

Aurora Health Care

From the Selected Works of Teacher and Educator Resources

2016

Vitality - Recharge as a Teacher - Joys of Teaching: a Literature Review

Teacher & Educator Resources, *Aurora Health Care*



Available at: <https://works.bepress.com/teachereducator-resources/14/>

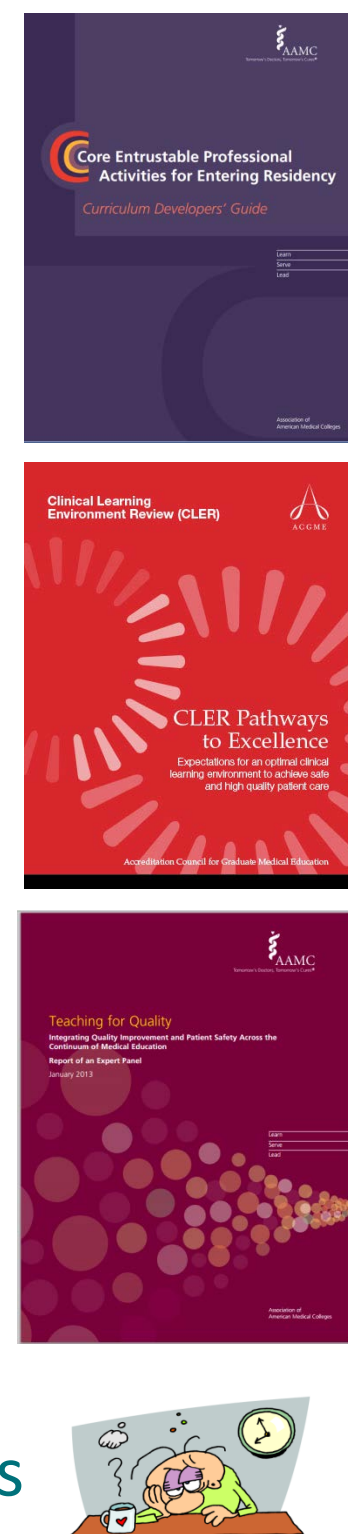
THE JOY OF TEACHING

Deborah Simpson, PhD, Nicole Salvo, MD, Bonnie Bobot, MD, Kjersti Knox, MD, Marie Forgie, DO, Anne Getzin, MD, Andy Anderson, MD, John Brill, MD, MPH, Lynn Gunn, Carla Kelly, DO, Danish Siddiqui, MD, Jeffrey Stearns, MD, Sandra Winter

BACKGROUND/INTRODUCTION

TEACHERS ARE IN MIDST OF TRANSFORMATIONS

- **Education**
 - Medical Student: Curriculum Change → Course Integration
 - ✓ Teaching: Recruitment & Retention, “Interactive” Methods,
 - ✓ LCME Standards & Elements + AAMC CEPAER^A “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^B
 - ACGME Common Program Requirements & CLER^C
 - ABMS Maintenance of Certification^D
 - USMLE Step 1-3 2014 increase focus on QulPS^E
- **Faculty “Fatigue” Health Care Delivery & Research**
 - Teamwork + Patient & Population Disease Registries, CMS
 - Research – Translational - Bench to Bedside to Community ↓\$\$’s
 - **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

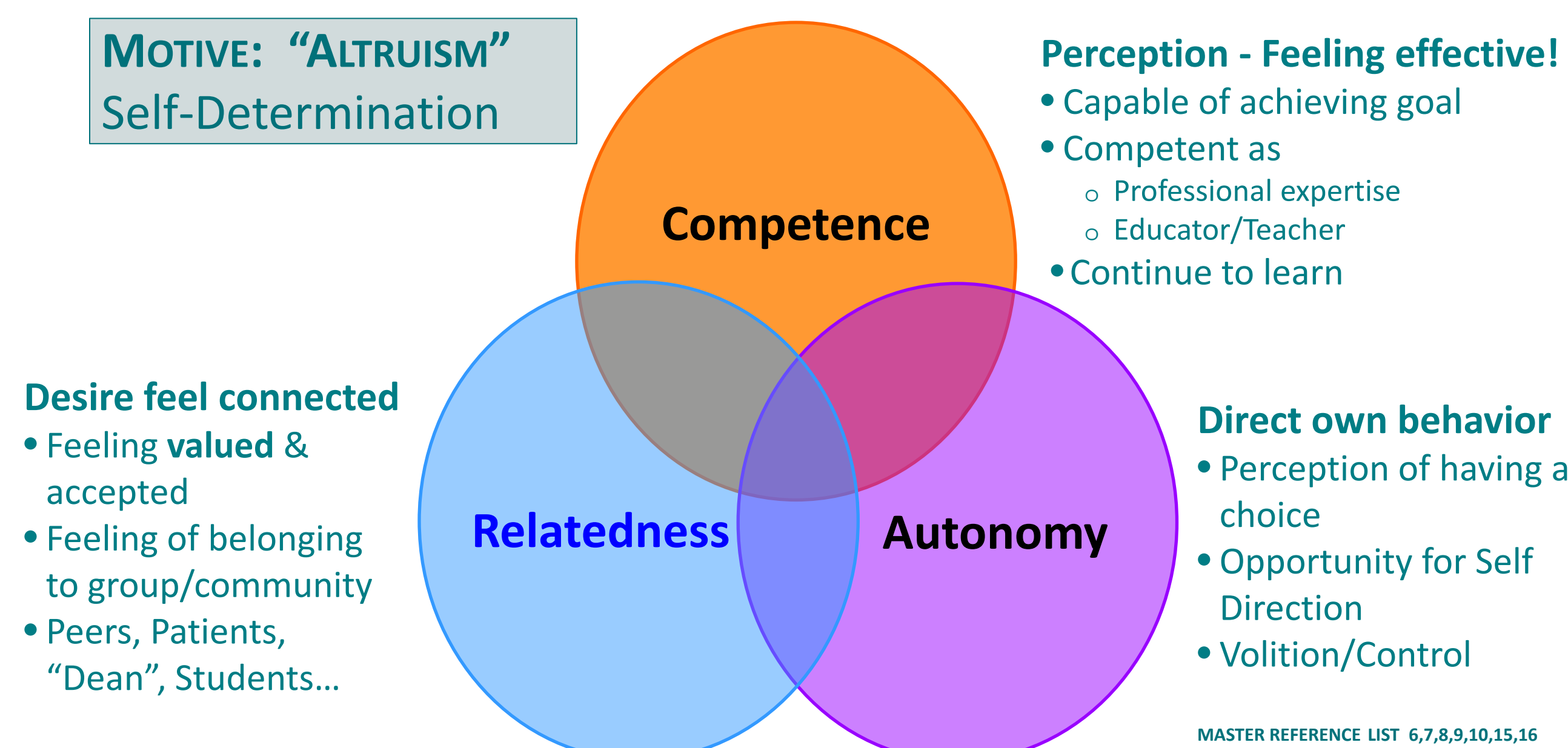
Ask “Joys as teacher” Explore “Torments” Recorded Post Its, Cards

