana.

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WELL-AHEAD
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NATIONAL CONSORTIUM OF
TELEHEALTH RESOURCE CENTERS

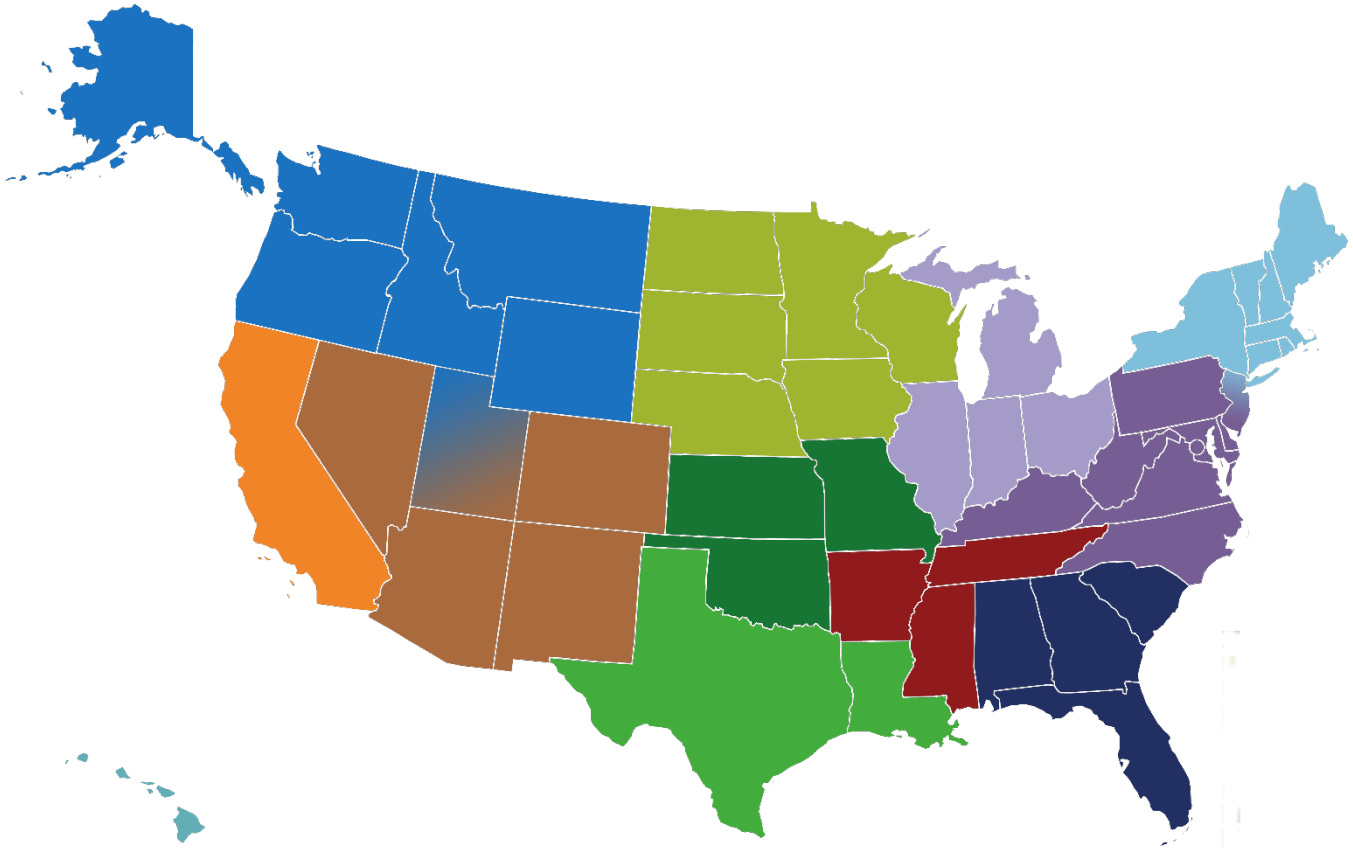
The National Consortium of Telehealth Resource Centers (NCTRC) consists of 14 Telehealth Resource Centers (TRCs). As a consortium, the TRCs have an unparalleled amount of resources available to help virtual programs across the nation, especially within rural communities. Each TRC is staffed with telehealth experts to who are available to provide guidance and answer questions. As telehealth continues to gain more visibility and recognition in healthcare, the TRCs will remain positioned to provide assistance for all.

