

Abbreviated telepsychiatric (TP) and telebehavioral health (TBH) competencies for clinicians and trainees including cultural and rural components [Note: top section is based on the domains of the Accreditation Council for Graduate Medical Education framework; the bottom section via Coalition for Technology in Behavioral Science (CTIBS) used its own domain titles. Video unless specifically marked social media or mobile health]

Area/topic	Novice/advanced beginner (e.g., learn clinical and technology-based skills)	Competent/proficient (e.g., apply "good" in-person skill to technology-based care with appreciation of context)	Expert (or authority) (e.g., has advanced knowledge, skill and experience in TBH care, research, administration and/or policy)
Patient care			
History-taking; Engagement and interpersonal skills; Assessment and physical examination; Management and treatment planning; Documentation; Billing			
CTIBS TBH (51) (Clinical evaluation and care); Assesses for cultural factors influencing care	Identifies obvious cultural factors; considers this theme if a dilemma arises in care and adjusts assessment and treatment strategies. Explores with an attitude of cultural humility and interest in learning. Seeks appropriate consultation to address cultural considerations/challenges	Systematically screens for, differentiates between regular and technology-specific cultural factors, e.g., preference for telephone rather than video. Appropriately involves "cultural facilitators" e.g., interpreters and members of the cultural community to assist with assessment and care. Uses culturally sensitive and evidence-based approaches e.g., assessment instruments like the cultural formulation interview	Researches, trains and teaches peer-reviewed and when possible, evidence-based methods for problem-solving obstacles related to TBH and culture e.g., identifying implicit biases, opting out of a preferred technology if it is not working; obtaining a cultural consultant; researching trends across (and via mixing) technologies; multi-site care of a client/patient
CTIBS TBH (51); (Clinical evaluation and care) Creates a climate that encourages reflection and discussion of cultural issues in an ongoing manner	Contributes to a climate of humility and learning by identifying implicit biases as well as commonalities and differences between the client/patient and professionals	Promotes a climate of humility and learning by identifying implicit biases and weighing client/patient and professional commonalities and differences as well as how these affect the therapeutic relationship. Facilitates reflection, manages complexities and uses TBH to optimize "fit" between client/patient and professional based on cultural identity, belief system(s), help-seeking behaviors and preferences for care	Researches, disseminates and delivers evidence-based training related to public and population health data regarding the impact of these factors on outcomes related to in-person and/or TBH e.g., integrates these factors with data on adoption of technology related to geographic mapping/trending, patterns of technology and resource availability of mobile technologies
Interpersonal and communication skills			
Communication	Clear communication with patient and professionals	Amplify communication (i.e., 15%) based on video literature to be "present" via TP	Trouble-shoot communication difficulties; Optimize one's and other's telepresence
Telepsychiatry (48); Cultural, diversity and social determinants of health	Consider diversity of patients, families and communities related to language fluency, and customs; Consider one's culture, values, behaviors, and preferences; Learn how social determinants affect in-person care	Adjust in consideration of patient culture and preference; Check language fluency to confirm; Elicit cultural meaning of illness/wellness; Be aware that social determinants may affect interest in, using of, and experience with telemedicine	Follow cultural formulation frameworks; Ask if culture affects using TP (general exploration) or explanation of illness; Consider patient-doctor relationship in context of culture, values, behaviors, and preferences; Adjust interview, assessment and treatment per social determinants; consider in-person care if critical need
Telepsychiatry (48); Language/interpreter ability	Use the interpreter	Time management and options (e.g., professionals preferred to medical staff and family)	Verbal and non-verbal dimensions
Telepsychiatry (34); Cultural, diversity and social determinants 2018 AP	Consider participants' needs and preferences	Adjust to patient culture/preferences for therapeutic relationship; Ensure language fluency and preferences	Teach on cultural formulation, generalizations for practice and approach with humility
CTIBS TBH (51); (Clinical evaluation and care); Ensures communication with a reasonable language option	Assesses primary/native language and client/patient preference for use of interpreter or certified language assistance service, when needed	Ensures primary and/or preferred language is operational. Explores how language affects the story/narrative and level of intimacy. If an interpreter is used, explores ethnicity, interpersonal communication style and skill i.e., not analyzing, shaping story/narrative. Manages two-site complexities (client/patient site "a" and professional and/or interpreter site "b")	Teaches and consults regarding the therapeutic relationship's cultural issues, comparing similarities and differences between in-person and TBH-based communication. Disseminates evidence-based information about communication trends related to cultural values, practices, preferences and language in TBH
Telepsychiatry (34); Language/interpreter ability 2018 AP	Use the interpreter as best as possible with supervision	Manage time, pick best option (e.g., professionals > staff and family) and use interpreters on either site or on telephone	Verbal and non-verbal dimensions; Teach differences of relationship when using interpreter and quality thereof (e.g., nurse vs. certified professional)
Social media (49); Cultural, diversity, and social determinants of health	How do these affect asynchronous methods? What is the impact of: <ul style="list-style-type: none">Technology fluency?Idioms, "shorthand" expressions, and acronyms? Generational differences?	Show interest and flexibility in discussing diversity and technology issues; Be aware of how social determinants affect in-person care and apply this information to use of SM/N	Ask about the impact of culture and diversity on preferences related to SM/N and other technology use; Promote reflection, discussion and awareness of how social determinants affect interest in, use of, and experience with technology; Ask about immigrant/assimilation, generational and other cultural factors that impact family
