Entrustable Professional Activities
Curricular Components Supporting Supplemental Telemedicine EPA for General Pediatrics and All Subspecialties

Curricular Components That Support the Functions of the Supplemental Telemedicine EPA: Provide Health Care to Patients and Families Through the Use of Telemedicine

1. Knowing and applying medical decision-making skills in order to provide health services safely and effectively to children and adolescents via telemedicine
   - Understands diagnoses and visit types for which telemedicine has shown to be successful in delivering safe and effective care
   - Appropriately triages patients and conditions that can be evaluated via telemedicine versus in-person care
   - Incorporates guidelines, protocols, and algorithms related to the specific problem as part of the telemedicine encounter and based on practice setting
   - Develops appropriate treatment, referral, and/or follow-up plans based on available information provided via the telemedicine encounter, including referral to a higher level of care and/or an in-person evaluation
   - Recognizes adaptations to the exam, including directing caregivers and/or patients, in order to appropriately examine children of all ages via telemedicine
   - Recognizes common applications and peripheral exam tools that can enhance the ability to provide care to patients via telemedicine

2. Facilitating a family- and patient-centered telemedicine experience
   - Explains the encounter to patients and families, setting appropriate levels of expectations, and guides the patient and family on the use of telemedicine technology
   - Operates and troubleshoots the common problems with available health information technology to make the encounter with patients and families as seamless as possible
   - Engages in closed-loop communication and shared decision-making and intentionally ensures follow-up and treatment plan are well understood by patient and/or legal guardian during and after the telemedicine visit
   - Maximizes the feeling of connectivity to the patient and family through empathy and by ensuring that body language and demeanor demonstrate caring and concern during the telemedicine visit

3. Recognizing and addressing unique medical, family, and patient circumstances that may impact the delivery of care during a telemedical visit
   - Uses telemedicine for children and adolescents of all ages and developmental levels and employs strategies to mitigate potential challenges
   - Incorporates telemedicine into clinical practice, recognizing the benefits and limitations to the use of telemedicine for children and families with special health care needs including complex medical conditions, mental health conditions, hearing impairment, and/or vision impairment
   - Demonstrates how to use interpreter services appropriately for patients and/or family members with low
English proficiency and/or those who use sign language or other means of communication during a telemedicine visit

- Adapts approach to best meet the needs of patient and family, such as choosing telephone versus video platform for care delivery

4. Recognizing the potential for telemedicine to both improve and fragment access to health services as well as the specific factors that impact access to care via telemedicine

- Understands how social determinants of health, including structural racism, may impact patient access to care via telemedicine and the use of telemedicine.
- Identifies how telemedicine either positively or negatively influences health disparities
- Utilizes telemedicine technologies proactively within the patient-centered medical home to address access and care coordination issues
- Ensures a referral and/or follow up process for the patient when telemedicine care is provided outside of the patient-centered medical home

5. Applying current regulatory information concerning telemedicine, including software requirements, technology security, and documentation and billing standards

- Demonstrates knowledge of current federal, state, and institutional telemedicine regulations as they specifically apply to children and adolescents in order to provide safe, accurate, and compliant care
  - Understands that rules and regulations change over time and must be reviewed
- Applies knowledge of telemedicine rules and regulations
  - Applies telemedicine-specific documentation, diagnostic coding, and billing knowledge to EHR record-keeping for telemedicine visits in the provider’s practice setting

6. Demonstrating a knowledge of federal and local privacy issues, maintenance of personal health information, and consent that apply to the use of telemedicine for patient care delivery, and specifically as they apply to children and adolescents

- Applies knowledge of HIPAA practices to the use of telemedicine
- Obtains informed appropriate consent from the patient, parent, and/or legal guardian which includes benefits, risks, and alternatives to the use of telemedicine and the electronic health record
- Utilizes appropriate technological applications and platforms for telemedicine visits, including awareness of secure vs. nonsecure platforms
- Facilitates confidential care for adolescent patients as appropriate

7. Recognizing the value of and effectively utilizing essential and unique components of telemedicine team-based care, including various team members and multiple data sources

- Demonstrates the ability to use telemedicine to engage with other health professionals at different levels of training and with different expertise, as well as ancillary staff in the conduct of multidisciplinary team
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practice

- Synthesizes and analyzes data from all available telemedicine sources (e.g., dialogue with patient and family, electronic health record including patient videos and growth chart) to aid diagnosis and management

8. Identifying safety-related concerns that arise during a telemedicine visit and responding appropriately to those concerns

- Identifies the emergency contact information and location for the patient encounter (i.e., facility or home based) for use if required during an emergency contingency plan
- Recognizes situations (e.g., active child abuse or endangerment, intimate partner or family violence, homicidal ideation, suicidal ideation or self-harm, or other dangerous activity) which necessitate activation of the emergency response system during the telemedicine visit
  - Response may also include telemedicine provider action related to state mandated reporting laws for the jurisdiction of the patient’s location
- Identifies threats to one’s own physical or psychological safety which may be unique to telemedicine, engages strategies to mitigate threats (e.g., setting limits, de-escalation skills, stopping the telemedicine encounter), and accesses supportive resources as part of the healthy personal response to professional stressors

Curricular Components Authors

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