

Dear Learner,

Hello, and welcome to my teaching philosophy! I look forward to helping you discover your passions, build upon your strengths, work on your areas needing improvement, and craft a plan for pursuing your goals beyond our time together. As a student, I found it helpful to know what to expect going into a new learning experience, so I will tell you a bit about what to expect from me as your teacher. Here, I will outline my beliefs about teaching, explain my teaching methods, and lastly, make you several promises as your teacher.

To me, teaching is – as the saying goes – “not the filling of a pail, but the lighting of a fire.” My goal is to help you figure out your goals and passions and then equip you with the knowledge, skills, and experiences to succeed in your area(s) of interest and achieve your goals beyond your time with me. Also important to me is the belief that education is a right, not a privilege and each person is entitled to the best teaching possible. Along those lines, I aim to provide you education that takes into consideration your learning preferences, goals, and needs. I will also aim to provide you a safe environment to learn where you will feel comfortable learning from mistakes and asking questions. To do so, I will make time for you to ask questions and provide constructive feedback that is balanced in regards to strengths to maintain and areas to improve on in the future.

Personally, I am a hands-on learner and a hands-on teacher. I strongly believe in active learning and focusing more on application and comprehension of material than rote memorization. In a didactic setting, I like to use educational technology that allows audience engagement and immediate feedback, in-class group activities, and clinical scenarios to help my audience learn and retain the knowledge and skills that I am teaching them. My aim for any lecture is to make it more like a conversation between me and my learners that is punctuated by tasks and presentation of new information. In the experiential setting, I encourage my learners to take ownership of the patients under our care and to strive to be *the* pharmacist on the service by the end of the rotation. I believe in providing close guidance in the beginning and then allowing my learners independence over time as they prove their clinical competence, awareness of their own limitations, and professionalism. Regardless of the setting, I am also very fond of asking questions to get an idea of your thinking process and to guide you towards finding the right answer. Know that providing a wrong or unexpected answer is completely okay because it helps me figure out what areas we can work on.

Finally, here are the promises I make to you as your teacher:

- I will respect you throughout our time together. Respect is necessary in the healthcare environment to build and foster working relationships between healthcare teams and patients. I aim to teach this aspect of professionalism to you through modeling it.
- I will answer your questions to the best of my ability and in a way to foster your own learning. Inquisitiveness and a desire to seek clarification in confusing situations are traits that I encourage, so I will reinforce this behavior by answering your questions – even the ones you think may be “silly.” Sometimes, I may not have the answer right away, but I will get back to you with an answer as soon as I am able to. Sometimes, I may coach you through the process of finding the answer because knowing how to problem solve a difficult question is an important skill to have.

- I will provide you regular and constructive feedback. Learning is like quality improvement – it is a continuous process, so my teaching style will reflect that pattern. Furthermore, healthcare relies on constant communication. Hand-offs, huddles, call-outs, and debriefs are common communication tools used by healthcare teams that I also incorporate into my precepting style to touch base with you at the beginning, throughout, and at the end of the day.
- I will listen to and seriously consider what you have to say in regards to your concerns about our learning experience together and your suggestions on how I can improve as a teacher. Teaching is a two-way street, and I hope that we can help each other improve our respective skillsets by working together – yours as a future clinician and mine as a teacher.
- I will consider you as one of my top priorities in both the classroom and in the clinical setting. The only responsibility I hold in higher priority is the one to my patients (who I also hope you will hold in high priority). If I need to pause my teaching to address a patient issue, know that I will come back to finish teaching you as soon as I am able.

Now, I hope you have a better understanding of what to expect from me as your teacher. If you have any questions and/or concerns, please feel free to ask at any time. I look forward to working and learning with you.

Respectfully yours,
Your Teacher