

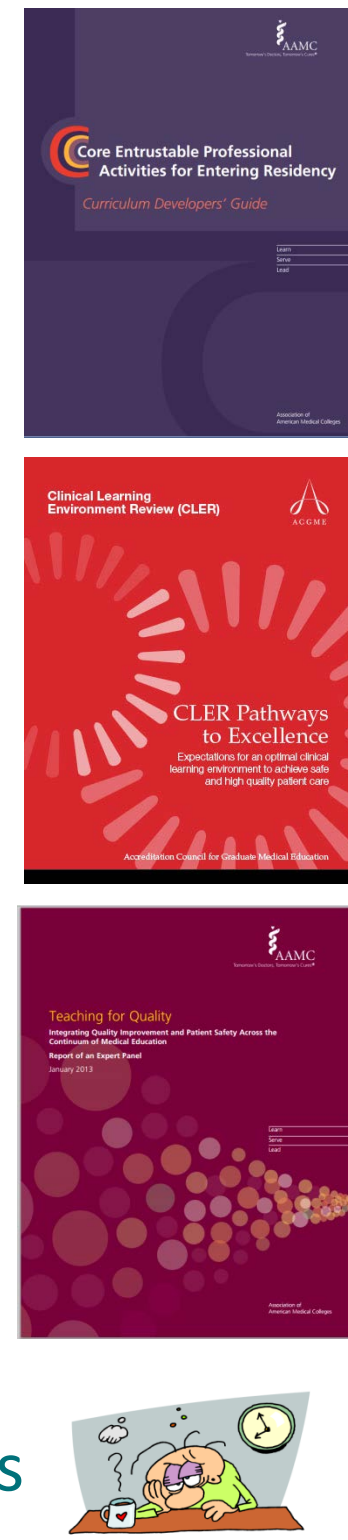
USING SELF-DETERMINATION THEORY TO REFRAME HOW WE (RE)IGNITE THE JOY OF TEACHING

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BACKGROUND/INTRODUCTION

TEACHERS ARE IN MIDST OF TRANSFORMATIONS

- **Education**
 - o Medical Student: Curriculum Change → Course Integration
 - ☑ Teaching: Recruitment & Retention, “Interactive” Methods,
 - ☑ LCME Standards & Elements + AAMC CEPAER^A “Accountable”
 - o Residents & Faculty: Competencies, Performance Assessment
- **Technologies**
 - o LMS & Social Media: Live Twitter Feeds, J Clubs
 - o Mobile and MOOCs to Big Data – Learning Analytics
- **Improvement Sciences: Quality & Safety**
 - o AAMC Teaching for Quality^B
 - o ACGME Common Program Requirements & CLER^C
 - o ABMS Maintenance of Certification^D
 - o USMLE Step 1-3 2014 increase focus on QuIPS^E
- **Faculty “Fatigue” Health Care Delivery & Research**
 - o Teamwork + Patient & Population Disease Registries, CMS
 - o Research – Translational - Bench to Bedside to Community ↓\$\$’s
 - o **STRESS & FATIGUE:** 5 out of 10 physician faculty are estimated to leave academic medicine within 10 years of entering this career path^{F-G}



PROBLEM STATEMENT

- Incentives to offset time needed to support transformations related teaching activities are often unavailable & traditional approaches have limited impact.
- Need new lens to understand transformation impacts on motivation to teach.

APPROACH: IDENTIFY TEACHER “JOYS”

