

# **The Choice is Yours: Choose Your Own Adventure Approach to Precepting Dilemmas**

# Meet the Faculty

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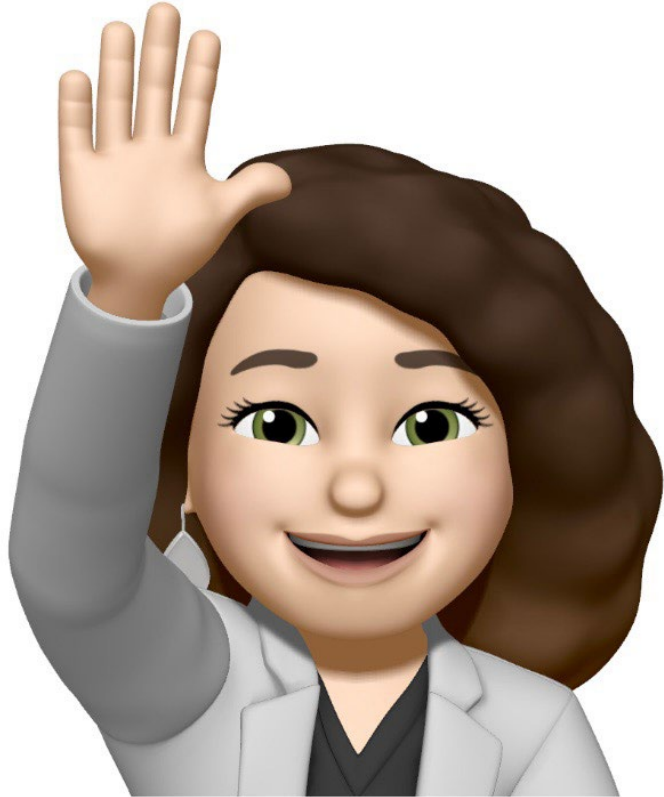
Glendale, AZ

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# Preceptors



Preceptor Suzy



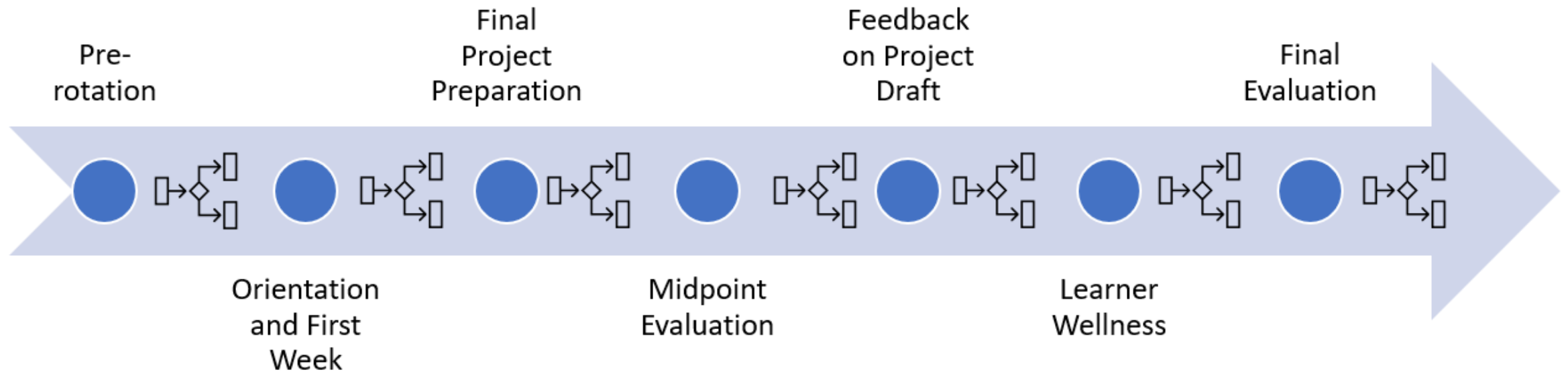
Preceptor Janet

# Learning Objectives

- Given a specific precepting scenario, choose a course of action to best serve the learner.
- Compare and contrast different approaches to precepting scenarios (e.g., concerning student orientation, feedback, wellness).
- Create a plan to incorporate evidence-based precepting practices at one's practice site.



