

Your Feedback is Needed - Draft Revised Telehealth Competencies

In 2020, the AAMC released the [Telehealth Competency report](#) which includes tiered competencies for students, residents, and faculty. In 2025, a diverse committee representing the continuum of medical education began working to revise the competencies. Now we need your feedback!

Please review the below draft set of tiered competencies and **share your feedback by emailing telehealth@aamc.org no later than Friday, October 10th.**

Share your specific comments via email about:

- Clarity of language
- Suitability of tiers and progression across levels
- Reflective of current and emerging trends in telehealth
- Any critical competencies that may be missing

The information you provide will be used to inform the continued development of the competencies. Please note it will be shared with the committee and relevant staff and may also be released to the public in an unidentified manner. Note: [Foundational Competencies for Undergraduate Medical Education](#) (FC) are mapped to Tier 1 in this revised version.

Additionally, if you would like to contribute vignettes or cases that demonstrate how telehealth competencies are taught or assessed across the continuum of medical education, please indicate that in the email.

AAMC Draft Revised Telehealth Competencies

Domain I: Patient Safety and Appropriate Use of Telehealth

Clinicians will understand when and why to use telehealth and how to assess patient readiness, patient safety, practice readiness, and end-user readiness

Table 1. Domain I: Patient Safety and Appropriate Use of Telehealth

Tier 1: Recent Medical School Graduate <i>(Entering Residency)</i>	Tier 2: Recent Residency Graduate <i>(Entering Practice) Including Competencies in Tier 1</i>	Tier 3: Experienced Faculty Physician <i>(3-5 Years Post-Residency and Beyond) Including Competencies in Tiers 1 and 2</i>
1a. Explains to patients and caregivers the uses, limitations, and benefits of telehealth (FC: ICS 5; PCPS 1, 8; MK 5)	1b. Explains and adapts practice in the context of the limitations and benefits of telehealth	1c. Role models and teaches how to practice telehealth, mitigates risks of providing care at a distance, and assesses methods for improvement
2a. Works with diverse patients and caregivers to determine patient and caregiver access to technology to incorporate into patient care (FC: PCPS 1, 11; ICS 2, 3; SBP 4, 5)	2b. Demonstrates and problem-solves patient and practice barriers to incorporating telehealth into patient care (e.g., access to and comfort with technology)	2c. Role models and teaches how to partner with both patients and caregivers to incorporate telehealth into patient care
3a. Explains to patients and caregivers the roles and responsibilities of team members in telehealth encounters (FC: ICS 1,2,5)	3b. Demonstrates an understanding of all roles and works as a team member when practicing telehealth	3c. Coordinates, implements, and evaluates the effectiveness of the telehealth team

4a. Recognizes and describes when and how to escalate care during telehealth encounter to ensure patient safety (FC: PCPS 4)	4b. Prepares for and escalates care when patient safety is at risk during a telehealth encounter (e.g., converts to in-person visit or emergency response)	4c. Role models and teaches how to assess patient safety during a telehealth encounter, including preparing for and escalating care when patient safety is at risk (e.g., converts to in-person visit or emergency response)
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Domain II: Access and Equity

To promote equitable access to care, clinicians will understand telehealth delivery that addresses and mitigates cultural biases as well as physician bias for or against telehealth and that accounts for physical and mental disabilities and non-health-related individual and community needs and limitations (Table 2).

Table 2. Domain II: Access and Equity

Tier 1: Recent Medical School Graduate <i>(Entering Residency)</i>	Tier 2: Recent Residency Graduate <i>(Entering Practice) Including Competencies in Tier 1</i>	Tier 3: Experienced Faculty Physician <i>(3-5 Years Post-Residency and Beyond) Including Competencies in Tiers 1 and 2</i>
1a. Describes one's own implicit and explicit biases and their implications when considering telehealth (FC: Prof 7,8)	1b. Describes and mitigates one's own implicit and explicit biases when practicing telehealth	1c. Role models and teaches how to recognize and mitigate biases when practicing telehealth
2a. Defines how telehealth can mitigate or amplify gaps in access to care (FC: PCPS 11; SBP 2, 5, 6)	2b. Leverages telehealth to mitigate gaps in access to care	2c. Promotes the use of telehealth to improve access to care and advocates for policy changes
3a. Assesses the patient's needs, preferences, access, and potential cultural, social, physical, cognitive, linguistic and other communication challenges to telehealth use (FC: PCPS 1; ICS 1; SBP 5,6)	3b. Partners with patients to accommodate their needs, preferences, and potential cultural, social, physical, cognitive, and linguistic and communication challenges to telehealth use	3c. Role models how to advocate for improved access and to accommodate the patient's needs, preferences, and potential cultural, social, physical, cognitive, and linguistic and communication challenges to telehealth use