Regionals

- CTRC — California Telehealth Resource Center
- gpTRAC — gpTRAC Great Plains Telehealth Resource & Assistance Center
- HTRC — HTRC Heartland Telehealth Resource Center
- MATRC — Mid-Atlantic Telehealth Resource Center
- NETRC — Northeast Telehealth Resource Center
- NRTRC — NRTRC Northwest Regional Telehealth Resource Center
- PBTRC — Pacific Basin Telehealth Resource Center, The University of Hawai'i at Mānoa
- SCTRC — University of Arkansas for Medical Sciences South Central Telehealth Resource Center, LearnTelehealth.org
- SETRC — Southeastern telehealth Resource Center
- SWTRC — Southwest TRC Telehealth Resource Center
- TexLa — TexLa Telehealth Resource Center
- UMTRC — Upper Midwest Telehealth Resource Center, UMTRC.org

Nationals

- CCHP — Center for Connected Health Policy, The National Telehealth Policy Resource Center
- TTAC — TTAC TelehealthTechnology.org



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Presentation Objectives:

- Review the state of telehealth education
- Identify audiences/learners who should be the focus of educational efforts
- Briefly discuss relevant topics
- Share resources for locating and vetting telehealth educational materials currently available
- Discuss potential areas for future development

Current State of Telehealth Education:

- Prior to the pandemic, educational resources targeted to specific specialties were growing but limited and competencies were undefined
- COVID-19 forced many practitioners to engage in on-the-job learning
- In March 2021, AAMC released competencies to guide development of resources across the continuum
- Training resources are rapidly expanding, but navigating the available trainings is difficult and choosing the appropriate course is time consuming

Who should be the target audience for telehealth education?

- Licensed Health Professionals
- Students
- Administrators
- Patients/General Public
- State and Federal Representatives and Agencies

Learning Across the Continuum:

- High School
- Undergraduate
- Graduate & Medical School
- Residency
- Entering Practice
- Experienced Practitioners

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High School Telehealth Education:

- TTUHSC developed the first in the nation high school telemedicine course
- Students are exposed to core concepts:
  - Telemedicine: An Overview
  - Telemedicine Technology
  - Rules and Regulations
  - Team Roles, Etiquette, and Workflow
  - The Patient Encounter
  - Equipment Demonstration

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Undergraduate Telehealth Education:

- Students are again exposed to core concepts, with a closer focus on specific practices
- Courses must address not only future health care providers, but also technology support, engineering, and administrative support
  - Nursing
  - Health Professions
  - Counseling
  - Information Technology
  - Business
- HRIs and Universities are developing curricula, however, additional resources need to be developed

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Graduate & Medical School Telehealth Education:

- Students are now exposed to high level telehealth practice:
  - Core concepts serve as the foundation upon which practice specific education is taught
  - Students are expected to understand the full breadth of providing, documenting, and evaluating telehealth services as well as the implications of providing digital healthcare services and its impact on privacy and access to care
  - Example: TTUHSC Frontiers in Telemedicine Certificate Course, University of Arkansas Digital Honors Track for Medical Students
  - Additional resources need to be developed

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Texas Tech University Health Sciences Center Frontiers in Telemedicine 4th Year Medical Student Elective

- Online Modules
- In-person Interactive Lectures
- Hands-on Equipment Demonstration
- Clinic Observation and Shadowing
- Objective Structured Physical Exam
- Research Project & Presentation

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TTUHSC 4th Year Medical Student Elective - Online Modules

Module One	Telemedicine: An Overview
Module Two	Telemedicine and Your Practice
Module Three	Telemedicine Technology
Module Four	Team Roles, Etiquette, and Workflow
Module Five	The Patient Encounter
Module Six	Troubleshooting Telemedicine
	Final Assessment

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TTUHSC 4th Year Medical Student Elective – Interactive Lectures

Lecture: Legal and Ethical Practice of Telemedicine
Lecture: Billing and Coding for Telemedicine
Break
Equipment Demo: RPM, TES, Peripherals
Lunch
Equipment Demo/Hands on
Break
Equipment Demo/Hands on
Demonstration: Room Setup and Workflow
Questions/Answers

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TTUHSC 4th Year Medical Student Elective – Objective Structured Clinical Exam (OSCE)

- Students observe an OSCE using a standardized patient
- Students then take part in an OSCE which is recorded and graded by a licensed physician
- Students are given an opportunity to ask questions and engage with instructors on items where they may experience difficulties

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TTUHSC 4th Year Medical Student Elective – Research Presentation

- Students are charged with identifying an area in which telemedicine can have an impact on transforming healthcare delivery and presenting to a professional panel on the structure, delivery, and implications of providing such services

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University of Arkansas Digital Honors Track

Year 1

Learning Objectives:

A. Discuss the implications and utilization of digital health and its impact on patients and healthcare delivery. (I, VI, VII)
B. Identify components necessary to deliver privacy, security, legal and regulatory standards as they apply to digital health. (II,III)
C. Describe validated applications and their use in providing digital health. (X, IV, V)
D. Explain techniques, methods, and modes of care delivery in digital health. (IX)
E. Determine best practice standards for Interprofessional and therapeutic communication delivery of digital health. (XI, XII)

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University of Arkansas Digital Honors Track

Year 2

Learning Objectives:

A. Assess digital health delivery risks, appropriate platforms and responsibility to the patient (II, III, X)
B. Apply cultural and ethical competencies in telehealth care delivery (VI, VII)
C. Apply knowledge of different cultures to make informed, collaborative health decisions. (VI, VII)
D. Employ appropriate documentation standards globally and for specific institutions. (IX, III)
E. Create a plan for optimal care delivery addressing technology requirements, outlining contingencies for process/equipment failure. (IX, II)
F. Explain how the care delivery plan could affect privacy and security. (IX, II)
G. Demonstrate professionalism and communication in patient care delivery and interactions with other healthcare providers. (XI, XII)