# The Rotation Timeline



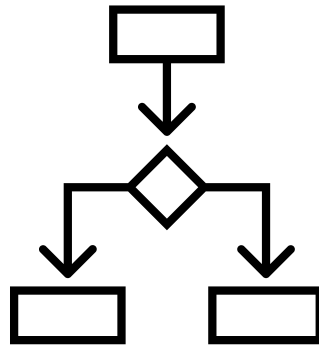


# Pre-rotation Scenario

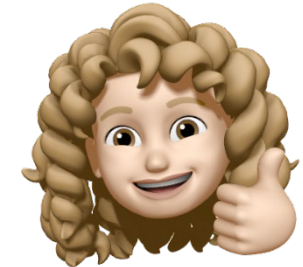
- You first learner will begin a rotation in the coming weeks.
- You are an experienced preceptor but have recently transitioned into a new role and this is your first time precepting in this capacity.
- What do you do?



Do you prepare a new syllabus, decide on new projects, and craft a new schedule?



Do you dust off your old materials the night before (or the morning of) and recycle them for this block?







# Pre-rotation: Audience Polling

How do you prepare for your new student?

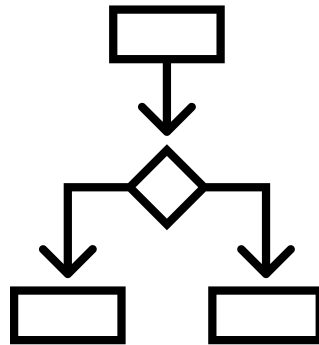
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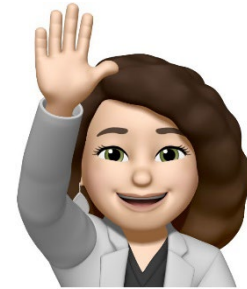


Do you dust off your old materials the night before (or the morning of) and recycle them for this block?



# Pre-rotation Scenario – What happened?

- You chose the option presented by Preceptor Suzy.
- You spent a few hours the weekend before the rotation starts revising the syllabus and the learning experiences.
- The only time you could fit this into your schedule was working on your laptop during your daughter's softball game. While you are pleased to start the rotation off on the right foot, you recognize that you weren't fully present for your daughter's softball game.



# Pre-rotation Scenario – What happened?

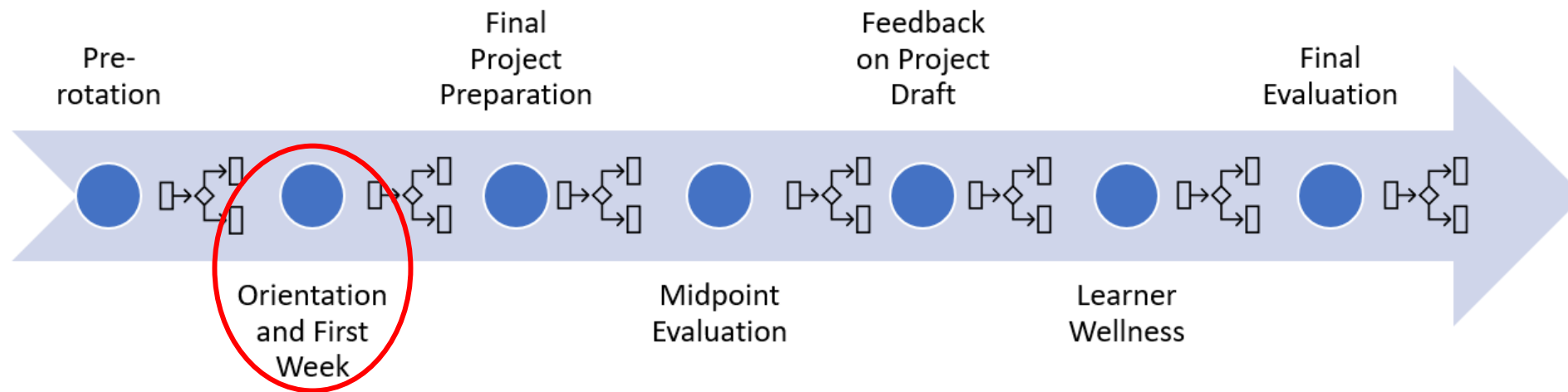


- You chose the option presented by Preceptor Janet.
- You got up an extra 30 minutes early on the Monday morning before the rotation started. You fixed the glaring issues from your previous syllabus that no longer apply to your site, but realized during the student's orientation that you missed a few details.
- Finding these errors with your learner was a little embarrassing, but hey, they need to know that preceptors are people too, right?