Domain III: Communication

Clinicians will effectively communicate with patients, families, caregivers, and health care team members using telehealth. They will also integrate both the transmission and receipt of information with the goal of effective knowledge transfer, professionalism, and understanding within a therapeutic relationship.

Table 3. Domain III: Communication

Tier 1: Recent Medical School Graduate <i>(Entering Residency)</i>	Tier 2: Recent Residency Graduate <i>(Entering Practice) Including Competencies in Tier 1</i>	Tier 3: Experienced Faculty Physician <i>(3-5 Years Post-Residency and Beyond) Including Competencies in Tiers 1 and 2</i>

1a. Develops an effective rapport with patients by attending to eye contact, emotion, tone, body language, and nonverbal cues (FC: Prof 1,4; ICS 1,3,4)	1b. Develops an effective rapport with patients attending to eye contact, emotion, tone, body language, and nonverbal cues during telehealth encounters	1c. Role models and teaches effective rapport-building with patients by attending to eye contact, emotion, tone, body language, and nonverbal cues
2a. Describes the importance of the therapeutic environment and attends to clinician disruptions related to privacy, lighting, sound, and attire (FC: SBP 6; Prof 2, 4; PCPS 8)	2b. Establishes therapeutic relationships and environments with patients and attends to clinician disruptions related to privacy, lighting, sound, and attire	2c. Role models effective therapeutic and environments during telehealth encounters
3a. Explains why, and how patients' social support and health care providers should be incorporated into telehealth interactions and the care plan (FC: ICS 1, 2; PCPS 1, 11)	3b. Determines situations in which patients' social support and health care providers should be incorporated into telehealth interactions, with the patients' consent, to provide optimal care	3c. Role models and teaches how to incorporate patients' social support into telehealth interactions, with the patients' consent, to provide optimal care
4a. Explains the importance of being able to communicate with patients to give directions to appropriately gather information, assess and provide a therapeutic plan (FC: Prof 4; PCPS 8; ICS 4,5)	4a. Communicates with patients to give directions to appropriately gather information, assess and provide a therapeutic plan	4a. Role models communicating with patients to give directions and appropriately gather information, assesses and provides a therapeutic plan

Domain IV: Information Gathering and Clinical Assessment

Clinicians will obtain and manage clinical information to ensure appropriate high-quality care (Table 4).

Table 4. Domain IV: Information Gathering and Clinical Assessment

Tier 1: Recent Medical School Graduate <i>(Entering Residency)</i>	Tier 2: Recent Residency Graduate <i>(Entering Practice) Including Competencies in Tier 1</i>	Tier 3: Experienced Faculty Physician <i>(3-5 Years Post-Residency and Beyond) Including Competencies in Tiers 1 and 2</i>
1a. Obtains history (from patient, family, and/or caregiver) during a telehealth encounter and incorporates the information into differential diagnosis (FC: PCPS 1,2,5; MK 1,2,3)	1b. Obtains history (from patient, family, and/or caregiver) during a telehealth encounter and incorporates the information into differential diagnosis and the management plan	1c. Role models and teaches the skills required to obtain a history (from patient, family, and/or caregiver) during a telehealth encounter and incorporates the information into the management plan
2a. Conducts appropriate physical examination or collects relevant data on clinical status during a telehealth encounter, including guiding the patient and/or tele-presenter (FC: PCPS 3,9; SBP 3; ICS 4)	2b. Performs a clinically relevant physical exam, appropriate to the setting and the patient's ability to participate and incorporates information into differential diagnosis and management plan	2c. Role models and teaches the skills to perform a clinically relevant physical exam, appropriate to the setting and the patient's ability to participate and incorporates information into differential diagnosis and management plan
3a. Explains the importance of patient-generated data (e.g., cardiac monitor, continuous glucose monitor, vitals kit) and explains how	3b. Integrates relevant patient-generated data into the clinical assessment and treatment plan, while evaluating the quality,	3c. Role models and teaches how to evaluate and incorporate patient-generated data into clinical decision making, and teaches patients how to

