

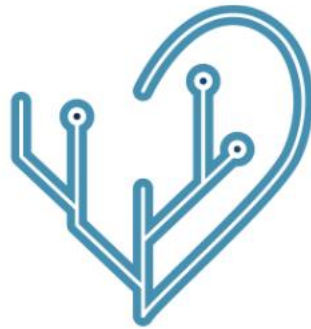


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Erasmus+ TECH2MATCH

**MOOC and ADVANCE Content for Telehealth module**

Prepared by the TECH2MATCH Consortium



**TECH2MATCH**

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HEALTHCARE INSPIRED BY TECHNOLOGY



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## Introduction

This document presents the *Teaching Guide for the Telehealth Unit* of the TECH2MATCH Erasmus+ project. It serves as a comprehensive pedagogical resource for lecturers involved in the delivery of Telehealth module within the broader TECH2MATCH framework. The guide provides clear learning outcomes, structured activities, and rationales grounded in Reflective Practice-based Learning (RPL), ensuring a coherent and evidence-informed teaching approach.

The content is organised into sequential units covering the basics of telehealth and what things need to consider, when implementing telehealth in patientcare. Each unit includes both *basic* and *advanced* learning tasks, designed to promote progressive, self-directed, and interdisciplinary learning among students in nursing, midwifery, physiotherapy, occupational therapy, and related health sciences. This guide aims to support educators in aligning teaching methods with the course's reflective and experiential learning philosophy.



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# TELE Remote Pain Care HEALTH

## How telehealth helps with pain

Connecting with your health care provider online is a great way to get the health care you need from the **comfort of your home.**

## Try it with your patients



Comfortable consultations



Combining technologies



Saving time and resources



Want to know more?  
Go to [www.tech2match.eu](http://www.tech2match.eu)



## Content

### Unit 1: Introduction to the technology

#### Section 1.1: Terminology – Telehealth

This subsection will introduce you to the terminology in telehealth and it also provides examples about different solutions used in telehealth.

##### Expected learning outcomes:

- Students will learn to know the basic terms related to technology. Students will get to know recent technological solutions regarding telehealth.
- Students will get to know the relevant technologies used in telehealth.

##### Tasks

#### 1.1.1 What is telehealth

**Level:** Basic

**Activity description:** Go through material in Thinglink 1 presentation and after that you will find tasks in the platform. This **Thinglink 1** presentation includes the material from sections 1.1: Terminology, 1.2: State-of-the-Art Technology and 1.3: Supplementing technology.

