Motivation theory, resilience, and rotations: practical application and tips

Adam Pate, PharmD, BCPS
Clinical Associate Professor
Objectives

• Discuss the psychological construct of motivation and its correlation to rotations
• Discuss common rotation student issues through a motivational lens
• Explain ways to cultivate and develop motivation in students
• Develop 2-3 techniques to apply motivation concepts to a rotation
Audience Information
What is the single biggest thing you believe separates good from poor rotation students?
How do you identify a strong APPE student?
How do you identify a weak APPE student?
How do we view our Rotations?
We have to face the fact that most men and women out there are more stale than they know, more bored than they care to admit.

John W. Gardner
What activities do you do regarding logistics/planning/execution of your rotation?

- Create a syllabus
- Orientation on day 1
- Pre-rotation survey for all students
- First day of rotation knowledge exam
- Increasing rotation “intensity”
Why do you do those things for a rotation? What mental framework do you use?
What does success look like on your rotation?
Figure 19.1 Self-regulated learning in medical education.
A continuum of motivation

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Not Self-determined</th>
<th>Extrinsic motivation</th>
<th>Fully Self-determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Motivation</td>
<td>Amotivation</td>
<td>External regulation</td>
<td>Intrinsic motivation</td>
</tr>
<tr>
<td>Type of regulation</td>
<td>No regulation</td>
<td>Introjected regulation</td>
<td>Integrated regulation</td>
</tr>
<tr>
<td>Locus of causality</td>
<td>Impersonal</td>
<td>Identified regulation</td>
<td>Intrinsic regulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Controlled self-regulation</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autonomous self-regulation</td>
<td></td>
</tr>
</tbody>
</table>

Source: The University of Mississippi School of Pharmacy
Case 1

SORRY I’M LATE
I JUST REALLY
DON’T WANT TO BE HERE
Basic Psychological Needs

AUTONOMY

COMPETENCE

RELATEDNESS
Autonomy
The perception of having choice in learning tasks.

Intrinsic Motivation

Competence
The feeling of being capable of mastering the material and being good at knowledge or skills tasks.

Relatedness
The feeling of belonging to a learning group or a professional learning community and feeling valued by significant others like parents, teachers, peers, and patients.
Potential implications for rotations:
TEACHING

Hello I am... A GENIUS!

The Socratic Method

The Future Belongs to the Curious

Google Images

The University of Mississippi
School of Pharmacy
Autonomy Support
If we’re honest...

Better Brain Health Starts Here

You're about to see amazing results. Take the Brain Health Assessment, developed by scientists, and receive personalized recommendations for a brain-smart lifestyle.

Start Now
FEEDBACK

YOUR FEEDBACK MATTERS

THE UNIVERSITY of MISSISSIPPI
SCHOOL OF PHARMACY
REFLECTION
Take 3-4 minutes and based on what you’ve learned talk about 2-3 things you think you can change to help your rotation
What if we...

- Rethought **current rotation processes** to cultivate student motivation
- Enhanced **autonomy support** by fostering relevance, targeting independence, and suppressing criticism
- Radically rethink **feedback** to foster motivation and a growth mindset
- Discussed student motivation/self regulated learning in **rotation design**
- Used **instructional scaffolding** to enhance competence
What if we...

- Re-evaluated and changed **incentive systems**
- Helped students discover and refine **intrinsic aspirations for a rotation**
- Thought **student agency** and **non-cognitive traits** were equally critical as content in APPEs
“there’s a lot of intelligence out there being wasted by underestimating student’s potential to develop”
GET YOUR HANDS DIRTY