DATA SOURCES RE: JOY OF TEACHING

Literature Review Award Winning Teachers Educ Workshop Participants

DATA COLLECTION METHODS – IN 3-5 WORDS

Ask “Joys as teacher” Explore “Torments” Recorded Post Its, Cards

IDENTIFY & CATEGORIZE TEACHING JOYS USING SDT’S INTRINSIC MOTIVATORS

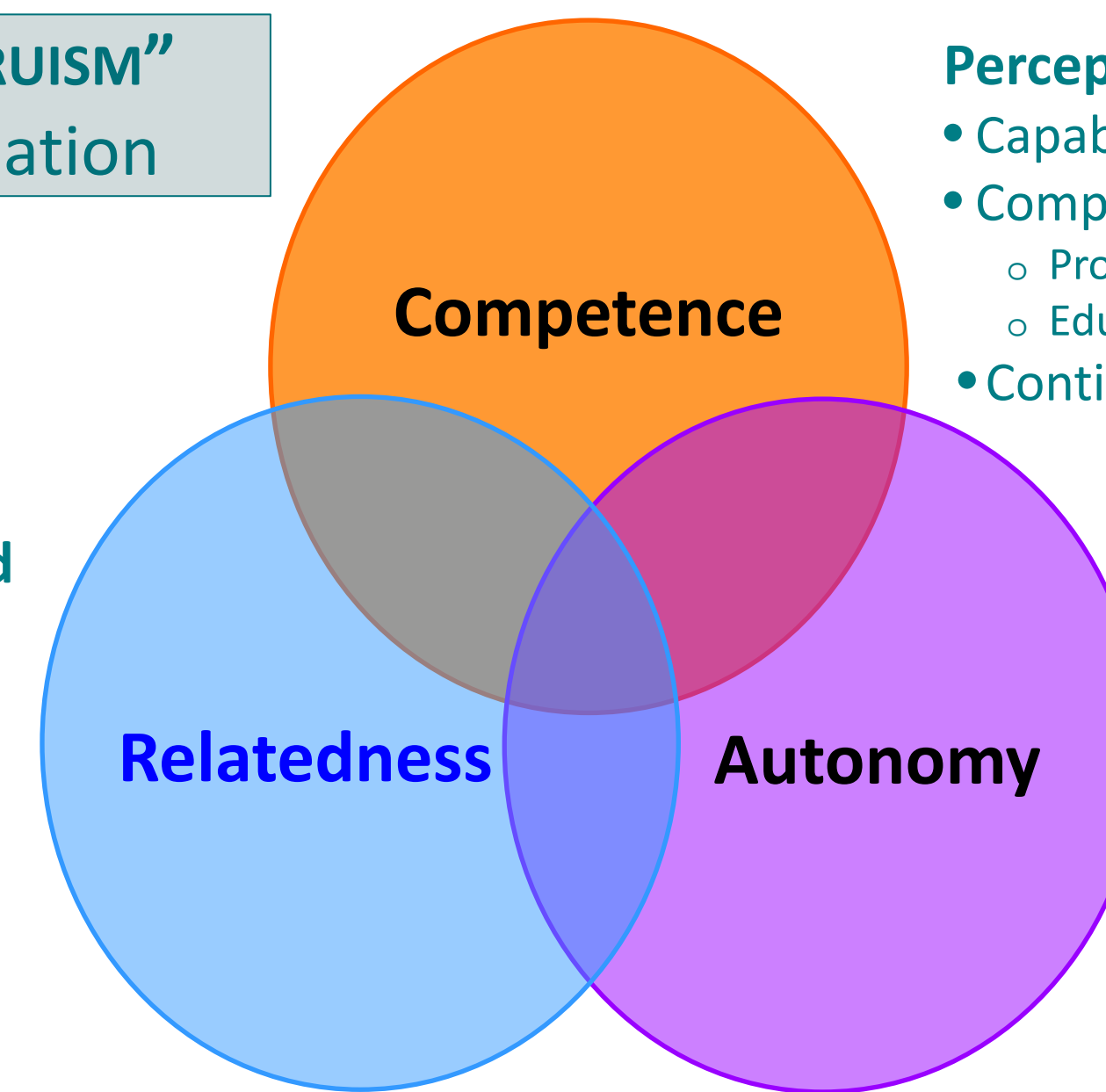
Competence: Profess & Teaching Autonomy Relatedness

SELF-DETERMINATION THEORY

3 BASIC PSYCHOLOGICAL NEEDS MUST BE FULFILLED TO STIMULATE & SUSTAIN INTRINSIC MOTIVATION TO ACHIEVE PURPOSE

MOTIVE: “ALTRUISM”
Self-Determination

- Desire feel connected**
- Feeling valued & accepted
 - Feeling of belonging to group/community
 - Peers, Patients, “Dean”, Students...