**Resource:** MOOC, Thinglink 1 presentation

<https://www.thinglink.com/card/1877286213191205732>

#### 1.1.2 What is telehealth

**Level:** Basic

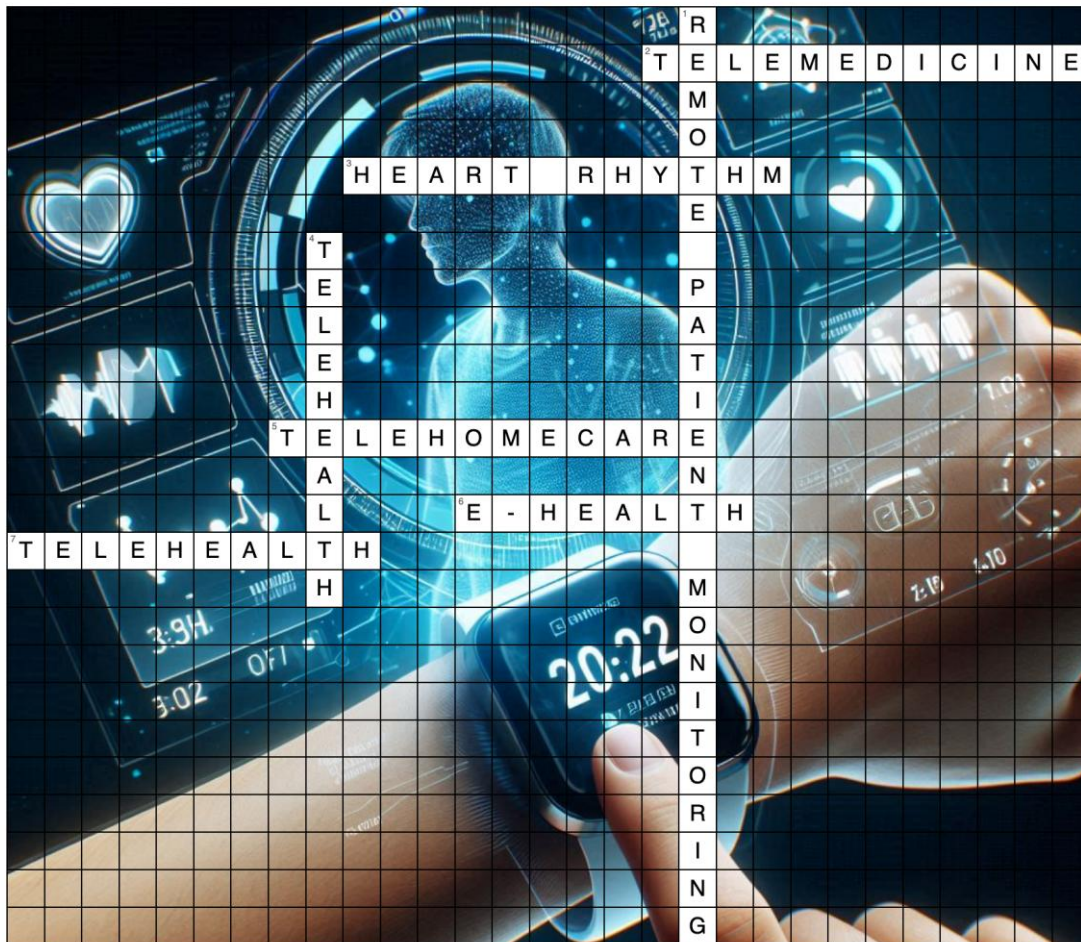
**Activity description:** Complete Task 1 Crossword puzzle to assess your knowledge of the main terminology related to eHealth.



**Activity rationale 1.1:** By watching the presentation Thinglink 1 about eHealth terms and the legislative framework guiding its use in clinical practice. Use the links to additional information to explore the topic. The basic terminology related to telehealth is included in this presentation. By watching the presentation and opening the links the student will learn basic concepts of telehealth. In this task students actively engage with the eHealth material and build their knowledge through feedback received on tasks.

**Resource:** MOOC, Crossword puzzle

The answer may include multiple words. Then add a space between words.



**Section 1.2: State-of-the-Art Technology**

**Expected learning outcome:**



- Student will know the recent technological solutions regarding to telehealth.

### 1.2.1. Things to consider when using telehealth

**Level:** Basic

**Activity description:** Watch the presentation on different telehealth solutions. Omaolo and Omakanta, examples from Finnish healthcare will be presented. This task is included in Thinglink 1 presentation.

**Resource:** MOOC, Thinglink 1 presentation.

### 1.2.2. Things to consider when using telehealth

**Level:** Basic

**Activity description:** Look at the videos about eHealth possibilities (healthvillage.fi, Australian healthcare and other examples from other countries) and you can search for example healthvillage hubs about paincare.

**Activity rationale 1.2 (basic):** Students will watch different kind of examples of public online services of telehealth. Visit the Finnish Healthvillage webpage ([Healthvillage.fi \(terveyskyla.fi\)](http://Healthvillage.fi(terveyskyla.fi))), and watch the introduction video about public online service developed by Finnish University Hospitals and about eHealth possibilities and example is the Australian way to use telehealth in their health care in the video ([What is the future of digital health? \(youtube.com\)](http://What is the future of digital health?(youtube.com))). Through these examples students will learn about the recent technological solutions regarding to telehealth. Through these tasks students actively engage with materials and build their knowledge through feedback received on tasks.

**Resource:** MOOC, Thinglink 1 presentation

### 1.2.3. Data search

**Level:** Advanced

**Expected learning outcome:**



- Students will understand different ways to use telehealth.

**Activity description:** In this task students are independently searching for information on the way telehealth is being implemented in their own country in health care. What are the different kinds of solutions they can find? This could include for example different telehealth methods or webpages. After searching information about these solutions, students will discuss about the findings, for example in a forum or in the classroom. Through this assignment students gain understanding about different ways to use telehealth.

