Outline
1. Share best practices for effective virtual precepting
   • Strategies to ensure professionalism in a virtual environment
   • Create pathways to keep students connected and engaged
2. Activities conducted in virtual rotation
3. Technology to use in virtual rotation

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Poll: What rotations have you had remote this past year?
Select all that apply
• APPE community rotation
• APPE ambulatory care rotation
• APPE acute care rotation
• Non-patient care rotation(s)
• PGY1 rotations
• Fellowship rotations

Poll: What is your experience with remote precepting? Select all that apply.
• Remote (100%)
• Hybrid (combination of in-person and remote)
• In-person (100%)
• I’m a PGY1 and/or a new preceptor
Advantages of Remote Precepting

• Competency with technology for everyone
• Creativity, innovation, increased efficiency
• Flexibility and adaptability for both parties
• Efficiency for in-person opportunities
• Emphasizes communication for learners

Barriers to Remote Precepting

• Technology literacy and access
• Communication requirements
• Limitation in hands-on skills/activities
• May be difficult for certain learning styles

Pearls to Effective Precepting

Building a Strong Teaching Presence

Encourage Contact

• Form virtual preceptor-learner relationship
  • Spend sufficient time with introductions
  • Build rapport with your learner
  • Address the student by name often
  • Maintain eye contact with the camera

Strategies to Increase Communication

Emphasize Professionalism

• Turn on cameras
• Mute when not speaking
• Professional dress is still required
• Appropriately display first and last name
Preceptor Pearls for Online Learning

- Minimize meeting duration
- Consider pre-readings or assignments
- Utilize visuals!
  - Images to help walk a student through
  - PowerPoint or handouts (e.g., orientation)
  - Minimize text and maximize images

Online Etiquette: Verbal Communication

- Confirm that everyone can be seen and heard well
- Speak slower and clearly
- Pause often to ask if there are questions

Incorporating Non-Verbal Communication

- Stage surroundings
  - Be aware of your background
- Strategically place your camera

Incorporating Non-Verbal Communication

- Be aware of posture
- Be aware of facial expression
- Embrace use of "reactions," use the chat feature, use gestures

Ensure Cooperation (and Communication)

- Provide method(s) for multiple learners and preceptors to communicate with each other
  - Provide technology
  - Allow opportunities for them to interact
Ensure Cooperation (and Communication)

Shared online spaces - documents
- Technology
  - Microsoft Teams
  - OneDrive
  - Google drive/website
  - Dropbox, Box
- Things to consider
  - Learners or preceptors to collaborate or just to access documents?
  - Preceptor and learner’s familiarity with platform

Shared Online Spaces
- Provide a shared and electronic rotation calendar
- Meetings + meeting links
- Account for travel time
- How changes to calendar will be communicated

Responsive and Prompt Feedback
- Address issues verbally > via chat and email
- Provide praise both publicly (if there’s multiple students) and privately
- Be open to feedback on how to improve the format and technology usage of the rotation

Prompt Feedback
- Send acknowledgement when you receive work
- Provide timely feedback on work
- Build time into the daily schedule to allow for more prompt formative feedback

Rotation Outcomes

Meeting ACPE Standards
- Students must demonstrate competence within four practice settings
  - Community, ambulatory care, health-system, general medicine
- Majority of student time in APPE focused on provision of patient care
- Continue utilization of Pharmacist Patient Care Process (PPCP)
- Students are expected to be practice ready upon graduation
Virtual APPE Examples
- HIV/AIDS clinic for a state correctional facility via telemedicine
- Academic APPE on multiple campuses
- COVID-19 examples
  - Smoother transition for those with prior videoconferencing use
  - Remote EMR access or shared desktop for patient care
  - Utilization of secure messaging or emails for communication during visits/rounds
- Critical thinking skills through case-based learning in a hybrid environment is feasible to achieve student learning outcomes

Setting Up the Rotation: Outcomes
- Review the rotation’s required outcomes on the syllabus
- To ensure rotation outcomes are fulfilled:
  - What activities/skills must be conducted on-site?
  - How can you change on-site activities to ensure safety while balancing the needs of the skill/activity?
  - To allow for more social distancing and reduce possible exposure:
    - What could be moved to virtual/remote?

Ensuring Safety On-Site
- Check on your company/institution’s guidelines
  - Learners allowed to enter areas of practice? Under what restrictions?
  - Will PPE be provided vs. learner needs to supply their own?
  - Learn about the COVID-19 policies specifically for learners
    - COVID-19 testing
    - Symptom reporting
    - COVID-19 vaccination
    - Sick policy
    - Changes to required clothing/dress

Ensuring Safety On-Site
- Social Distancing
  - Minimize close contacts if exposure occurs
  - Identify space for the learner to use
  - Identify space to meet with preceptor and other learners
  - Could a “rotation” of different on-site activities be available?