# Pre-rotation Scenario: Key Points





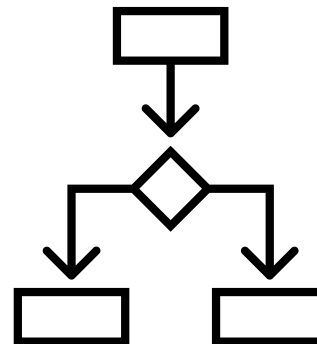
# Orientation & First Week

# Orientation & First Week Scenario

- You sent your learner the syllabus, rotation schedule, parking instructions, and dress code several days before the rotation starts.
- You are confident this is going to be a great rotation block. Your learner appears and within the first few moments of meeting, informs you that they have an obligation each afternoon and will need to leave the rotation site at 3:00 pm each day.
- What do you do?



Do you ask more questions about the nature of this conflict?



Do you adjust the rotation schedule to accommodate this request?



# Orientation & First Week Scenario: Audience Polling

What is your next step when your learner informs you they to leave the rotation site at 3:00 pm each day.

- A. You ask more questions about the nature of this conflict.
- B. You adjust the rotation schedule to accommodate this request.

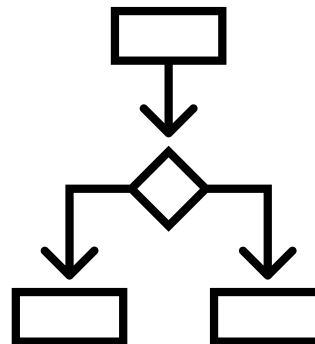


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Do you ask more questions about the nature of this conflict?



Do you adjust the rotation schedule to accommodate this request?



# Orientation & First Week Scenario – What happened?

- You chose the option presented by Preceptor Suzy.
- Your questioning prompted a long conversation with your learner and her situation at home. You find out that she is living with her brother, who is a single father, and he needs childcare each afternoon before he leaves for his nightshift job. You appreciate this learner's honesty and candor but recognize that this schedule may not be conducive to this rotation schedule.
- You decide to enlist the support of your OEE Director or RPD.



# Orientation & First Week Scenario – What happened?

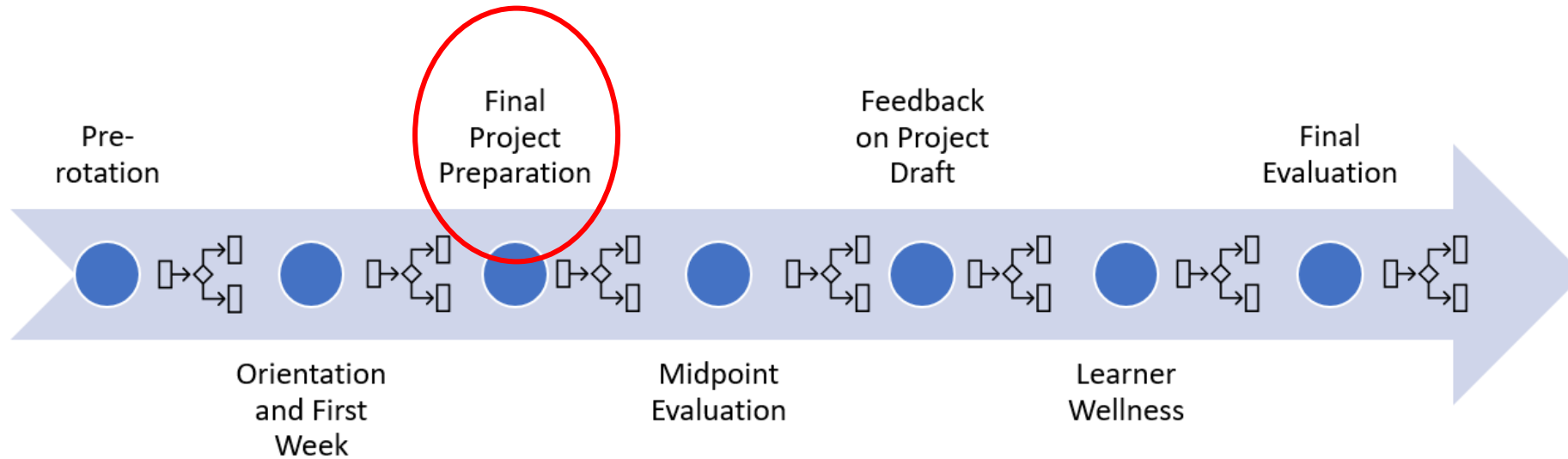
- You chose the option presented by Preceptor Janet.
- Adjusting the learner's schedule to be done at 3:00 pm each day wasn't too difficult but does require her rotation start time to be bumped up to 7:00 am.
- She may also miss out on some meaningful afternoon learning opportunities, but you feel optimistic that she can still meet the goals and objectives of this rotation.