**Activity rationale:** In this task, students will carry out independent data collection. They will search and explore options by browsing webpages to find out how telehealth is used in different ways in their country (e.g. video calls, chats, self-care webpages, etc.). They will find out about the various solutions used in healthcare and deepen their knowledge of the different ways telehealth can be used. Exploration through data collection is about restoring understanding in situations where meaning is unclear. This is achieved not by providing definitive answers, but by fostering deeper insight. This abductive process encourages learners to reflect, make educated guesses and suggest interpretations or actions.

**Resource:** Searching databases, teachers can also provide sources for students to explore.

### 1.2.4 Reflection

**Level:** Advanced

**Activity description:** Explore options in your country by browsing the webpages, how to use the telehealth (healthvillage.fi and other examples from other countries) and answer the questions below:

**Resource:** Guiding questions:

- Question 1. Describe your findings; how is telehealth used for in your example?
- Question 2. What are the main benefits of using this telehealth solution in the patient point of view?
- Question 3. Are there any concerns about telehealth solution in your task?

### 1.2.5. Discussion



**Level:** Advanced

**Activity description:** Discuss about different kind of telehealth solution and share your findings in the forum or in the classroom.

**Activity rationale 1.2.4 and 1.2.5:** After gathering the data, students will take a moment to reflect its significance. It is important to make room for dialogue, feedback and feedforward, as these serve to connect and integrate the processes of teaching and learning. In this task, students discuss about their findings; discussion can take place in the discussion forum or in the classroom. Through discussion, students will learn about other countries' ways of providing telehealth. In the discussion students should answer for the guiding questions and continue the discussion with other. The teacher's role in the classroom is to guide student discussion or facilitate discussion forum on the online platform.

**Resource:** -

### Section 1.3: Supplementing technology

#### Expected learning outcomes:

- Students will know the relevant technologies used in telehealth.
- Students will understand the required IT solutions needed when using telehealth safely

#### 1.3.1 What is telehealth

**Level:** Basic

**Activity description.** Look at the video about needed IT solution in telehealth (WIFI, internet, computer, phone, etc.) This video is included in Thinglink 1 presentation.

**Resource:** MOOC, Thinglink1 presentation

#### 1.3.2. Things to consider when using telehealth

**Level:** Basic



**Activity description:** Fill in the **Quizz** about What to check from the computer when using telehealth?

**Activity rationale 1.3:** By watching the presentation Thinglink 1 students will learn about relevant technologies and needed IT solution in telehealth. In this task students actively engage with the provided material and build their knowledge through feedback received on tasks.

**Resource:** MOOC, Quizz (H5P task)

- You can interact with a patient from a public space without any concerns  
True  
**False**
- You need to check your connection (WIFI, network) before the meeting with a patient  
**True**  
False
- You need to check, that you are able to speak in many meetings at the same time  
True  
**False**
- You need to check that the camera is functioning  
**True**  
False
- You need to check that the microphone is functioning  
**True**  
False
- There are multiple ways to use telehealth in meetings with clients.  
**True**  
False



## Unit 2: How to set up the technology

### Section 2.1: Setting up the technology

This subsection will give you information how to set up the technology and you will get familiar with the technology needed for a video-based telehealth appointment ensuring that the patients' health information stays private.

#### Expected learning outcomes:

- Students will gain understanding of the required IT solutions needed when using telehealth safely.
- Students will learn how to choose technology and the right devices.
- Students will learn about side-effects and risk of using telehealth and gain understanding about risks about telehealth

#### Tasks

##### 2.1.1 Setting up telehealth

**Level:** Basic

**Activity description:** Start by watching the interactive presentation “How to set up the technology” and you will find flipped cards there about the material. Think about the questions and check right answers. You need also get familiar with delivering care using telehealth by reading the material about what to consider when planning telehealth visit. Go through also the checklist that is included in the presentation.

**Activity Rationale:** In this task, students will learn what needs to be considered when using telehealth. Through the material, they will learn about the necessary technology setup and how to appropriately and safely implement telehealth visits. The use of flipped cards has been a method of boosting students' own thinking.

