Why I Love to Teach – Sometimes “Yes” & Sometimes “No”

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WORKSHOP CAST RECOGNIZED AS TEACHERS!
WHY EXPLORE TEACHING DURING TIME OF “TRANSFORMATION”? 

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

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

1. Articulate the joys of teaching geriatrics
2. Analyze the joys (and challenges) of teaching
   • Lense Social Determination Theory (SDT)
   • 3 psych needs [competence, autonomy, relatedness]
3. Utilize SDT to generate strategies to turn a “pain” into joys
4. Celebrate our roles as teachers; recognize that DWRF participation = supported our SDT needs as geriatric educators
**ACTION PLAN**

- **Overview**

- **Joys of Teaching – Small Group**
  - **Overview SDT & 3 Ψ Needs**
    - Application Exercises – Small Group
      - Reframe “Joys” SDT 3 Ψ Needs
      - Reframe Painful Teaching Experience to ↑ Joy
  - **Debrief**
    - Explanatory power of SDT?
    - Consider DWR participation via SDT 3 Ψ Needs
MOTIVATION: SELF-DETERMINATION THEORY

3 BASIC PSYCHOLOGICAL NEEDS MUST BE FULFILLED TO STIMULATE & SUSTAIN INTRINSIC MOTIVATION⁶,⁷,⁸,⁹,¹⁰,¹⁵,¹⁶ TO ACHIEVE PURPOSE

MOTIVE: “ALTRUISM” Self-Determination

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

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

Competence

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

Relatedness

Autonomy
**Review Lit: Joy Teacher via SDT**

**[I teach because... engage in teaching because]**

- Feel Capable/Competence
  - 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 views\(^1\)
    - 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 patients\(^4\)
  - Like the challenge of teaching... as effectively as possible\(^1,17\)
  - Feedback on my teaching performance\(^3,16,17,18\)
LITERATURE – JOY
[I TEACH BECAUSE… ENGAGE IN TEACHING BECAUSE]

• Self Determination - Autonomy
  – Freedom to determine what I teach // Autonomy in decision making²,³
  – Set priorities for what is taught in my discipline¹⁸
  – Shared responsibility for teaching & learning⁵

• Relatedness-Connectedness
  – Collegiality with students⁴,⁵,¹⁶, ⁷, ¹⁸
  – Support from colleagues/co-workers & superiors²,³,¹⁶
  – Opportunity to be part of innovative program ¹⁶, ¹⁷
Mr. Peabody “Joy of Teaching”

What about those “not so much” times?

**Competent**
- SME - Geriatrics
- Teacher
  - Teach in my Area
  - Feedback on Teach

**Autonomy**
- What
- How
- With Whom
- When

**Engage**
- Relationship
  - Student
  - Teacher
- Valued
  - Peers / Chair
  - SoM
(Dys) Competence
- Not my area of “expertise”\textsuperscript{17}
- Not how I teach (sage on stage)\textsuperscript{17}

(Dis)Involvement
- …no strong involvement in course design\textsuperscript{1}

(Dis) Incentives/Rewards
- Clinical load/efficiency/research targets\textsuperscript{1,4,17, 19}
- … institution devalues teaching\textsuperscript{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 \textsuperscript{17}
SDT Value to you a Geriatric Teacher? Educator?

- Way to “understand” motivations to teach?
- Generate strategies to address “pain”?

Organize? Explain?
USE SDT TO ENHANCE JOY?

SDT Guide?

- Competence
  - What Teach:
    - Make Visible my “Expertise”
    - Promote: My Growth as Expert
  - How Teach = What I’m good at?
    - Positive Feedback
    - Students? Peers? Admin?
  - My Expertise as Teacher?

- Autonomy

- Engage
USE SDT to ENHANCE JOY & IDENTITY?

SDT Guide?

- Competence
  - Shared Values about WHY?
- Autonomy
  - “Win-Win” Changes?
  - Some Say @ My Teaching?
    - What Teach?
    - How?
    - With Whom?
    - When
- Engage
USE SDT TO ENHANCE JOY & IDENTITY?

SDT Guide?

Competence

- Promote Relationships
  - Take Risks > “Expertise”
  - LT Students?
  - Colleagues as Teachers?

Autonomy

- TRULY Valued?
  - Protected Time
    - FD, Prepare
  - Teach
  - Peers / Chair
  - Travel Profess Societies
  - SOMPH – Academy?

Engage

- Promote Relationships
- TRULY Valued?
- Engage
- SDT Guide?
OBJECTIVES – JOY OF TEACHING

TIME OF INTERNAL AND EXTERNAL TRANSFORMATION IN MEDICAL EDUCATION

1. Articulate the joys of teaching geriatrics

2. Analyze the joys (pain) of teaching
   • Lense Social Determination Theory (SDT)
   • 3 psych needs [competence, autonomy, relatedness]

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4. Celebrate our roles as teachers;
   • Recognize DWRF participation = supported our SDT needs as geriatric educators?

Self Determination Theory
3 Psychological Needs
DONALD W. REYNOLDS SUPPORTS

3 BASIC PSYCHOLOGICAL NEEDS STIMULATE & SUSTAIN MOTIVATION TO IMPROVE CARE FOR GERIATRIC PATIENTS THROUGH MEDICAL EDUCATION

庆贺 & 分享

Competence

DWR FOUNDATION

Relatedness

Autonomy

PERCEPTION - FEELING EFFECTIVE!
- Make Geriatric SME & Edu Expertise visible
  - Opps to present
  - Marketplace
- Continue to learn “safely”

DIRECT OWN BEHAVIOR
- DWR Awards
  - Pick Project
  - Protected time
- POGOe materials available to select

• DESIRE FEEL CONNECTED
  - “Site visits” guidance
  - DWR Annual meeting
    - Valued
    - Feeling of belonging to DWR community
  - Post Funding “invited”
- POGOe Award
- Partner with others
  - AGS “visible”
REFERENCES


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