Analyzing the Joys & Challenges of Clinical Teaching Using Intrinsic Motivators

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WHY TEACHING “JOY”
EVEN DURING TIMES OF “TRANSFORMATION”?

• Education is “Transforming”
  – Competency Based
    • NAS, Milestones, EPAs, CLER → MOC & PI
  – Mobile Technologies
    • MOOCS & Big Data → Learning Analytics

• Our Workplaces & “Expertise” is Transforming
  – Health Care Systems & Delivery
    • “Value-based” & Teamwork
    • Metrics based performance
  – Sciences of Medicine
    • Basic → Translational + Improvement Sciences
    • Patient & Population (Disease Registries)
OBJECTIVES

1. Articulate the joys of teaching
2. Analyze the joys (and challenges) of teaching using the 3 intrinsic psychological needs associated with Social Determination Theory (SDT)
   - Competence
   - Autonomy
   - Relatedness
3. Utilize SDT to generate strategies to turn “de-motivators” into joys
4. Celebrate our roles as teachers
ACTION PLAN

☑ Overview

➔ Your Joys of Teaching

• Overview SDT & 3 Ψ Needs
  – Reframe “Joys” SDT 3 Ψ Needs
• Small Grps: Case Scenarios
  – Identify Intrinsic Motivators & (de)Motivators
  – Use 3 Ψ Needs to identify strategies to ↑ Joy
• Debrief & Summary
OBJECTIVE #1: ARTICULATE JOYS OF TEACHING

WHAT BRINGS YOU JOY AS A TEACHER?

• On each Index Cards (3-6)
  – Write 1 “joy” of teaching on each card
  – Use phrases/keywords
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...

Competence
- Perception - Feeling effective!
- Capable of achieving goal
- Competent as
  - Clinician
  - Educator/Teacher
- Continue to learn

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

Autonomy
- Perception - Feeling effective!
• Feel Capable/Competent
  – Teaching about my own specialty\textsuperscript{1,3,18}
  – Opportunities for \textbf{own} learning\textsuperscript{2,3,4,16,17,18,19}
    • I teach to be challenged in my established views\textsuperscript{1}
    • Keeping up to date: Good way to clarify my level of understanding.
      Hard to tech something you don’t really understand yourself \textsuperscript{4,19}
  – Professional growth (teaching career)\textsuperscript{2,3}
  – Respect from patients\textsuperscript{4}
  – Like the challenge of teaching…as effectively as possible\textsuperscript{1,17}
  – Feedback on my teaching performance\textsuperscript{3,16,17,18}
LITERATURE – JOY
[I TEACH BECAUSE… ENGAGE IN TEACHING BECAUSE]

• Self Determination - Autonomy
  – Freedom to determine what I teach // Autonomy in decision making\textsuperscript{2,3}
  – Set priorities for what is taught in my discipline\textsuperscript{18}
  – Shared responsibility for teaching & learning\textsuperscript{5}
• Relatedness-Connectedness
  – Collegiality with students\textsuperscript{4,5,16, 7,18}
  – Support from colleagues/co-workers & superiors \textsuperscript{2,3,16}
  – Opportunity to be part of innovative program\textsuperscript{16,17}

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What about those “not so much” times?

Competent
- SME - Specialty
- Teacher
- Own Growth-Learning
- Teach in my Area
- Feedback on Teach

Autonomy
- What
- How
- With Whom
- When

Related
- Relationship
- Valued
- Student
- Teacher
- Peers / Chair
- SoM/Clinic System
(Dys) Competence

- **CONTENT**: Not my area of “expertise”\textsuperscript{17}
  - CLER: Quality? Safety?
- **METHOD**: Not how I teach (sage on stage)\textsuperscript{17}
  - ACGME Milestones?
  - Technologies? Podcasts, ARS, Tweet re: Journal Article?
I DON’T TEACH…DIS[____]

• (Dys) Competence
  – CONTENT: Not my area of “expertise”
  – METHOD: Not how I teach (sage on stage)

• (Dis)Involvement
  – …no strong involvement in course design
  – MILESTONES: “Mandated” by RRC
  – CLER: “When teach clinical medicine….?”
I DON’T TEACH…DIS[____]

• (Dys) Competence
  – CONTENT: Not my area of “expertise”\(^1\)\(^7\)
  – METHOD: Not how I teach (sage on stage)\(^1\)\(^7\)

• (Dis)Involvement
  – …no strong involvement in course design\(^1\), Milestones, CLER

• (Dis) Incentives/Rewards
  – Clinical load/efficiency/research targets\(^1\),\(^4\),\(^17\),\(^19\)
  – …institution devalues teaching\(^1\),\(^4\),\(^19\)
    • I am always surprised & disappointed by how much the universities feel we should teach & how little they are prepared to support us practically
    • Negatively impact my career\(^1\)\(^7\)
DID SDT REFRAME TEACHING JOYS?