In-Patient Patient-Care Activities
- Attending rounds
- Providing patient education
- Performing medication history/medication reconciliation
- Responding to drug information questions
- Verifying and dispensing medications
Ambulatory Care Patient-Care Visits: Telehealth

- Patient
  - At home for telehealth visit
- Student
  - At home or on-site in work space
- Preceptor
  - At home or in office

Ambulatory Care Patient-Care Visits

- To consider:
  - Setting up telemedicine visits
  - Preceptor-learner communication
  - Learner’s access to the EHR system
  - Dry run prior to calling patients
  - Off-site materials

- Teleprecepting implementation checklist:
  [http://links.lww.com/JAANP/A113](http://links.lww.com/JAANP/A113)

Telehealth Etiquette

- **Appearance**
  - Well-groomed, professionally dressed
  - Avoid patterned, excessively dark/light colors, glitter, jewelry
- **Privacy**
  - Environment is secure
- **Distractions**
  - Minimize outside noise, clutter, food/beverages, lighting, mute cell phone
- **Nonverbal Communication**
  - Eye contact, body position in picture, use facial expressions to express emotions
  - Verbal Communication
    - Use motivational interviewing, limit dead space
  - Empathy
    - Lean in, nod, maintain eye contact

Asynchronous Ambulatory Care Patient Care

- **Outreach Activities**
  - Chart review (screen for needs)
  - Work on patients lost to follow-up
  - Pick up medications, assist with adherence
  - Drug information questions
  - Mock patients: patient education, SOAP, case-based assignment/quiz

Non-Patient Care Activities

- **Orientation**
- Journal club presentation
- Topic discussion presentation
- Presentations: patient case, in-service
- Professional development: webinars, site meetings
Possible Asynchronous Activities

- Examples
  - Literature: literature review/search
  - Research: article/manuscript, poster
  - Knowledge: Patient education documents (pharmacist or patients)
  - Site: Service development, review/modify policies
  - Professional development: CV, portfolio, book club, reflections
  - Provide clear expectations for project time

Asynchronous Time

- Help the learner with time management
  - Communicate estimated time to complete tasks
  - Help learner identify smaller deadlines or check-points
  - Provide sample schedules on where project time could be incorporated
  - Provide time management tips

Resources

- Utilize mock patient cases
- AccessPharmacy (patient cases)
- Pharmacotherapy Case book
- RefrCase (smoking cessation)
- RxPrep
- ASHP
  - Busy Day Tool Kit

Breakout Session – Sharing Activities

- Possible discussion points
  - Patient Care
    - What pharmacy setting is your rotation?
    - How have you changed your site to allow for on-site learners to provide patient care and remain safe?
    - How do you (or how would you like to) conduct your remote patient care visits?
    - What are some patient care activities that you would want to do virtually? Brainstorm together on how to possibly do them
  - Non-Patient Care
    - What non-patient care activities do you do virtually?
    - What are some non-patient care activities that you would want to do virtually? Brainstorm together on how to possibly do them

Setting Up the Rotation: Technology

Possible Technologies to Use - Free

- Webex (60 min calls)
- Zoom (40 min calls)
- Microsoft Teams (60 min calls)
- Google Meet (60 min calls)
- Skype
What Do You Need in Your Technology?

• Screen sharing
• Polling
• Chat
• Q&A
• Breakout rooms
• Multiple meetings can be held at the same time

Considerations to Incorporating Technology

• Make sure you take the time to learn the basics of the technology!
• Ease of use
• Cost of software (if using paid service)

Prior to Orientation

• Provide the student 2+ weeks in advance of rotation
  • Technology requirements
    ▪ How to download the technology
    ▪ Provide training/updates in advance of rotation
  • Required equipment
    ▪ Computer + camera, Internet
    ▪ Suggest having a back-up device
  • Setting up your video conference link
  • Provide in multiple locations
  • Secure your online meeting

Prior to Orientation Example

Before:
- Make sure the student has all the necessary equipment
- Make them feel comfortable using it
- Provide instructions and examples

During:
- Be prepared for increased orientation time!
- Assess your learner's comfort level with the technology
- Provide technology training
- Provide technology expectations
  • Plugging in your devices
  • Set “ground rules” for interactions

Virtual Precepting Themes

Outcomes
Site, rotation, and technology
Communication
More is better!
Technology
Be comfortable with what you use
Student Experience
Account for student perspective and build relationships
Flexibility
Pivot as needed
References


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