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

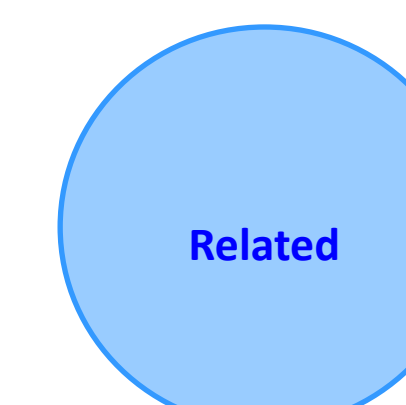
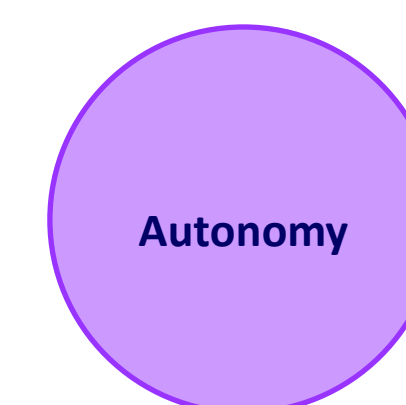
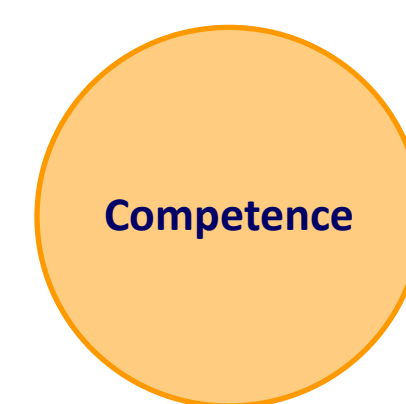


RESULTS: LITERATURE REVIEW

- ## 1. COMPETENCE: FEEL CAPABLE
- Teaching about my own specialty^{1,3,18}
 - Opportunities for **OWN** learning^{2,3,4,16,17,18,19}
 - I teach to be challenged in my established views¹
 - Keeping up to date: Good way to clarify my level of understanding.
 - 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)



DISCUSSION & FUTURE WORK

- SDT provides an assess-based lens on teachers' intrinsic motivations & illuminates potential clashes between teachers' needs during transformations:
 - (Dys)"Competence" – integrated courses/clerkships, CLER QuIPS & teaching modalities (e-learning, social media feeds, flipped classes)
 - Autonomy – *"Told what to teach with whom and how..."*
 - 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.

REFERENCES (SOCIAL DETERMINATION REFERENCES AVAILABLE UPON REQUEST)

- A. AAMC Core Entrustable Professional Activities for Entering Residents (CEPAER). Curriculum Developers' Guide. February 2014.
- B. AAMC. Teaching for Quality. Integrating quality improvement and patient safety across the continuum of medical education. January 2013.
- C. ACGME CLER Pathways to Excellence. 2014 http://www.acgme.org/acgmeweb/Portals/0/PDFs/CLER/CLER_Brochure.pdf
- D. ABMS. MOC Competencies & Criteria. http://www.abms.org/Maintenance_of_Certification/MOC_competencies.aspx
- E. USMLE. Changes to USMLE® 2014-15. April 29, 2014. http://www.usmle.org/pdfs/Changes_to_USMLE_2014-2015_handout_FINAL.pdf
- F. Bucklin B a, Valley M, Welch C, Tran ZV, Lowenstein SR. Predictors of early faculty attrition at one Academic Medical Center. *BMC Med Educ*. 2014;14(1):27. doi:10.1186/1472-6920-14-27.
- G. Liu Q, Morrison E. *U.S. medical school full-time faculty attrition*. Washington, DC; 2014. doi:10.1136/bmj.g210.

CONTACT : deb.simpson@aurora.org