Disclosure

The presenters have no conflicts of interest to disclose.
Learning Objectives

At the conclusion of this activity, pharmacists should be able to successfully:

1. Determine best practices for successful remote precepting for a variety of learners.
2. Discuss barriers to an optimal precepting experience for the learner and preceptor.
3. Create a plan to overcome potential barriers related to remote precepting.
4. Identify personalized strategies to prevent preceptor burnout during a remote rotation experience
Learning Objectives

At the conclusion of this activity, **pharmacy technicians** should be able to successfully:

1. Consider implications for training and learning in a remote environment.

2. Anticipate potential barriers related to remote training/onboarding IPPE/APPE students and residents.

3. Determine key steps in effective onboarding of learners and employees in a virtual space.
Outlining Our Time Together

Part 1: Three Pandemic Precepting Stories

Part 2: Group Discussion
The Key is CONNECTION

Recognize that this is NOT ideal → making the best of a tough situation

Take the time to CONNECT
  Initial meeting
  Frequent personal check-ins

Is there a chance to meet in person?
Part 1: Three Pandemic Precepting Stories

TAKE NOTES!!!
Monica
AMBULATORY CARE
Tonya
INPATIENT MEDICAL ONCOLOGY
Lessons Learned – Planning

Start with preparing

Set up schedule and work flow
- Utilize calendar
- Prepare clinic schedule
- Create a daily breakdown

Create a shared space for documents
- Required readings and helpful references
- Examples and templates
- Resources – phone numbers, provider list, logins etc

Communicate to care team
- Alert staff to allow for inclusion and awareness
- Encourage including learners on messages and skype

Confirm technology accessibility
- Remote access
- Phone/video capabilities
Lessons Learned – Orientation & Feedback

Spend time orienting and providing frequent feedback
- Communicate directly “face-to-face” expectations
- Define the daily schedule and work flow as close to normal as possible
- Schedule check in time
- Introduces forms of communications and label preferred methods for type of communication
- Create a virtual workspace for orienting, modeling, and coaching when unable to in person (share screens, video calls, three-way calls)
- Provide feedback face-to-face and collect their feedback frequently (especially seek on remote aspects)
Lessons Learned – Workplace Culture

Facilitate communication with care team and exposure to work-place culture
- Spend time to provide prospective on the work flow within the work-place and points of contact
- Define the forms of communication utilized with providers and care team members
- Have learner attend virtual huddles or team meetings with prepped items to discuss
- Share or include resident on provider message threads or “drive-by” skype consults

Create a Virtual Desk
- Have virtual platform up and running to catch ideas, questions, and discussion in real time
- Keep track of interesting/challenging concepts that come up during the day
- Take the screen with you
Lessons Learned – Workplace Culture

Topic Discussions
- Make this an opportunity to network with other pharmacists and/or care team members
- Utilize webex or video platform, case discussions, or have the resident lead to enhance engagement

In-services or Journal Clubs
- Invite care team and pharmacist team to participate virtually
- Cast a wide net with virtual platform
Our jobs are challenging already in a lot of ways – time constraints, clinical responsibilities, etc.

Add on the challenges of WFH (with a partner, children, animals, maybe not-so-ideal workspace)

So in case no one has patted you on the back lately (because they likely can’t 2/2 coronavirus distancing rules), I offer you a virtual pat on the back for going through a really hard thing.
Preceptor Resiliency

Boundaries
- Set designated check-in times with learner
- Set aside time for just you during your work day

Sharing responsibility
- Delegate topic discussions among preceptors to give primary preceptor a break

Sending students to other presentations or meetings, assign projects, etc.
- ie, pharmacy department COVID calls and staff meetings, medical student/resident teaching in team rooms
Easy Access Resiliency Tools

Use humor
Express gratitude

Liam Hackett
@DiageoLiam

The World Health Organization has announced that dogs cannot contract Covid-19. Dogs previously held in quarantine can now be released. To be clear, WHO let the dogs out.

