

# ***THE IPTEC TIMES***

THE LATEST NEWS AND UPDATES FROM YOUR LIAISONS AND EXECUTIVE COMMITTEE



Purdue University Southeast Arch

## **WISHING YOU A HAPPY END OF THE RESIDENCY/FELLOWSHIP YEAR**

With the final submission of your teaching portfolios, we want to wish you all a happy end of the year. We hope that you had an amazing first year of teaching and can take a moment to reflect on how much you have grown since IPTeC began in August. You have built invaluable skills over the last year in teaching, facilitating, and precepting. We wish you all the best and look forward to celebrating your accomplishments at the IPTeC end-of-the-year event on June 19, 2024!

## **IN THIS ISSUE:**

***End of the Year Celebration***

***Perspectives***

***Evolving your Teaching Portfolio and Philosophy***

# END-OF-THE-YEAR CELEBRATION!

## *What?*

We will be celebrating IPTEC graduation with the 2024 cohort and teaching mentors. Teaching certificates will be presented to those in attendance and we will recognize the recipient of the 2024 Mentor of the Year. You can nominate a mentor at this [link](#). Food will be provided.

## *When?*

June 19, 2024 at 6:00 PM.

## *Who?*

The IPTEC 2024 cohort and mentors are invited to attend!

**Please RSVP here by 06/10!**

## *Where?*

Half Liter BBQ  
5301 Winthrop Ave Suite B  
Indianapolis, IN 46220

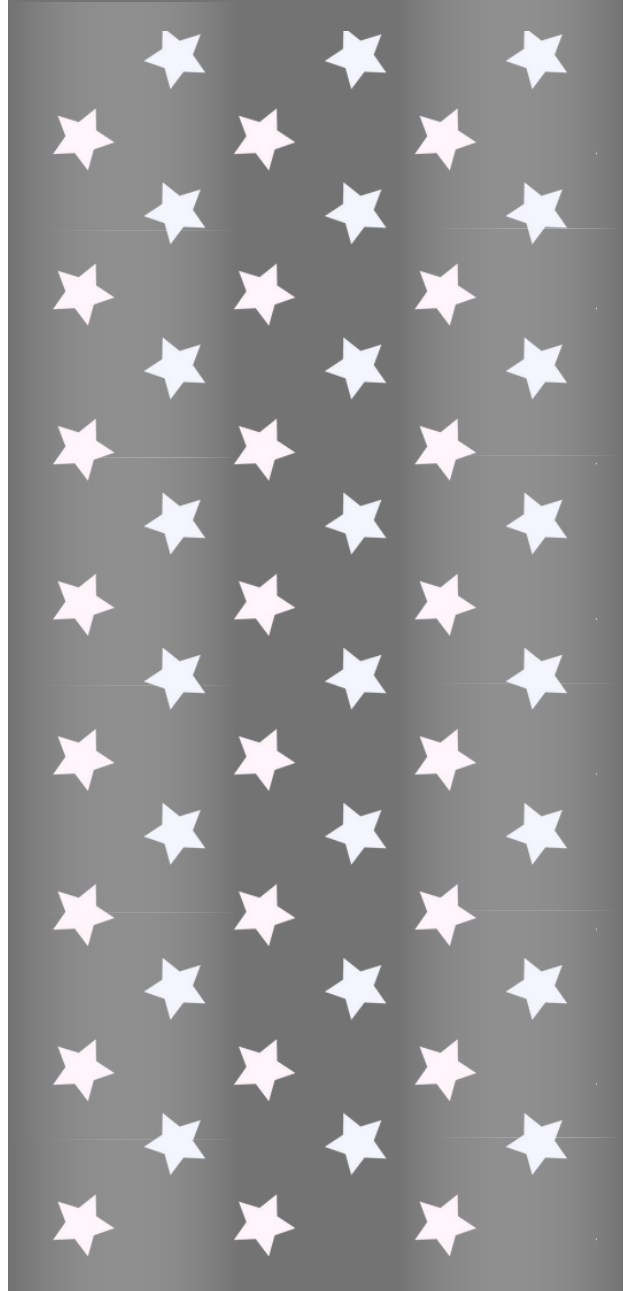
## *Highlighting Graduates*

Please share pictures from your teaching experiences over the past to be displayed at the celebration!



Open the Camera on your iPhone or Android phone to scan this code.

If you would like to share your experiences at the event, please reach out to Kylie at [kskelley@purdue.edu](mailto:kskelley@purdue.edu).



# PERSPECTIVES

We believe building perspective is important, so here are some voices and experiences we want to amplify this month. We encourage you to engage with one, if not all, of these options the next time you have some time to fill.

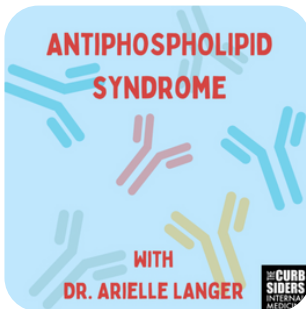


TED-Ed Graphic

## | SOMETHING TO WATCH

[How to make students \(and teachers\) want to go to school | Michele Freitag | TEDxYorkBeach](#)

Teaching and learning can be challenging from either perspective. Michele Freitag has taught students in grades K-12 and shares her experiences in helping students using the CRSSP: Choice, Relevance, Strength-based learning, Specific feedback, and Passion.



The Curbsiders Podcast Clipart

## | SOMETHING TO LISTEN TO

[Antiphospholipid Syndrome with Dr. Arielle Langer](#)

Pharmacists play an invaluable role in providing care for patients requiring anticoagulation pharmacotherapy. This podcast reviews the presentation and treatment of antiphospholipid syndrome, an autoimmune disorder which increases the risk of clots.