# Orientation & First Week Scenario: Key points





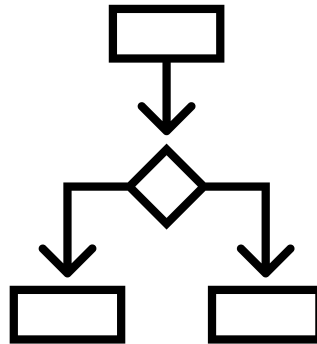
# Prepping For The Final Project

# Prepping for the Final Project – Scenario

- Your learner is expected to provide a 30-minute case-based presentation on a patient/topic/disease state of their choosing.
- The entire pharmacy team will be attending. This presentation is due the final week of the rotation.
- What do you do?



Briefly bring up on day 1 and then wait until week 2 to explain this project; you don't want to overwhelm them on their first week.



Fully inform your learner of the details of this expectation during the first day.





# Prepping for the final project: Audience Polling

When do you prepare your learner for their final project?

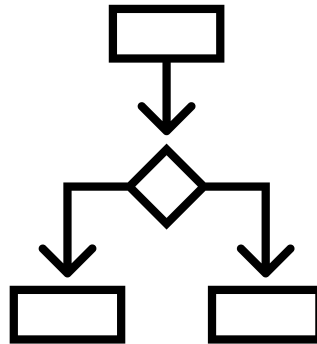
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# Prepping for the Final Project – What happened?

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# Prepping for the Final Project

## What Happened?



- You chose Preceptor Suzy's recommendation.
- After briefly telling your learner about the project on day one, on week two, you describe the expectations for the final project that is expected in week four.
- Your learner is looking overwhelmed and uncertain, and you recognize it will take a good amount of mentoring to help this learner deliver a quality presentation. You wish that you had given details about this expectation sooner.

# Prepping for the Final Project – What Happened?



- You chose Preceptor Janet's recommendation.
- With the rotation orientation, you outlined the expectations for the presentation both verbally and in writing. That way, if she was feeling overwhelmed by any rotation details, she can refer to the written instructions provided in her syllabus.