Part 2: Group Discussion

LIVE AND CHAT DIALOGUE
What have you found to be successful in virtual precepting?
CHAT: What is one thing you will do after attending this presentation?
Go Forth and Precept (Virtually)
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>HEME</th>
<th>PRINCIPALS</th>
<th>ONC</th>
<th>RESIDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-May</td>
<td>25-May</td>
<td>26-May</td>
<td>27-May</td>
<td>28-May</td>
<td>29-May</td>
<td>30-May</td>
<td>Mike (Tu-Fri)</td>
<td>APC Emma</td>
<td>Teaching Tonya</td>
<td>No resident</td>
</tr>
<tr>
<td>HOLIDAY - Memorial Day</td>
<td>METS: MM Orientation (Mike/Tonya)</td>
<td>Palliative care/hospice (Mike)</td>
<td>Neutropenic fever (Mike)</td>
<td><strong>Tamara to help w/ 1 topic of choice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-May</td>
<td>1-Jun</td>
<td>2-Jun</td>
<td>3-Jun</td>
<td>4-Jun</td>
<td>5-Jun</td>
<td>6-Jun</td>
<td>Sare</td>
<td>APC Emma</td>
<td>No resident</td>
<td>Tamara w/ Tonya, Becky</td>
</tr>
<tr>
<td>Tamara week 1</td>
<td>METS: Endometrial and cervical cancers</td>
<td>CINV (Sare)</td>
<td>Pain management (Tamara)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-Jun</td>
<td>8-Jun</td>
<td>9-Jun</td>
<td>10-Jun</td>
<td>11-Jun</td>
<td>12-Jun</td>
<td>13-Jun</td>
<td>Stacy</td>
<td>APC Tonya</td>
<td>Teaching, Becky (M-Tu), Tonya (W-F)</td>
<td>Liz w/ Becky + APPE (W-F)</td>
</tr>
<tr>
<td>Shelby Home</td>
<td>Liz: onc week 1</td>
<td>Tamara week 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-Jun</td>
<td>15-Jun</td>
<td>16-Jun</td>
<td>17-Jun</td>
<td>18-Jun</td>
<td>19-Jun</td>
<td>20-Jun</td>
<td>Sare</td>
<td>APC Thu</td>
<td>Teaching, Becky (M-Tu), Tonya (W-F)</td>
<td>Liz/ APPE w/ Thu</td>
</tr>
<tr>
<td>Shelby Home</td>
<td>Liz: onc week 2</td>
<td>Tamara week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-Jun</td>
<td>22-Jun</td>
<td>23-Jun</td>
<td>24-Jun</td>
<td>25-Jun</td>
<td>26-Jun</td>
<td>27-Jun</td>
<td>Sare</td>
<td>APC Tonya</td>
<td>Teaching, Becky (M-Tu), Tonya (W-F)</td>
<td>Liz/ Tamara w/ Tonya, APPE</td>
</tr>
<tr>
<td>Liz: home week 3</td>
<td>Tamara week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-Jun</td>
<td>29-Jun</td>
<td>30-Jun</td>
<td>1-Jul</td>
<td>2-Jul</td>
<td>3-Jul</td>
<td>4-Jul</td>
<td>Stacy (M-W)</td>
<td>APC Thu</td>
<td>Teaching Tonya</td>
<td>Liz</td>
</tr>
<tr>
<td>Liz: home week 4</td>
<td>METS: Pediatric tumors</td>
<td>Patient cases</td>
<td>Final evaluations (Lisa to help w/ evals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOPICS**
- Neutropenic fever
- VT in cancer
- ONC
- HyperCo of malignancy
- Pain management
- Palliative and hospice care
- Onc emergencies

---

**MASTER**

- Logistics
- Mike_PGV2
- Elen_PGV2
- Liz_Onc_PGV2
- Shelby_Onc_PGV2
- Tamara_Onc_PGV2