



From the Society of Teachers
FAMILY MEDICINE of Family Medicine

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STFM TASK FORCE RELEASES LEARNING OBJECTIVES FOR NATIONAL TELEMEDICINE CURRICULUM

The STFM Telemedicine Curriculum Task Force recently shared learning objectives (<https://www.stfm.org/media/3099/111820-telemedicine-learning-objectives.pdf>) that will form the basis for a national telemedicine curriculum. The objectives are based on and mapped to the AAMC telemedicine competencies.

"These learning objectives and competencies will evolve over time as our understanding and mastery of telemedicine matures along with the rapidly changing technology landscape," said Steven Lin, MD, task force chair.

Formed in February 2020, the STFM Telemedicine Curriculum Taskforce was charged with the development and dissemination of a national telemedicine curriculum for students and residents, and guidance for teaching clinicians. The online curriculum, which will be released for the 2021-2022 academic year, will include the following modules:

- Module 1: Intro to Telehealth
- Module 2: The Telehealth Encounter
- Module 3: Requirements for Telehealth
- Module 4: Access and Equity in Telehealth
- Module 5: Future of Telehealth

The Taskforce's work in 2020 also included:

- Reviewing existing curriculum and conducting a literature review on the current telemedicine education landscape
- Identifying and organizing resources that can be used as the curriculum is being developed. The curated list is available now at <https://www.stfm.org/telemedicinecurriculum#19132>
- Identifying areas where guidance is needed on how to teach telemedicine. Prioritization of the following potential topics is in process, with input from leaders and faculty in family medicine medical schools and residency programs:

- o Appropriate levels of supervision for precepting telemedicine visits
- o Teaching website manner
- o Team-based care in telehealth - how to expose learners to key roles
- o Teaching how to effectively and efficiently do

e-Consults, e-visits, and text-based care: written clinical care in telehealth

o Billing for services using telehealth, including students' role in documentation

o Troubleshooting technology challenges in real time to optimize care quality

o Addressing workflow challenges

o Documenting technology challenges in the patient note

• Creating evaluation metrics for the curriculum

• Developing requirements for a multi-site pilot project

The telemedicine curriculum and guidelines will be promoted through papers, peer-reviewed journals, and presentations at the STFM Annual Spring Conference, the STFM Conference on Practice and Quality Improvement, the STFM Conference on Medical Student Education, the AAFP Program Directors' Workshop, and the AAFP National Conference.

The task force is comprised of telemedicine pioneers, change leaders, content experts, and key stakeholders from a diverse group of organizations, including the AAFP, AAMC, large health delivery systems, and academic medical centers that are driving the nation's telemedicine education innovations.

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PROFESSOR PAUL LITTLE AWARDED 2020 MAURICE WOOD AWARD FOR LIFETIME CONTRIBUTION TO PRIMARY CARE RESEARCH

How do you honor a lifetime of work in the ephemeral of a digital moment? This challenge was addressed in NAPCRG's 48th Annual Meeting, transformed as a virtual gathering, where Professor Paul Little was recognized as the recipient of NAPCRG's most esteemed award. I had the honor of introducing Professor Little, otherwise known as Paul. The Maurice Wood Award for Lifetime Contribution to Primary Care Research is given annually to honor a researcher who has made outstanding contributions to primary care research over