**Resource 1:** MOOC, How to set up the technology –presentation

##### 2.1.2. Choose application for digital counselling



**Expected learning outcomes:**

- Students will understand how to set up the required equipment.

**Level:** Advanced

**Activity description:** Choose an application that you will use in your task (Teams, Zoom, video phone call. etc). Search for possible solutions and needed skills for digital counselling with your chosen application. Go through the application by using the checklist provided. Answer the questions in the checklist into separate file (word etc.) and return the file to teacher.

**Activity rationale:** For example, students could be working with TEAMS, so they will find out how to make the account and how to keep the meeting secured. Students will also what other important issues need to consider by using the checklist. In this assignment, students will learn through their own experience how to set up the requires equipment.

**Resource:** Article with checklist: Hascalovici, J., Kohan, L., Spektor, B., Sobey, C., Meroney, M., Anitescu, M., Barad, M., Steinmann, A., Vydyanathan, A., & Wahezi, S. (2021). The Pain Medicine Fellowship Tele-health Education Collaborative. *Pain Medicine*, 22(12), 2779–2805. <https://doi.org/10.1093/pm/pnab251>

### 2.1.3. Learn about health literacy

**Expected learning outcomes:**

- The student will learn about health literacy and digital health literacy. The aim is to understand the need for digital health literacy for different patient groups when using telehealth.

**Level:** Advanced

**Activity description:** Learn about health literacy by watching both the Youtube videos and presentation about health literacy. Think about why it is important to understand health literacy from different points of view.

**Activity rationale:** This task encourages students to connect theoretical knowledge of health literacy with their own professional experiences and observations.

**Resource 1.** Youtube video about “5 Things to Know About Health Literacy” (2:19 minutes): <https://www.youtube.com/watch?v=BG-iY-em7mk>



**Resource 2.** Presentation about Health literacy (SEAMK) [IDEAHL Health Literacy CONNECTINGHEALTH \(1\).pdf](#)

## Section 2.2: Side effects and risks when using telehealth

In this subsection, students will learn about side-effects and risks of using telehealth and gain understanding about risks about telehealth and information risk management in health care.

### 2.2.1. Side-effects and risks

#### Expected learning outcome:

- Understanding side-effects and risks of using telehealth
- Being aware of information risk management in health care

#### Level: Basic

Activity description: First read the Houser et al. (2023) article “Privacy and Security Risk Factors Related to Telehealth Services – A Systematic Review” and search the information about the advantages and disadvantages of telehealth and continue to the task. Based on the previous paper, consider the main risks and challenges and put them in context with your own experience and/or findings on how telehealth is used in your country. Think about the following topics:

- Accessibility of devices and internet
- Reliability of telehealth solutions
- Expenses
- Data security
- Main challenges
- Country-specific legislation

After that, complete the quiz 2.2.1 Side effects and risks in the MOOC.

**Activity rationale:** This task encourages critical reflection by prompting students to relate theoretical insights about the risks of telehealth to their own professional and national contexts. By analysing issues such as accessibility, data security and legislation, learners actively bridge the gap between research-based knowledge and real-world experience. This



reflective process enhances their understanding of the ethical, legal and practical implications of telehealth, encouraging them to become informed and responsible professionals.

**Resource:** The article (Hascalovici, J., Kohan, L., Spektor, B., Sobey, C., Meroney, M., Anitescu, M., Barad, M., Steinmann, A., Vydyanathan, A., & Wahezi, S. (2021). The Pain Medicine Fellowship Tele-health Education Collaborative. Pain Medicine, 22(12), 2779–2805. <https://doi.org/10.1093/pm/pnab251>) and H5P task.