- Perception - Feeling effective!**
- Capable of achieving goal
 - Competent as
 - o Professional expertise
 - o Educator/Teacher
 - Continue to learn

- Direct own behavior**
- Perception of having a choice
 - Opportunity for Self Direction
 - Volition/Control

MASTER REFERENCE LIST 6,7,8,9,10,15,16

RESULTS: LITERATURE REVIEW

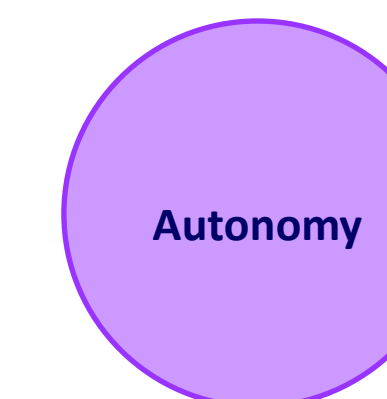
1. COMPETENCE: FEEL CAPABLE

- Teaching about my own specialty^{1,3,18}
- Opportunities for own learning^{2,3,4,16,17,18,19}
 - o I teach to be challenged in my established views¹
 - o Keeping up to date: Good way to clarify my level of understanding.
 - o Hard to teach something you don’t really understand yourself^{4, 19}
- Professional growth (teaching career)^{2,3}
- Respect from patients⁴
- Like the challenge of teaching...as effectively as possible^{1,17}
- Feedback on my teaching performance^{3,16,17,18}



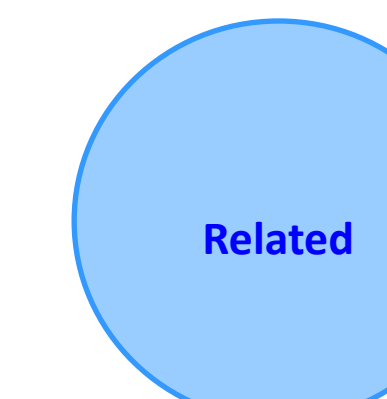
2. AUTONOMY – SELF DETERMINATION

- Set priorities for what is taught in my discipline¹⁸
- Freedom to determine what I teach //Autonomy in decision making^{2,3}
- Shared responsibility for teaching & learning⁵



2. RELATEDNESS - CONNECTEDNESS

- Collegiality with students^{4,5,16, 7, 18}
- Support from colleagues/co-workers & superiors^{2,3,16}
- Opportunity to be part of innovative program^{16, 17}



MASTER REFERENCE LIST AVAILABLE UPON REQUEST

RESULTS: TEACHER JOYS – IN 3-5 WORDS

MOTIVE: Altruism

- Enabling learner growth and fulfillment
- Brings meaning to the job
- Waking up joy in learners
- Repaying debt; Pay forward
- Assure excellent patient care

1. Competence:

- “Ah Ha”, “light bulb” moments ; We learn when we teach; Mutual Growth
- Dys-Competence: Not my area of expertise; Skilled lecturer, not a groupie

2. Autonomy

- Ownership; Creativity ; Try new teaching approaches
- No-Autonomy: Told what, when, where, with whom I teach

3. Engagement

- Collaboration; Student’s engagement in understanding patients/medicine
- No-Engagement: No “real” involvement in decisions; impossible to meet (RVU’s)



UWSMPH Joy Teaching 5.2.2014

DISCUSSION & FUTURE WORK

- SDT provides an assess-based lens on teachers’ intrinsic motivations & illuminates potential clashes between teachers’ needs during transformations:
 - o (Dys)“Competence” – integrated courses/clerkships, CLER QuIPS & teaching modalities (e-learning, social media feeds, flipped classes)
 - o Autonomy – “Told what to teach with whom and how...”
 - o Relatedness – “chair values income not teaching”
- Approach allows us to identify the unintentional impacts of our transformations and identify strategies associated with intrinsic motivation needs.

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