APPROACH: IDENTIFY TEACHER “JOYS”

PROBLEM STATEMENT

- Incentives to offset time needed to support transformations related to teaching

BACKGROUND/INTRODUCTION

- Teachers are in midstan of transformations
- Need new lens to understand transformation impacts on motivation to teach.

TEACHERS ARE IN MIDST OF TRANSFORMATIONS

- Education
  - Medical Student: Curriculum Change to Course Integration
  - Teaching: Recruitment & Retention, “Interactive” Methods
  - LCME Standards & Elements + AAMC CEREP“ Accountable
- Residents & Faculty: Competencies, Performance Assessment
- Technologies
  - LMS & Social Media: Live Twitter Feeds, J Clubs
  - Mobile and MOOCs to Big Data – Learning Analytics
  - Improvement Sciences: Quality & Safety
  - AAMC Teaching for Quality®
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - ACGME Common Program Requirements & CLER
  - ABMS Maintenance of Certification®
  - USMLE Step 1-3 2014 increase focus on QuIPS E
  - AAMC Teaching for Quality

RESULTS: LITERATURE REVIEW

1. **COMPETENCE**: FEEL CAPABLE
   - Teaching about my own specialty
   - Opportunities for **own** learning
   - I teach to be challenged in my established views
   - Keeping up to date: Good way to clarify my level of understanding.
   - Hard to teach something you don’t really understand yourself
   - Professional growth (teaching career)
   - Feedback on my teaching performance

2. **AUTONOMY** – **SELF-DETERMINATION**
   - Set priorities for what is taught
   - Flexibility to determine what I teach // Autonomy in decision making
   - Shared responsibility for teaching & learning

3. **ENGAGEMENT**
   - Like the challenge of teaching...as effectively as possible
   - Feedback on my teaching performance

**RESULTS: TEACHER JOYS – IN 3-5 WORDS**

**MOTIVE: Altruism**
- Repaying debt; Pay forward
- Assure excellent patient care

**RESULTS: TEACHER JOYS – IN 3-5 WORDS**

**MOTIVE: Altruism**
- Repaying debt; Pay forward
- Assure excellent patient care

**REFERENCES**


B. AAMC. Teaching for Quality. Integrating quality improvement and patient safety across the continuum of medical education. January 2013