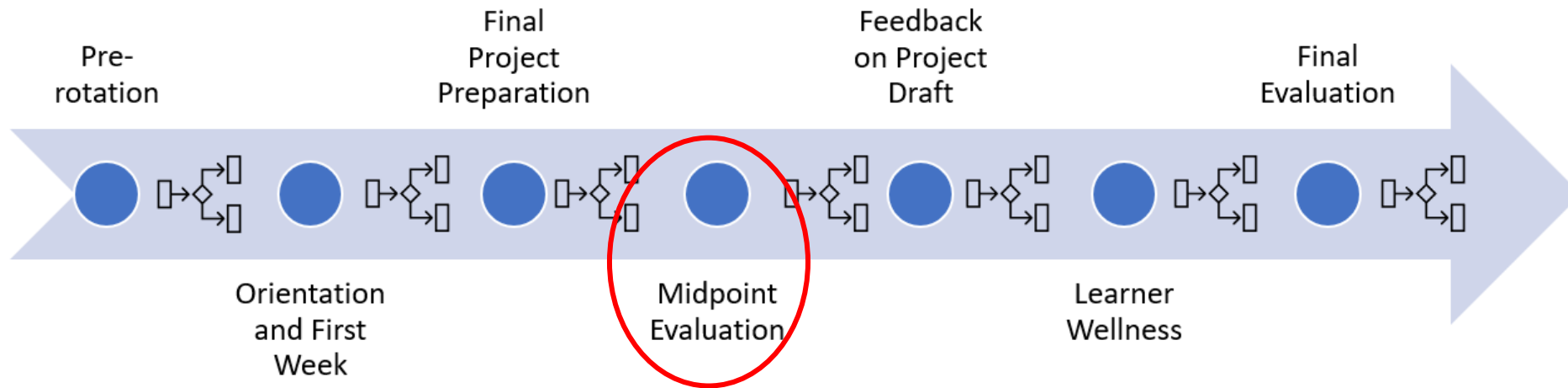


# **Prepping for the Final Project**

## **Scenario:**

### **Key points**





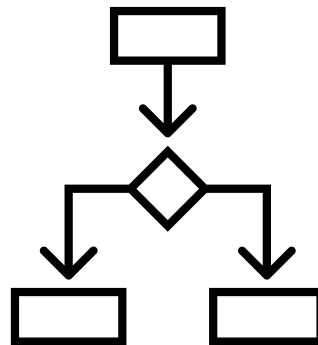
# Midpoint Evaluation

# Midpoint Evaluation – Scenario

- The date that you had originally planned for the midpoint evaluation is a date that everything has gone wrong.
- You are solving several crises simultaneously and do not have time to attend to your learner. Your learner is working independently for now, but you know they are expecting their midpoint evaluation.
- What do you do?



Inform your learner that midpoint evaluations are important, but you cannot complete it right now. Let them know this will need to be postponed.



Inform your learner that midpoint evaluations are important, but you do not have time to complete it today. They can read your written feedback later and let you know if they have any questions or concerns.



# Midpoint Evaluation: Audience Polling

You are too busy to complete your midpoint evaluation. What do you do?

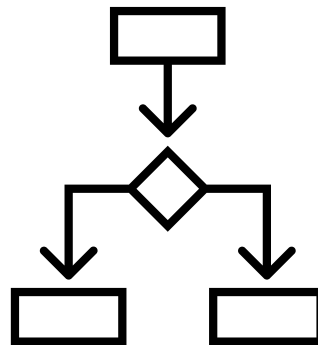
- A. Explain that this will need to be postponed to another day  
Inform your learner about this possibility early.
- B. Have your learner read your written feedback and share any questions or concerns.

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# Midpoint Evaluation – What Happened?

- You chose Preceptor Suzy's recommendation.
- Both the verbal and the final evaluation were eventually delivered 2 business days late, but you felt good about the resulting discussion.
- It was eye-opening to hear that your learner is doing much better than she thought she was, and this discussion was a great opportunity to get on the same page and provide some reinforcement.





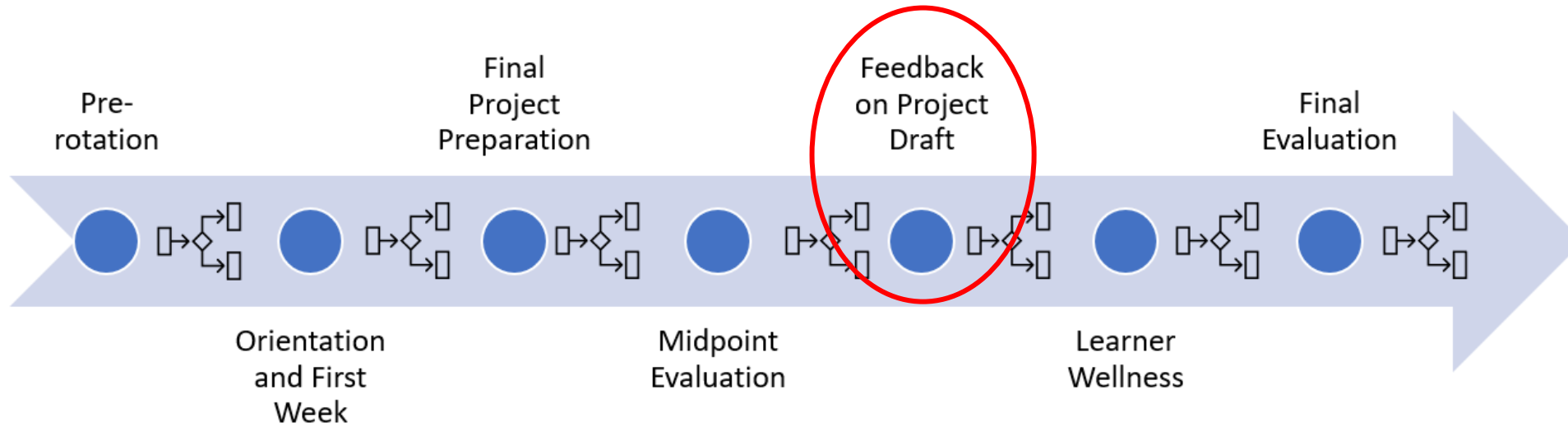
# Midpoint Evaluation – What Happened?

