

**Telehealth Etiquette Training for Medical Students**

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EME 605: Introduction to Distance Learning

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July 20, 2025

## **Introduction**

Medical students at The University of South Florida Morsani College of Medicine endure a rigorous 4-year medical school curriculum. While it ranks as one of Florida's premier medical schools, it neglects an essential skill in the contemporary medical field, telehealth best practices. The *TeleHealth Etiquette Training for Medical Students* aims to provide this essential learning through fully remote classical and simulation lessons.

## **Problem Statement**

Following the COVID-19 pandemic, many healthcare providers were thrown into the digital medical space, expected to conduct virtual patient visits with little experience or training in delivering quality telehealth care. Today, telehealth visits have become a standard of care in many different specialties. *The National Library of Medicine* explains that "Physicians reporting telemedicine as an active skill has doubled as of 2020, from 20% to just less than 40%" (Shaver, 2022). Given the increase in telehealth opportunities, the *Telehealth Etiquette Training* proposes that current medical students receive telehealth etiquette teachings and practice as a part of their required training. This training aims to bridge the telehealth professionalism gap, ensuring new medical professionals are well-equipped for the modern digital landscape.

## **Distance Learning Solution Evidence**

Delivering the *Telehealth Etiquette Training* digitally allows for frequent and independent content and practice review, providing ample opportunity for users to gain telehealth experience on their terms. Moreover, the digital format provides increased accessibility for overly scheduled medical students. Medical students are often extremely busy, juggling coursework, clinical hours, and studying, often keeping them busy for up to 12 hours a day (Cisneros, Goldberg,

Schafenacker, Bota, 2015). This course recognizes and aligns with the audience's busy schedules, allowing them to complete it from anywhere and at anytime. Additionally, the simulation model of learning in the course allows students to repeatedly practice, perhaps focusing on different etiquette skills and scenarios each time. This opportunity for study will empower medical students with flexibility and situational management skills, ensuring they feel confident conducting virtual quality care.

### **Learner Analysis**

University of South Florida's Morsani College of Medicine is a fully accredited medical college, with a total student enrollment for the 2024-2025 year of 1,553 students participating in both master's and doctoral programs. Students are advanced, ranking in the 97th percentile nationally with MCAT scores averaging 520 and GPAs of 3.95. The medical school's acceptance rate is low, offering an average of 2.33% of annual applicants the opportunity to enroll in the program. Additionally, *The Princeton Review* states that 88% of students receive some financial aid and 52% are female (The Princeton Review, n.d.). Additionally, a survey conducted by BMC Medical Education questioned 547 medical students, uncovering that 90.5% of respondents felt telehealth training should be included in their education (Albahri, Alnaqbi, and Shorbagi, 2023). USF Morsani College of Medicine is one of the top medical schools in Florida, attracting highly diligent and career-focused students from across the country.

### **Context Analysis**

The course offers lessons discussing realistic telehealth skills and best practices through simulation activities, allowing medical students to practice critical modern competencies. The proposed training offers students two training contexts. First, the training offers classical online

training, educating students about ethical telehealth best practices. Moreover, the training provides students with an interactive simulation, giving users the opportunity to successfully engage with real-world patient interaction scenarios by applying the course's teachings. The intentional formatting and content empower students to practice realistic telehealth etiquette examples, building on the curriculum and ensuring the next class of University of South Florida medical students are prepared for all telehealth patient contexts.

### **Task Analysis**

The *Telehealth Etiquette Training* will be an online, self-paced course that can be completed within 1-2 hours. It is broken down into modules 1-5, outlining telehealth technology basics, professionalism, and communication. The final module will be a virtual simulation where the medical student is able to practice what they have learned in real-world patient telehealth scenarios.

#### Module Breakdown:

1. Introduction to Telehealth Etiquette
  - a. **LO:** Students will be able to define telehealth etiquette and list the components of telehealth best practices.
2. Telehealth Tech Basics
  - a. **LO:** Students will be able to solve basic technological issues if encountered in telehealth visits.
3. Telehealth Professionality
  - a. **LO:** Students will be able to describe appropriate body language, clothing, and professional vocabulary to be used during a telehealth visit.
4. Telehealth Communication (asking questions, clear explanations, engaging)

- a. **LO:** Students will be able to explain proper communication between a medical provider and a patient during a telehealth visit.
5. Real-World Simulations of Telehealth Visits
    - a. **LO:** Students will be able to apply telehealth best practices to real-world patient scenarios in the simulation activity.

### **Constraints**

When designing an online training module for medical students, it is essential to consider the amount of time the audience has to complete the training, the cognitive load of information, the accessibility of the platform, and the varying levels of clinical skills and personalities. Medical students learn heavy amounts of information, causing a lack of cognitive space and schedule flexibility. The *Telehealth Etiquette Training* is designed to be accessed through the college's LMS Canvas platform as a fully self-paced module.

This self-paced format increases the accessibility of the lessons, ensuring students have ample opportunity to engage with the training. Additionally, the virtual format also allows for varied learning times and styles. In the interactive simulations, diverse scenarios are presented to account for varying levels in clinical skills and specialities, as well as student personalities. Taking into account the content overload that many medical students experience, The *Telehealth Etiquette Training* content load is relatively low in comparison to other core classwork the students endure.

### **Instructional Design Model**

To design this course, we will be following the model of Gagne's Nine Events of Instruction. This model will be demonstrated throughout the five modules of our course. The

opening module will outline steps 1-3 of Gagne's Nine Events. These will gain student attention, informing them of learning objectives and stimulating recall of prior learning. Modules 2-4 is where new content will be introduced to the students about telehealth best practices. Throughout the modules presenting new content, non-examples will be used to help guide the student, in addition to visuals. The final module will be the virtual simulation, where students can practice their newly learned telehealth best practices in real-world simulated scenarios. This is where steps 6-9 will occur, with live feedback provided, describing how well they are implementing their best telehealth practices.

Gagne's Nine Events of Instruction is a common model used for medical education because of the five learning outcomes it promotes through its steps: attitudes, motor skills, recall, learning strategies, and complex or procedural knowledge. According to Cheung, following instructional design models also allows medical educators to create a consistent structure in the curriculum, which allows for specific components of programs to be evaluated for improvement or effectiveness. Provided the growing and ever-evolving digital medical space, this is a critical aspect to keep in mind. For these reasons, Gagne's Nine Events of Instruction is the model that will be used in this training.

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