

# Virtual Care Tip Sheet

## Fostering On-line Teaching and Learning

Teaching and learning for health care providers has shifted to include virtual teaching and learning, similar to the way our clinical and administrative activities have shifted in-part or fully from in-person to on-line. Virtual teaching and learning in a clinical setting requires all of the same foundational elements that face-to-face teaching and learning require such as:

- effective communication
- collaboration and conflict resolution skills
- knowledge and competence in one's respective field

In addition to other important elements such as showing passion, being accessible to learners, and creating a positive, learner-centred environment, excellent teachers whether virtual or in-person do the following four things well<sup>1</sup>:

- 1 Takes action to improve own practice in response to feedback and reflection
- 2 Role models professional behaviours for learners, and creates opportunities for learners to do the same
- 3 Collaboratively [with learner(s)] identifies and prioritizes educational needs and learning objectives
- 4 Provides timely, constructive, and thoughtful feedback to learners

#### References

1. Nirula, L., Lowe, M., Maharaj, S., McLaney, E., Parker, K. & Leslie, K. (2015). Teaching Excellence Competencies Model. Centre for Faculty Development: University of Toronto.



#### About this resource

There is an opportunity for the virtual teacher to combine effective teaching techniques (as appropriate) with innovation and creativity, to achieve learning objectives and meet learners' needs.

In this resource you will:

- Read about the Pharmacy Program's experience combining in-person with on-line teaching
- Find preliminary resources to assist you and your learners with online teaching and learning

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A teaching hospital fully affiliated with the University of Toronto.



## Balancing the Goals of Student Rotations with the Needs of the Pharmacy Services Department During COVID

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During the first phase of student reintegration at Holland Bloorview, Summer 2020, the pharmacy team used a combination of in-person and virtual teaching with their pharmacy student. It was important to understand which components of the pharmacy student's clinical rotation could be performed from their home, given that pharmacy student rotations are typically completed at the hospital. This involved using many different strategies:

### 1. Balance and Planning

It is important to understand the goals of the placement and needs of the department to find an appropriate balance between in-person and virtual care, teaching and learning. With advance planning and forethought, our team created a schedule that worked well for us and allowed the student to have a positive work experience.

### 2. Adaptability

Being adaptable is an important component of virtual learning. Students are understanding of these unique and more challenging times and as a result, are quite open minded and flexible. The student started placement with a focus on project-based work and more time at home. Later during the placement, the student spent more time onsite to allow for working with clients and engaging with team members. Working from home also continued for the student (e.g. intervention assessment, answering drug information questions, working on projects). This approach worked well for our team and the student.

### 3. Check-ins

Checking in regularly with the student was critical. Virtual and in-person check-ins were used to address student wellness and learning needs. The student found the check-ins extremely helpful.

### Planning for the Future

In reflecting on this experience, we have identified strategies that have worked well for us. These include providing opportunities for both structure and adaptability, checking in often, and considering how the goals of the rotation can be met in this new style of learning. We know that students are appreciative of the opportunities provided to them and we are looking forward to having another student join us!



## Resources to Foster Online Teaching and Learning

The Centre for Faculty Development (CFD) is a key partner of University of Toronto affiliated hospitals. The CFD offers information and resources to support teaching and learning in online settings in the form of:

- [Upcoming workshops and events](#)
- [Best Practice in Education Rounds](#)
- [Online Education](#)

If you're not sure where to begin on the [CFD website](#), creators of this tip sheet have highlighted some resources for you to start with:

- [Supervision in Virtual Care](#)
  - Here you will find a curation of websites; primers, guides and tip sheets; videos; and articles that address topics including:
    - Tips for supervising learners while providing virtual care
    - How to optimize virtual clinical teaching
    - Developing competence in virtual care
  - Check out the [PRIMER for Teaching & Supervision in Virtual Care](#). There is information on:
    - Steps to orient and prepare yourself for teaching
    - Tips to help prepare the learner
    - Virtual care visit supervision checklist

In addition to the CFD website, here are some other resources that might be helpful for you and your learners:

- [10 tips for Virtual Teaching in COVID-19](#)
  - This resource offers 10 practical tips for virtual learning success ranging from planning an engaging session with learners to using technology to optimize the teaching and learning experience
- [11 tips for virtual learning](#)
  - This resource offers 11 practical tips to help learners communicate and interact online. Share this resource with your learners to help them feel comfortable in their virtual environment.
- [Zoom visits with preceptor, students and patient \(University of California\)](#)
  - Watch this video created by the University of California, San Francisco, for tips on how to plan a Zoom© visit with the learner and client/family.