Social media (50); Cultural, diversity, and social determinants of health; language access	Show interest and flexibility Be aware of how social determinants affect in-person care and SM Identify communication issues that may affect in-person care and SM	Ask about culture and use/preferences Promote reflection and awareness of how social determinants affect technology use Anticipate issues, make adjustments and ensure language flexibility	Include in cultural formulation interview and how culture may affect SM use and impact treatment/patient care Provide consultation
Mobile health (53); Cultural, diversity, and social determinants of health; attend to language issues	Consider culture and diversity issues, related to SP/device and/or apps and other technologies <ul style="list-style-type: none">How social determinants affect synchronous and asynchronous healthcareAccess to SP/device and/or apps <ul style="list-style-type: none">Sentinel events	Ask patient if/how culture impacts use and preferences for SP/device and/or apps and other technologies Promote reflection and awareness of how social determinants and SP/device and/or apps intersect Observe, adjust and manage language and communication issues (e.g., emoticon use)	Include SP/device and/or apps use in cultural formulation interview, if applicable Instruct on generalizations (and how to avoid stereotypes) of how culture may affect SP/device and/or apps use and impact treatment/patient care Consider consultation
Mobile health (54); Culture, diversity and special populations	Recognize culture impacts use and other trends in populations (e.g., generation Y, autism spectrum)	Consider preferences and other implications of use and preference (e.g., adolescent, Veteran with posttraumatic stress disorder)	Instruct on cultural variations and how to adapt assessment and management approaches according to differences
Mobile health (55); Cultural, diversity, and social determinants of health; attend to language issues	Consider culture and diversity issues, related to mobile technologies and other technologies <ul style="list-style-type: none">How social determinants affect synchronous and asynchronous healthcareAccess to mobile technologies <ul style="list-style-type: none">Sentinel events	Ask patient if/how culture impacts use and preferences for mobile technologies and other technologies Promote reflection and awareness of how social determinants and mobile technologies intersect Observe, adjust and manage language and communication issues (e.g., emoticon use)	Include mobile technologies use in cultural formulation interview, if applicable Instruct on generalizations (and how to avoid stereotypes) of how culture may affect mobile technologies use and impact treatment/patient care Consider consultation
Systems-base practice			
Outreach to community			
Interprofessional education issues			
Care models			
Licensure regulations for TP and model used			
Telepsychiatry (34); Rural health	Learn rural health basics related to care	Learn about rural access, epidemiology and barriers	Teach, practice and role model
Telepsychiatry (48); Rural health	Learn about rural access, epidemiology, \$, and other	Learn rural health basics	Practice and role model
Telepsychiatry (34); Special populations	Adjust to a difference (e.g., child/adolescent vs. adult)	Recognize differences and adapts assessment and management (e.g., veterans, child/adolescent/parent, culture, geriatric) 2018 AP	Teach, practice and role model
Professionalism			
Attitude			
Integrity and ethical behavior			
Scope			
Practice-based learning			
Administration			
Safety and quality improvement (QI)			
Teaching and learning			
Knowledge			
Mobile health (53); Patient care	Ability to answer questions, discuss and adjust mH, SP/device and/or apps in comparison to in-person care, including consent, privacy, data protection/integrity and security safety and documentation Aware of SP/device security measures (i.e., password protection)	Answer questions/teach, discuss/clarify and adjust/develop options for mH, SP/device and/or apps in comparison to in-person care in additional areas of scope of practice, communication, culture and diversity, ethics and care models Aware of SP/device security measures (i.e., password protection bypassed if incoming call "goes around" security measure)	Demonstrate extensive knowledge of mH, SP/device and/or apps to advise colleagues on practical knowledge of how to mitigate them
Patient care	Ability to answer questions, discuss and adjust mobile technologies in comparison to in-person care, including consent, privacy, data protection/integrity and security safety and documentation Aware of mobile technologies security measures (i.e., password protection)	Answer questions/teach, discuss/clarify and adjust/develop options for mobile technologies in comparison to in-person care in additional areas of scope of practice, communication, culture and diversity, ethics and care models Aware of mobile technologies security measures (i.e., password protection bypassed if incoming call "goes around" security measure)	Demonstrate extensive knowledge of mobile technologies to advise colleagues on practical knowledge of how to mitigate them
Technology			
Adapt to technology			
Remote site design			
Technology operation			
Telepresence & virtual environment CTIBS (51)	Assesses clients'/patients' communication styles and makes adjustments for TBH	Anticipates differences in client/patient styles/habits related to technology and encourages reflection. Demonstrates and applies in-person skills to communicate with clients/patients, families and other healthcare professionals. Identifies ways in which in-person and technology-based communication are similar/different e.g., use of emoticons, "textese" and abbreviations. Considers flow of conversation and the impact of the medium as well as related to language and culture e.g., East versus West coast in the U.S. Adjusts communication specifically to modality e.g., engages differently when client/patient is visibly anxious on video	
Telepractice development CTIBS (51)	Tailors the digital identity to the clinical care, culture and business standards of the communities accessed and served		