it contributes to clinical decision-making in telehealth (FC: MK 3; SBP 5; PCPS 6, 8)	reliability, and limitations of such data in virtual care	gather, document, and share health data effectively to inform remote care plans
4a. Explains the importance of optimizing information gathering from the patient's environment (e.g., examine prescription bottles, observe accessibility) (FC: Prof 4; PCPS 1,2,11; SBP 6)	4b. Optimizes information gathering by utilizing the patient's environment (e.g., examine prescription bottles, observe accessibility)	4c. Role models and teaches how to optimize information gathering by utilizing the patient's environment (e.g., examine prescription bottles, observe accessibility)

Domain V: Digital Literacy

Clinicians will have basic knowledge and skills of technology needed for the delivery of high-quality telehealth services i.e. can identify technology, access, knowledge, skills, and confidence to conduct a telehealth visit

Table 5. Domain V: Digital Literacy

Tier 1: Recent Medical School Graduate <i>(Entering Residency)</i>	Tier 2: Recent Residency Graduate <i>(Entering Practice) Including Competencies in Tier 1</i>	Tier 3: Experienced Faculty Physician <i>(3-5 Years Post-Residency and Beyond) Including Competencies in Tiers 1 and 2</i>
1a. Explains the importance of digital literacy (FC: PCPS 1; PBLI 5; SBP 2,5)	1b. Assesses telehealth digital literacy for both provider and patient	1c. Role models how to assess patient's digital literacy and teaches how to improve telehealth digital literacy
2a. Explains the equipment required and limitations of the technology used at both the originating and distant sites (FC: SBP 5)	2b. Appropriately uses equipment at both originating and distant site and uses evidence-based technologies, including patient-owned devices, understanding limitations	2c. Role models and teaches how to use equipment at both originating and distant site and incorporate emerging evidence-based technologies into practice, remaining responsive to the strengths and limitations of evolving applications of technology
3a. Explains the risk of technology challenges (e.g. sound and/or visual) and the need to respond to them (FC: ICS 1,5; SBP 3,5,6)	3b. Demonstrates how to troubleshoot basic technology challenges	3c. Teaches others how to troubleshoot basic technology challenges

Domain VI: Legal Requirements and Ethical Practices

Clinicians will understand where to find the federal, state, and local facility practice requirements to meet the minimal standards to deliver health care via telehealth. Clinicians will minimize risk to the clinician and patient during telehealth encounters, putting the patient's interest first, and preserving or enhancing the doctor-patient relationship (Table 6). (definition edited for clarity)

Table 6. Domain VI: Legal Requirements and Ethical Practices

Tier 1: Recent Medical School Graduate <i>(Entering Residency)</i>	Tier 2: Recent Residency Graduate <i>(Entering Practice) Including Competencies in Tier 1</i>	Tier 3: Experienced Faculty Physician <i>(3-5 Years Post-Residency and Beyond)</i>
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		<i>Including Competencies in Tiers 1 and 2</i>
s1a. Describes locally relevant legal and privacy regulations as well as ethical considerations (FC: Prof 2,3; SBP 7)	1b. Complies with legal and privacy regulations for telehealth at the local, state, and federal levels and understands ethical considerations	1c. Role models and complies with legal and privacy regulations for telehealth at the local, state, and federal levels and teaches about ethical considerations
2a. Defines types of required consent (e.g., billing, assessment) (FC: Prof 2; SBP 5)	2b. Obtains appropriate consent	2c. Role models and teaches how to obtain appropriate consent and adjust to regulatory changes
3a. Demonstrates knowledge of ethical challenges and professional requirements in telehealth (FC: Prof 2,3)	3b. Identifies and supports solutions that mitigate ethical problems and adhere to professional requirements in telehealth	3c. Identifies and seeks to address system-level solutions to ethical challenges that adhere to professional requirements in telehealth
4a. Describes potential conflicts of interest that may arise such as interest in commercial products or services (FC: Prof 3)	4b. Explains and discloses potential conflicts of interest to patients	4c. Explains and ensures all members of the care team disclose possible conflicts of interests