Quiz:

<p>Question 1. Choose one or more answers.</p> <p>The use of technology is found to be a risk in telehealth because,</p>	<p>True</p> <ul style="list-style-type: none"> <li>- Patients may have limited access to the internet and telehealth-specific technology.</li> <li>- Both patients and health care providers find technology expensive.</li> <li>- There is a need for information technology personnel to implement and support technology.</li> <li>- Patients find reliability of internet connections unsecure to support telemedicine.</li> </ul>	<p>False</p> <ul style="list-style-type: none"> <li>- Knowledge of implementing technology is not an issue.</li> <li>- Everyone has digital devices and internet access, so this is not a problem.</li> </ul>
<p>Question 2. You can access to your telehealth session from public space?</p>		<p>False</p>
<p>3. You do not need to have a private link or password secured line when connecting?</p>		<p>False</p>
<p>4. Patient health records and sensitive medical information are nowadays being transmitted and</p>	<p>True</p>	



stored online, raising concerns about unauthorized access.		
5. Open- ended question:  How is the information security about telehealth considered in your country?		
6. Open ended question:  Explain the main challenges and risks according to Housset etc, 2023. article.		

### Unit 3: Matching technologies with PwP

In this subsection you will learn about how the technology can be used in different kinds of situations with patients with pain. At first, start by choosing and reading an interesting article.

#### Section 3.1: How does the technology help PwP

##### Expected learning outcome:

- Students will learn about use and effectiveness of technology to justify its clinical use.

##### 3.1.1. Practical examples

**Level:** Basic

**Activity description:** Choose and read one of the provided articles on experiences of the clinical use of eHealth and telehealth.

**Activity rationale:** In this task the provided articles can be used or you can provide ones suitable in your course. Students will read article and consider about experiences of use of



telehealth solutions and learn about clinical use of telehealth. Reading and analyzing articles encourages students to connect theoretical knowledge with their own experiences and to reflect critically on how this information informs their professional practice.

**Resource 1.** Articles (1-5) provided in the MOOC.

### 3.1.2. Critical reflection

**Level:** Basic

**Activity description:** After reading the article, discuss with Telehealth Bot (School AI) about the themes that were raised from the article. In addition, discuss with the Bot about how you can use telehealth with your customers, especially people with pain. Try also to challenge Telehealth Bot for answers. Here are questions you can use to guide your conversation: 1. What topics you can raise with the patient with pain? 2. How can telehealth help achieving goals with patients with pain? (for example, increasing quality of life).

**Activity rationale:** This task encourages students to apply theoretical knowledge from the article to practical telehealth scenarios. By engaging in dialogue with the Telehealth Bot, learners actively explore, question and test their understanding. This helps them to reflect on their professional reasoning and develop a deeper insight into how telehealth can support patients experiencing pain in real clinical contexts.

**Resource.** MOOC, Telehealth Bot.

## Section 3.2: Choosing technology based on PwP needs

**Expected learning outcome:**

- Students know how to set up technology and applications based on the need of PwP
- Adjusting the guidance based on the target group

Tasks

### 3.2.1. Choosing technology based on patients' needs

**Level:** Basic



**Activity description:** There are different kind of solutions you can address to patients with pain. Look at the example videos about telehealth solutions used with patients with pain. After the videos, explore different kinds of situations, how telehealth could be used. For example, in Finland you can find information and self-care programs from Health Village Pain hub and from “Suomen kipu” webpages (in Finnish). After watching the videos search the examples also from your own country. How is telehealth used in your health care? Complete the section by answering the Task Choosing technology based on patients' needs– Drag and Drop Activity.

**Activity rationale:** In this assignment, students are given examples to explore and asked to deepen their understanding of the telehealth solutions in the context of their own country. Through reflective thinking, they construct their understanding of the subject being studied. With a drag-and-drop test, students test their own knowledge.

**Resource.** Videos provided in the MOOC and Drag and drop activity “Choosing technology based on patients' needs

1. In telehealth, patients can actively participate in their care using a \_\_\_\_\_.

Word	True	False
self-care program	X	
prescription		X
hospital transfer		X

2. For elderly patients, it is important to provide \_\_\_\_\_ instructions for using technology.

Word	True	False



clear and detailed	X	
technical and English-only		X
only video-based without text		X

3. The most important factor when choosing a technology for a patient is the patient's \_\_\_\_\_ to use it.

Word	True	False
ability	X	
access to the newest device		X
preference of the physician		X

4. If a patient lacks digital experience, guidance should involve \_\_\_\_\_.

Word	True	False
a slow pace and clear instructions	X	
technical terms and fast delivery		X



only verbal guidance without materials		X
--	--	---

5. A young adult with chronic pain may benefit from a \_\_\_\_\_.

Word	True	False
mobile app or web-based program	X	
printed instructions only		X
one-time clinic visit without follow-up		X

### 3.2.2. Patient cases

**Level:** Advanced

**Expected learning outcome:**

- Student will gain knowledge about how to adjust the guidance based on patient’s age, clinical environment, cultural backgrounds.