- You chose Preceptor Janet's recommendation 
- You completed the midpoint evaluation over the weekend and will wait for the learner to let you know if she has any questions or concerns.



# Midpoint Evaluation Scenario: Key Points





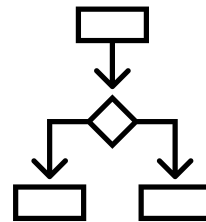
# Feedback on Project Draft

# Feedback on Project Draft – Scenario

- Your learner has submitted a draft of their final presentation. The presentation is still two weeks away, but you have serious concerns about the quality of this presentation. You are worried this might embarrass you in front of the audience.
- What do you do?



Spend several hours providing copious feedback, including heavy editing and formatting. My team deserves quality education.



Take 15 minutes to provide a few guiding pieces of feedback regarding the fatal flaws. Ask the learner to resubmit when these issues are addressed, and you will provide more feedback at that time.



# Feedback on Project Draft – Audience Polling

Your learner turns in a low quality first draft project. What do you do?

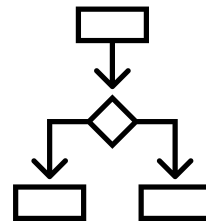
- A. Spend hours providing copious feedback, including heavy editing and formatting.
- B. Take 15 min to give feedback on fatal flaws. Have learner resubmit when this is addressed for more feedback.

# Feedback on Project Draft – What happened?

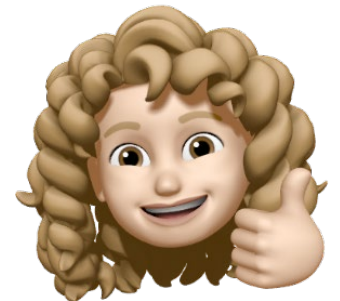
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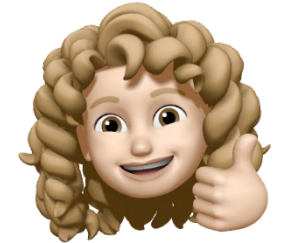
# Feedback on Project Draft – What Happened?



- You chose the response suggested by Preceptor Suzy.
- What you thought would take 2 hours ended up taking 3 hours.
- Your extensive editing will help your learner present a finished product, but you are now questioning whether or not your heavy editing actually helped your learner develop.
- This experience prompts you to engage in self-reflection about what is the purpose of your role as a pharmacist preceptor. . . How does my professional duty to my current colleagues balance with my goal to provide excellent learning experiences to my future colleagues?

# Feedback on Project Draft – What Happened?

- You chose the response suggested by Preceptor Janet.
- The biggest flaws in the learner's draft presentation have been addressed, and you feel good about the feedback provided.
- You advised your learner of an exact deadline for a second draft to be provided and let her know that several more drafts will likely be needed before this presentation is polished.
- You also provided several questions that the audience may be thinking to help her prepare for the Q & A portion of the presentation.