Use 3ψ Needs Understand those “Not so Much” Events?

- Competence
- Autonomy
- Relatedness
**ACTION PLAN**

- Overview
- Your Joys of Teaching
- Overview SDT & 3 $\Psi$ Needs
  - Reframe “Joys” SDT 3 $\Psi$ Needs
- Small Grps: Case Scenarios
  - Identify Intrinsic Motivators & (de)Motivators
  - Use 3 $\Psi$ Needs to identify strategies to ↑ Joy
- Debrief & Summary
1. Highly rated teacher who has just declined to accept any more medical students due to time/economic pressures

2. To meet RRC quality/safety requirements, at faculty meeting, you asked for volunteers for a core curriculum lecture → “Silence”

3. Residents evaluations are clear: Faculty need to “stop lecturing”… Give us “Interactive” teaching sessions using technology. Faculty persist in lecturing.
SMALL GROUP SCENARIO TASKS

1. Confirm Scenario working on
2. Identify “Motivators” & De-motivators
3. Brainstorm strategy to address how to
   o ↑ Motivators
   o ↓ DeMotivators
4. Select strategy with most # Motivators and lowest # DeMotivators
5. Reactions to Process
   [If time, apply to another scenario]
SMALL GROUP – GO!

SCENARIOS

1. Highly rated teacher who has just declined to accept any more medical students due to time/economic pressures.

2. To meet RRC quality/safety requirements, at faculty meeting, you asked for volunteers for a core curriculum lecture → “Silence”.

3. Residents’ evaluations are clear: Faculty need to “stop lecturing”… Give us “Interactive” teaching sessions using technology. Yet Faculty persist in lecturing.

WORKSHEET

TASKS

1. Confirm Scenario

2. Identify “Motivators” & De-motivators

3. Brainstorm strategy to address how to
   o ↑ Motivators
   o ↓ DeMotivators

4. Select strategy with
   o Most # Motivators
   o Least # DeMotivators

5. Reactions to Process

6. If time, apply to another scenario
SDT Value to you a Teacher? Educator?

- Way to “understand” motivations to teach – the joys?
- Generate strategies to address “challenges”? 

Organize? Explain?
USE SDT TO ENHANCE JOY?

SDT Guide?

- Competence
- Autonomy
- Engage

- Promote Relationships
  - LT Residents?
  - Colleagues as Teachers?
  - Take Risks > "Expertise"

- TRULY Valued?
  - Protect Time
  - FD, Prepare
  - Teach
  - Peers / Chair – Recog
  - Promotion
  - Travel
  - SOMPH – Academy?

- ASK!!
OBJECTIVES – JOY OF TEACHING

TIME OF INTERNAL AND EXTERNAL TRANSFORMATION IN MEDICAL EDUCATION

1. Articulate the joys of teaching.
2. Analyze the joys (and challenges) of teaching using 3 needs associated with Social Determination Theory (SDT).
3. Utilize SDT to generate strategies to turn “de-motivators” into joys by increasing competence, autonomy and relatedness.
4. Celebrate & recognize how NAS can support our needs as clinician educators/teachers for
   • Competence,
   • Autonomy
   • Relatedness

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USE 3 INTRINSIC MOTIVATORS
TO STIMULATE & SUSTAIN MOTIVATION TO TEACHING

PERCEPTION - FEELING EFFECTIVE!
• Make Specialty & Education Expertise visible
• Opps to continue to learn “safely” about ______?
• Milestones = “opportunity”
• Faculty model expertise in what isn’t known

DIRECT OWN BEHAVIOR
  o Pick Project
  o Pick colleagues
  o Protected time

• DESIRE FEEL CONNECTED
  • “Site visits” guidance
  • CCC = feel connected?
  • Partner with others
    o GME “visible”
  • Award

Competence

Relatedness

Autonomy

Please Turn in Your Cards