**Activity description:** First look at the videos about Teach Back -method and Motivational interviewing. After that choose a patient case either based on your own interest or real patient. Teacher provides case examples in simulated situations in the classroom, or you can choose one patient from the practise. Choose the technological solution and device you will use in your telehealth appointment, for example, video call by mobile phone, Teams, Zoom, etc. Get familiar with technology and how you can implement it in your case. Find answers to the questions below:



- What do you need to know about setting up technology, make an argument for and against your decision about this solution, also take notice of safety issues. Get familiar with technology.
- What kind of information or guidance does your patient need? Use either Motivational interviewing or Teach back method. You could also benefit from the Tele visit planning information and checklist from part 2.1.

This task will help you to prepare for the next task, where you will practice real-life situations via simulations in the classroom or with real patients. Finalise and return your assignment to teacher. Discuss and reflect in groups about the choices made.

**Activity rationale:** This task combines theoretical knowledge with upcoming practical application, encouraging students to plan and reflect on a telehealth encounters. By exploring communication methods such as the Teach Back technique and motivational interviewing, and by evaluating technological solutions, students engage in critical reflection, decision-making and problem solving that is relevant to real clinical contexts. The group discussion and reflection stage further enhances understanding, enabling learners to analyse their experiences, share insights and connect practice with theory. This fosters the development of reflective and competent telehealth practitioners.

**Resource 1.** [What the Heck is Teach Back? \(youtube.com\)](https://www.youtube.com/watch?v=Dfs_74xTGVk)

**Resource 2.** [Teach back - a technique for clear communication \(youtube.com\)](https://www.youtube.com/watch?v=Dfs_74xTGVk)

**Resource 3.** Motivational interviewing in Telehealth:  
[https://www.youtube.com/watch?v=Dfs\\_74xTGVk](https://www.youtube.com/watch?v=Dfs_74xTGVk)

#### Unit 4: Using technologies with patients, Real-Life Scenarios

This subsection aims to guide the patient (use for technologies and action) and practice real-life situations through a task. Students will learn to support and guide patients using telehealth.

In tasks you will see more demonstrated real-life situations with different patient cases. You will also learn to apply telehealth skills in your own case scenario. Start this section by looking at examples and think about the ethical aspect of using technology in homecare environment.



In the second part you will continue with a patient case and a scenario. Go through the scenario and think about the questions relating to your patient case.

**Expected learning outcomes:**

- Students gain positive but critical attitude towards technologies and motivation to work with them.

Tasks

**Section 4.1.1 Preparation and mindset**

**Level:** Basic

**Activity description:** Watch a video about telehealth possibilities in homecare. Think about the guidance needs of the use of technology in this situation. After the video continue task by reading the article below. Pay attention to the factors that need to be considered when introducing technology to homecare. Think about both ethical aspects and usability of technology. Complete the task by filling in the Drag and drop quiz.

**Activity rationale:** This task encourages students to consider the practical and ethical implications of using technology in the context of their theoretical understanding. By watching the video, reading the article and taking the quiz, learners actively reflect on issues regarding telehealth in homecare. This process fosters critical thinking, ethical awareness and professional judgement, helping students to develop a balanced and reflective approach to using technology in patient care.

**Resource 1.** Materials provided in the MOOC and Drag and drop quiz

	Question	Right answer
1	With telehealth you can monitor remotely patient, for example	Vital signs like blood pressure and saturation
2	Method used in the article was	Descriptive qualitative study
3	Four main categories about ethical competence for professionals, based on the research were:	professional ethics, decision-making, change brought by technology, and factors affecting the introduction of technology
4	As for ethical principles in homecare with technology, the guiding values of the work are	Respect for older people's own will, respect their autonomy, equality, humanity, and human dignity.