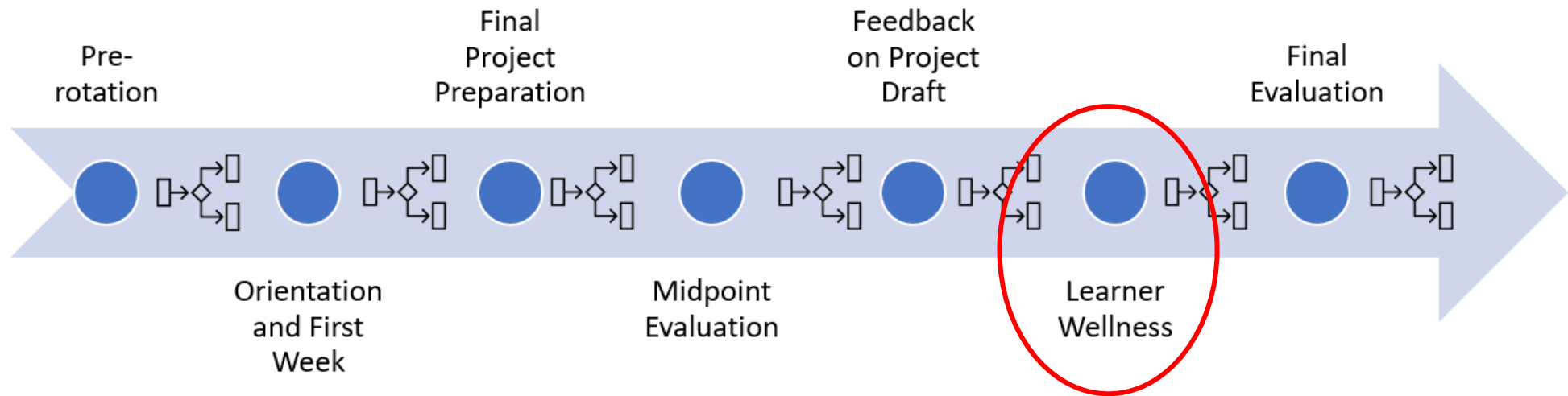






# **Feedback on Project Scenario: Key Points**





# Learner Wellness

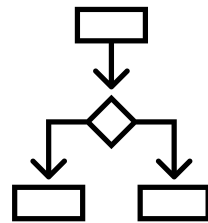
# Learner Wellness – Scenario

- Your learner appears overwhelmed and checked-out. They are resistant to your feedback, and you have noticed several examples where the learner appears on the verge of tears.
- What do you do?



Talk to the learner privately, as soon as possible, to discuss some of the things you noticed.

Alert the RPD or the EE Director immediately.



Give the learner some privacy for now but keep an eye on the situation to see how it progresses.



# Learner Wellness: Audience Polling

When faced with a learner who is overwhelmed and checked out, what do you do?

- A. Talk to the learner privately, as soon as possible and alert the RPD or the EE Director immediately.
- B. Give the learner privacy for now but keep an eye on the situation to see how it progresses.

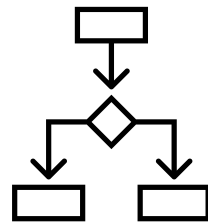
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# Learner Wellness – What happened?

- You chose the response suggested by Preceptor Suzy.
- Your learner appreciates that you noticed they were in distress. They immediately begin sharing about some very big life stressors (e.g., they are going through a divorce and custody battle, trying to find a new apartment, figuring out a new childcare situation).
- Realizing that your learner needs more support than you can offer, you lean on your RPD for assistance.



# Learner Wellness – What happened?

- You chose the response suggested by Preceptor Janet.
- After several weeks, you can tell that your learner is starting to make mistakes on things she has already mastered and is really have trouble with attendance and tardiness.
- You sit her down and let her know that she is not meeting the learning objectives for this rotation and is in jeopardy of passing if she can't improve her attendance.
- Immediately, the learner bursts into tears and you realize that you have missed a bigger issue...