ChatGPT logo

## | SOMETHING TO READ

[Unlocking the Future of Patient Education: ChatGPT vs. LexiComp® as sources of patient education materials](#)

ChatGPT is an artificial intelligence (AI) tool that provides narrative responses to user-entered prompts. With the prevalence of AI, and ability for users to input healthcare questions, it is imperative to assess the accuracy and comprehensibility of AI platforms. This study aimed to assess the understandability, readability, and accuracy of ChatGPT as a source of medication-related patient education.

# TEACHING PHILOSOPHY

## BEYOND IPTEC GRADUATION

With the end of the year approaching and your final portfolio submitted, we encourage you to continue to reflect on your experiences and refine your teaching philosophy as you take on new roles. This next year you may find yourself teaching in didactic lectures, leading labs, facilitating topic discussions, or precepting students. We encourage you to read the following article from the American Journal of Health System Pharmacy's New Practitioner Forum on nine-steps for writing an evidence-based teaching philosophy.

## NINE STEP APPROACH

1. Prepare an Introduction
2. Name and Describe Teaching Beliefs
3. Explain the Importance of Beliefs
4. Highlight Educational Theory
5. Describe Teaching Methods
6. Describe Assessment Methods
7. Collect and Quantify Feedback in a Summary
8. Prepare a Strong Conclusion
9. Provide References

### NEW PRACTITIONERS FORUM

#### Nine steps for writing an evidence-based precepting philosophy

A previous survey of 132 postgraduate pharmacy residencies found that while 109 (82.6%) offered teaching and learning certificate (TLC) programs, there were no standardized requirements among TLC programs.<sup>1</sup> Despite this variability, one common requirement in a postgraduate year 1 and/or 2 pharmacy practice residency teaching certificate program that is perceived as necessary in a TLC program is to write a teaching philosophy.<sup>2</sup> A teaching philosophy is a statement of a belief that includes a description of, evidence for, and analysis of a person's teaching belief and the teaching and assessment methods used to achieve the belief.<sup>3</sup> One area of confusion residents may have when writing their philosophy is structuring it like a term paper and only describing and defining their teaching belief instead of providing evidence related to why their belief is important, how they teach and assess their belief, and feedback they have received about their efforts related to their belief.<sup>4</sup> A second mistake is residents may not recognize that a teaching philosophy can also include beliefs related to experiential teaching. As a result, pharmacy residents may perceive that a teaching philosophy is a superfluous requirement, especially if they do not plan to pursue a career in academic pharmacy. After completion of a pharmacy practice residency, many residents secure full-time clinical positions or credentialed practitioner-educator appointments that include pharmacy student and/or resident precepting responsibilities.<sup>5</sup> Therefore, it may be helpful for teaching certificate programs to offer residents the opportunity to write a precepting philosophy in lieu of a teaching philosophy and to make the distinction between the two philosophies clear. Providing residents with specific steps and a rubric for writing and assessing a precepting philosophy may serve as a better writing guide than simply giving them permission to focus their teaching philosophy on the experiential setting. To help preceptors (residents serving as preceptors as well as established preceptors) better understand what elements should be included in these statements, this article describes 9 steps preceptors can use to create (or revise) an evidence-based precepting philosophy. The term "evidence-based" refers to preceptors using evidence from their precepting efforts and learner feedback to support their belief. These 9 steps align with the 9 steps for creating an evidence-based teaching philosophy and should help preceptors describe why their belief is important as well

as offer evidence related to their precepting efforts to practice their belief and outcomes from those efforts.<sup>6</sup> This advice is applicable to all preceptors, including residents serving as new preceptors and established preceptors.

**Recommendations for creating a precepting philosophy.** The 9 steps of creating an evidence-based precepting philosophy, including specific recommendations for each step, are described below.

**Step 1: Prepare an introduction.** The first step in writing a precepting statement is to start with an introduction that includes a discussion of why the individual wanted to serve as a preceptor as well as a brief story about an influential precepting experience while serving in a learner or preceptor role. The discussion of these 2 areas can make their introduction and overall precepting philosophy memorable and unique. Ultimately, the aim of the introduction is to personalize the philosophy and establish a theme to connect to the later steps so it is integrated. The introduction should end with a transition to the next step, where the preceptor will state their precepting belief.

**Step 2: Name and describe a precepting belief.** The second step requires preceptors to reflect on and articulate their precepting belief. It is important to identify a belief that is easily understood by the readers, which can be facilitated by using common educational terms. This step can be challenging because preceptors may be unfamiliar with the formal terms that would be found in the educational literature. For example, a preceptor may state that their belief is inspiring learners, but a better term to use for the belief is "motivation" (ie, motivating learners) since this is a concept that is defined and evaluated in the literature.<sup>7</sup> Identifying a precepting belief may be facilitated by talking to a mentor or by evaluating a list of common precepting teaching beliefs such as promoting critical thinking and metacognition, mentoring learners, respecting diversity, aligning objectives with assessments, using rubrics to evaluate learner performance, and providing goal-oriented feedback.<sup>8,9</sup> Preceptors are also encouraged to only select one belief for the precepting philosophy. If preceptors identify more than one belief, they need to address steps 2 through 7 for each belief. Discussing more than one belief may result in the preceptor conflating multiple beliefs and missing steps. This conglomeration can result in missing evidence and can make it challenging for readers to understand the belief and the evidence base. Therefore, those writing a precepting philosophy for the first time may want to concentrate on stating one belief so they can more intentionally address each of the remaining steps.

**Step 3: Explain the importance of the precepting belief.** Once preceptors state their belief, they need to transition to step 3 by explaining why that belief is important and how it