5	Answers showed that the older people's opinions were not considered in introducing technology, but often	Decisions were made in multidisciplinary teams.
6	In the article, participants emphasized the importance of including older people and their family members in decision-making, because	Autonomy may not be realized if the technology is taken into use against the client's own will.
7	Factors that need to be considered when introducing technology to homecare are:	the need for service, suitability, and benefits from the older people's perspective
8	It was recognized that introducing technology changes the services for older people living at home, not only..	Reducing services, but also increasing the need for the services. Technology can reduce or change the type of visit to remote.
9	People's positive experiences and interest in learning how to use technology were seen as positive factors when introducing technology. Also..	positive attitudes of patients and their family members and clear introduction of the technology were seen as conducive factors for learning to use technology.
	Extras:	Inductive content analysis
		Quantitative survey
		Videos from patients home environment
		the client's state of health

## Section 4.2: Support and guidance

### 4.2.1.Put into correct order

#### Expected learning outcomes:

- Recognizing and evaluating possible risks with planned cases
- Knowing how to guide patients based on their background

**Level:** Basic

**Activity description:** Watch these two videos about realistic real-life scenarios when using telehealth. After that choose one of the patient cases in the platform or one provided by your teacher. Continue to work with the chosen patient case through your task. Go through the interactive path in the Thinglink scenario below. During the scenario think about the steps with your own patient. Guide the patient in your task and practice real-life situations using interactive Thinglink 2. scenario. Think about what needs to be considered when introducing this



new technology and what kind of guidance your patient/client needs. Complete then the correct order quizz below

**Activity rationale:** The purpose of the real-life scenario is to introduce students to the world of telehealth in a practical way. Through patient cases, students are encouraged to reflect on how they would act as healthcare professionals, considering the needs of their patients. This will enable them to evaluate possible risks and guide patients based on their background. Through the quiz they will learn steps how to implement telehealth scenario.

**Resource 1.** MOOC, Thinglink 2 scenario, Patient cases in the platform (4)

**Resource 2.** MOOC, Make the correct order -quiz

Right answers:

- Consider whether the client is suitable for a telehealth consultation
- Check the functionality of the connection (can the client see and hear you?), make sure the connection is private
- Verify the client's identity and introduce yourself
- Provide guidance and observe the client's response
- Ensure that the client has understood the instructions
- Document the session and plan any necessary follow-up actions

## Section 4.2. Advanced

### 4.2.2. Guiding patients

In this task students learn to guide the patient (use for technologies and action) and practice real-life situation using interactive task.

#### Expected earning outcomes:

- Student will learn to supporting and guiding patients using telehealth.

#### Level: Advanced

**Activity description:** In this task you will plan a guided telehealth visit to increase the health and quality of life of a patient with pain. You will also practice hands-on technology with real patients or in the classroom with other students. First get familiar with the obstacles for effective communication in telemedicine.



Memorize what do you need to do to have effective communication between you and patient. What do you need to consider? This can be also used as a starting point for the telehealth visit planning and can be used for discussion in the classroom. Then plan a guided situation to help a patient with pain.

- Plan how you will get in touch with your patient/client (video call, Teams etc)
- Plan the video visit questions and the guided situation for example using the perspective:

How can you improve the quality of life of your patient?

Practice your planned telehealth situation either in the classroom as role play or with real patients. You can use the provided cases or create situation based on your colleague's needs. Evaluate the real-life situation by reflecting it with others by using the facilitation question.

**Activity rationale:** For example, the approach how the patient's healthy habits can be supported and increased based on the needs of patient can be used. You can for example, use the links provided in the sources: what are included in the healthy habits and what kind of questions you can use to assess what will be the aim in the telehealth visit and guidance. You can find questions from your own occupational needs or use questions about healthy habit for example using The Fabulous- app. This task facilitates learning by combining theory with practical experiences, encouraging students to plan, implement and reflect on a telehealth session. Students can apply their communication and clinical skills in real-life situations, before reflecting on their performance to improve their understanding and develop their professional competence. Student will gain confidence in guiding patients through telehealth.

**Recource.** <https://jobs.scribeamerica.com/us/en/blogarticle/effective-communication-in-tele-medicine> and [The Fabulous - Build better habits & achieve your goals](#)

## De-Briefing

Video can be found in iMOOX.