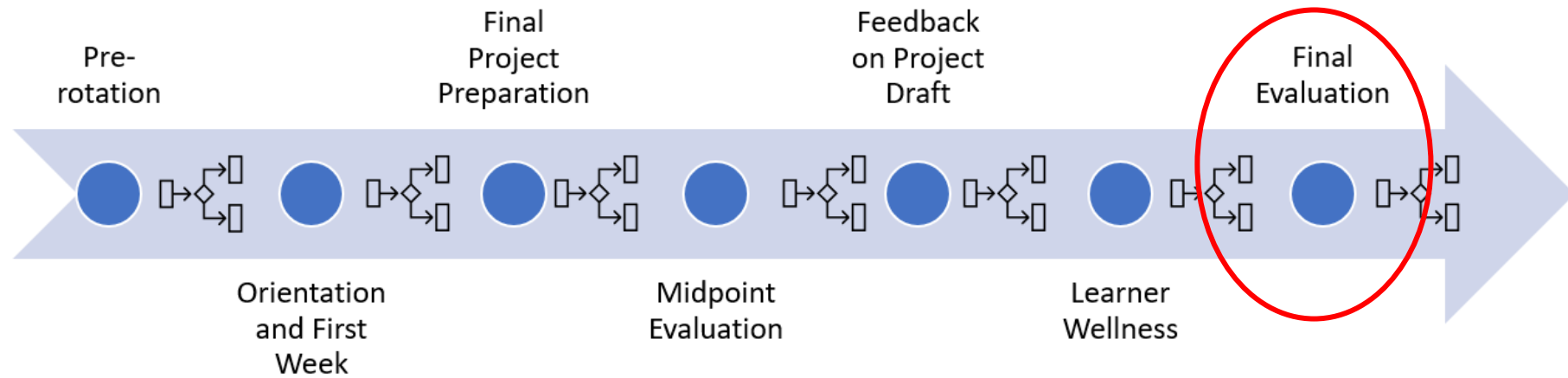




# **Learner Wellness Scenario: Key Points**







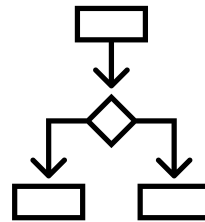
# Final Evaluation

# Final Evaluation– Scenario

- Your rotation is wrapping up. You and the learner have had a wonderful time and the learner has excelled despite some adversity.
- What do you do?



Tell the learner that you enjoyed getting to know them, connect with them on social media, and submit a positive evaluation.



Tell the learner that you enjoyed getting to know them, and then go through the evaluation with the learner point by point to help them understand what they need to work on for the future.





# Final Evaluation: Audience Polling

You are completing an evaluation for a great learner. What do you do?

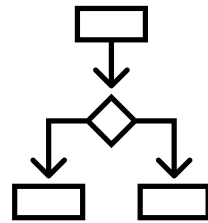
- A. Connect with them on social media and submit a positive evaluation.
- B. Go through the evaluation point by point to help them understand what they need to work on for the future.

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# Final Evaluation– What happened?



- You chose the response suggested by Preceptor Suzy.
- Your learner also really enjoyed getting to know you and is very happy that you will continue to stay connected on social media.
- She makes some baked treats for everyone in the pharmacy and writes you a heart felt thank you note.
- As she leaves on her last day, you feel refreshed and reminded of why you are a preceptor.

# Final Evaluation– What happened?



- You chose the response suggested by Preceptor Janet.
- Your learner also really enjoyed getting to know you.
- She makes some baked treats for everyone in the pharmacy and writes you a heart felt thank you note.
- The final evaluation process takes almost an hour as you both think through examples of how she has worked on different competencies and goals for her next rotation.
- You and she each save a copy of the evaluation for any future letters of recommendations you might write for her.
- As she leaves on her last day, you feel refreshed and reminded of why you are a preceptor.



# **Final Evaluation Scenario: Key Points**



# Key Take-Aways

Pre-rotation	<ul style="list-style-type: none"><li>• It is important to have a plan before each student starts, including a syllabus, orientation plan and a calendar</li><li>• It is okay if the plan changes and to include the student in the planning</li></ul>
Orientation and First Week	<ul style="list-style-type: none"><li>• Discuss with learner early about schedule</li></ul>
Final Project Preparation	<ul style="list-style-type: none"><li>• Lay out expectations for rotation projects early and include draft deadlines</li></ul>
Midpoint Evaluation	<ul style="list-style-type: none"><li>• Schedule a midpoint evaluation on the calendar but prepare the learner that it may occur within 1-2 days of that</li></ul>
Feedback on Project Draft	<ul style="list-style-type: none"><li>• On first round feedback, give learner big picture items to improve, then on each iteration, can help fine tune.</li></ul>
Learner Wellness	<ul style="list-style-type: none"><li>• Recognize signs of emotional distress and ask early if there is any additional support needed</li></ul>
Final Evaluation	<ul style="list-style-type: none"><li>• Feedback is a gift! Spend the time to help your learners know what they can work on.</li></ul>