

# Virtual Care Resource: Guide for Supervisors/Learners

**Supervisors: Please use your clinical judgement and discretion when applying this document to the learner process in virtual care.**

**Please consult your clinical area/professional practice for further details.**

## What are the approved platforms for learners to provide virtual care?

Phone



Webex

For information on using Webex, please see [Webex support information](#) on the ITS intranet

Ontario Telemedicine Network (OTN)

For information on using OTN, please see [OTN support information](#) on the ITS intranet

## How can learners access Webex or OTN?

Webex

Learners without a Corporate ID may access Webex by supervisors inviting them to attend the appointment(s) as a guest. To host appointments, Learners with a Corporate ID may request a Webex Virtual Care account by sending a request to [Helpdesk](#).

OTN

Learners may access OTN by supervisors inviting them to attend the appointment(s) as a guest.

## What are the privacy, consent and technical requirements for learners to provide virtual care?

Learners must:

- Read the [Virtual Care Playbook](#)
- Review their respective College's guidelines on Telemedicine/Virtual Care (if applicable)
- 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.
- Have access to a private internet connection and an appropriate space for virtual care, documentation and meetings.
- Have access to OneChart if required for virtual care. Connect with your area leader if the student requires off-site access.

## To join Virtual Care Appointments, the location of the learner may be:

On-site



Off-site



## How can supervisors orient the learner to providing virtual care?

In addition to standard learner orientation processes, orient the learner to virtual care (e.g. processes and procedures); discuss providing virtual care and the learner's prior experience to virtual care; plan for supervision and discuss expectations. See the [Orienting Learners to Virtual Care – Checklist](#) at the end of this document.

## What should supervisors 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, depending on the clinical situation.
- Ethical and cultural consideration for patients: for resources on inclusion/equity and accessibility, see the "Equity and Accessibility in Virtual Care" section in the [Virtual Care Playbook](#).

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

- Have the learner initially observe the supervisor doing virtual care and ask questions.
- As in in-person visits, ensure the patient has consented to the learner being present prior to the learner joining the virtual care appointment (could have the learner wait in the virtual waiting room first while obtaining consent).
- 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, use approved platforms such as Cisco Jabber chat to provide direct feedback to the learner. Learners with a Corporate ID have access to Cisco Jabber.
- If required, Learners without a Corporate ID can request [guest access to MS Teams](#) through the Office 365 Team.
- For learners that require supervision but are completing sessions relatively independently, consider introducing supervisor then muting and turning off supervisor's video to observe the session, similar to a one-way mirror.

## How can supervisors 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 clinicians who have experience supervising learners providing virtual care, contact the Virtual Care Team at [virtualcare@lhsc.on.ca](mailto:virtualcare@lhsc.on.ca).

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

See [Schulich School of Medicine and Dentistry's resources](#) for more clinical considerations for clinicians/providers.

## 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/wpcontent/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-libraryutoronto-ca.uhn.idm.oclc.org/ld.php?content\\_id=35290735](https://guides-hsict-libraryutoronto-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-FMLearners-for-Virtual-Visits-final.pdf>.

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## Orienting Learners to Virtual Care – Checklist

In addition to standard learner orientation processes, consider the following to foster a good virtual care teaching and learning experience. Much of this content is available in the [Virtual Care Playbook](#).

### Orient the learner to the processes and procedures for providing virtual care including:

- Format to be used for providing virtual care (e.g., phone, WebEx and/or OTN).
- Privacy when providing virtual care. Consider the learner's environment if joining off-site.
- Obtaining consent and the differences for virtual care, including any scripts to be used (Playbook Page 8)
- Documentation and any changes in how information should be recorded or stored
- Patient scheduling and the amount of time required before, during and after sessions
- Getting ready for the session (e.g., test all technology prior to client appointments, obtain technical support contact information, establish an alternate number to call the client if a call gets dropped)
- Discuss a risk management plan with the learner should an adverse event occur (urgent or emergent scenario)
- Virtual care etiquette and professionalism (Playbook Page 10)

### Discuss providing virtual care and the learner's experience with virtual care including:

- Determining if a patient is appropriate for virtual care (Playbook Page 7)
- Differences in the assessment and intervention for virtual care (refer to college guidelines if relevant)
- The learner's familiarity with using virtual care technology and accessibility to the required technology, as well as access to a private space for providing virtual care
- The learner's previous experience to determine appropriate level of supervision and support

### Make a plan for supervision including:

- The role of the supervisor and learner, and how the supervisor may intervene during the virtual session
- How the learner will signal if they need help during the session (e.g., Teams/Jabber chat; speaking to supervisor directly: "Do you have anything to add?")
- Supervisor presence during the session (e.g., on mute, video on/off)
- Frequency of checking-in which may be more frequent if you are not on-site together
- Communication methods if the learner is independently providing care and needs to contact supervisor

### Discuss expectations including:

- Whether more time or an altered caseload is needed to adapt to providing virtual care
- Developing a virtual care plan for each patient including what may need to be done differently (e.g. camera setup to see the client, modifications for assessments and treatments)
- Synched calendars (if appropriate) between the learner and supervisor(s) to ensure clarity of scheduling.
- A plan for the learner to escalate concerns to their supervisor during virtual care or other virtual learning experiences
- A plan for self-directed learning for non-patient care times

## Most of all enjoy this unique learning experience together!

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