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University of Arkansas Digital Honors Track

Year 3

Learning Objectives:

A. Design digital care delivery that adheres to rigorous regulatory standards and ensures patient privacy. (II,III, X)
B. Measure quality and cost effectiveness of utilizing digital health (IV, V)
C. Differentiate between the differing modalities of telehealth delivery identifying strengths, weaknesses and appropriateness of use. (IV, V)
D. Assess cultural competence and ethics in telehealth care delivery. (VI, VII)
E. Analyze patient generated data and incorporate into clinical assessment and treatment plan. (IX)
F. Communicate limitation of patient generated data (IX)
G. Evaluate a patient's readiness and comfort with a telehealth encounter. (XII)

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University of Arkansas Digital Honors Track

Year 4

Learning Objectives

A. Apply regulatory compliance during telehealth care delivery interactions. (II, III)
B. Conduct risk assessment with consideration for BAA, FDA and FTC in the use of medical devices. (II, III)
C. Evaluate evidenced-based use of technology. (IV)
D. Analyze reliability and accuracy of data and equipment. (IX)
E. Differentiate between regulated vs unregulated technologies. (III, IV)
F. Promote patient safety through appropriate standards of care within telehealth. (VIII)
G. Evaluate the viability of using telehealth in each patient encounter. (VII)
H. Communicate available local resources to patient when providing care via telehealth encounter (X, XII)
I. Appraise self and others cultural and technological biases when delivering care via telehealth. (VI)

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Licensed Health Professionals:

- Practitioners have recently experienced a “crash course” in telehealth delivery; however, these experiences need to be reinforced by structured, competency based education
- All practitioners need to be educated on general principles as well as specialty specific best practices and technology
- Courses and training experiences must be concise
- Peer-to-peer training and formation of learning communities are essential to educating practitioners
- Training should be competency based, specialty specific, and applicable to the patient population served

General Principles for Providers:

- Appropriate uses of telehealth
- Legal requirements (e.g., forming a practitioner patient relationship)
- Team communication
- Patient communication (“Web-side manner”)
- Privacy and Security
- Ethics
- Technology (e.g., synchronous vs asynchronous consultation)

Specialty & Practice Specific Training:

- Each specialty and practice type presents unique challenges that require specific training
- Patient Assessment is often practice specific
- Regulations may or may not apply to certain practices
- Resources vary widely between organizations
- Technology requirements vary widely between services being provided
- Payer rules greatly influence what services practitioners are allowed to provide, how they are provided, and who may receive services

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Resources for Licensed Health Professionals:

- Telehealth Resource Centers and HRIs are the primary resources for finding and vetting telehealth training programs
  - Monthly training and webinars
  - Certificate Courses
  - Interactive Courses
- Telehealth Course Finder

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Telehealth Course Finder:

- https://www.caltrc.org/telehealth-course-finder/

Search Courses Designed For:
☐ Provider ☐ I.T. ☐ Operational

Sort by Credit Type
☐ No Credit ☐ CME ☐ CE, CEU

Sort by Cost
All

Reset All Filters

Course Title	Host	Credits	Credit Type	Cost
+ The Telephone & Telemedicine in Clinical Medicine: An Instrument of Opportunity & Risk	Harvard Univeristy Online Learning	3	CE, CEU	$149
+ Telemedicine Basics - Online CME Course	Mayo Clinic	5.5	CME	$150
+ Telemedicine Clinical Presenter Certificate with Telestroke Specialty	National School of Applied Telehealth (SETRC)	0.4	CE, CEU	$389
+ Telehealth for Community Health Workers	Northeast Telehealth Resource Center	N/A	None	$0

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Peer to Peer Learning: Telemedicine ECHO

- In response to the PHE, TexLa TRC developed telemedicine ECHO to assist providers with telehealth adoption and troubleshooting
- ECHOs provide an interactive learning community for providers and/or administrators, led by leading industry experts, wherein "everyone teaches, everyone learns"
- Topics include, but are not limited to:
  - Diagnosis, Prevention, and Treatment of COVID-19 on University Campus
  - Updates on the Current Management and Critical Care Delivery Models in the Technological Era

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Patient Education

- Patients need to be educated on the telehealth resources available in their area
- Connectivity and access
- Privacy and Security
- What is expected of the patient during a telehealth consultation
- Access to follow up care

Educating Decision-Makers:

- With constant changes taking place that affect providers, patients, and healthcare organizations, its more important than ever to inform law-makers about how rules impact care delivery
  - Reports, Research, and publications
  - Discussions with agency representatives
  - Direct appeal to representatives

Guidance for Future Development: AAMC Telehealth Competencies

- https://www.aamc.org/data-reports/report/telehealth-competencies

- In March 2021, AAMC released competencies meant to guide the development of telehealth education.

- Competencies span six domains:
  1. Patient Safety and Appropriate Use of Telehealth
  2. Access and Equity in Telehealth
  3. Communication via Telehealth
  4. Data Collection and Assessment via Telehealth
  5. Technology for Telehealth
  6. Ethical Practices and Legal Requirements for Telehealth

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Q&A

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