Too Busy, Too Bored, Too Burnt-Out: Practical Theory-based Tools to Win Back the Unmotivated Learner

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Disclosures

We have no relevant financial relationships with the manufacturers of any commercial products and/or providers of commercial services discussed in this CME activity.

We do not intend to discuss an unapproved/investigative use of a commercial product/device in our presentation.
Goals and Objectives

• Practice Motivational Interviewing skills to re-engage the unmotivated learner.
• Apply Self-Determination Theory to the unmotivated learner and their environment.
• Examine tools and strategies known to engage Millennial learners.

Roadmap

• Introductions
• Motivational Interviewing (large group)
• Motivational Interviewing (pairs)
• Self-Determination Theory (large group)
• Self-Determination Theory (small groups)
• Millennial Learners (large group)
• Millennial Learners (small group)
• Report Back and Wrap Up
Motivational Interviewing

5 Key Principles of MI:
Express Empathy

• Use reflective listening
  – Use statements that demonstrate understanding of learner’s thoughts and feelings
  – Accepting attitude
  – Nonjudgmental
  – Collaborative

• Reframing into potential change talk
  – “It sounds to me like...”
5 Key Principles of MI: Develop Discrepancy

• Learner goals/values versus current behavior

Focus on discordance

Motivate change

• May achieve commitment to change

5 Key Principles of MI: Avoid Argument

• Avoid direct confrontation

• Arguments
  – Counterproductive
  – Leads to defensiveness

• Resistance → change strategy
5 Key Principles of MI: Rolling With Resistance

- “Rolling” is not engaging or opposing

Reframing negative information

→ New, positive interpretation

- Perception can be shifted

5 Key Principles of MI: Support Self-Efficacy and Optimism

Recurrence/Relapse
- Cope with consequences and determine next step

Precontemplation:
- Not considering change, unwilling to change
  - Raise awareness

Contemplation:
- Aware but is ambivalent
  - Help to choose change

Stages of Change

Maintenance:
- Sustaining change
  - Develop new skills for maintaining

Determination:
- Committed to change
  - Help identify change strategies

Action:
- Taking steps toward change
  - Help implement change strategies

Recurrence/Relapse:
- Cope with consequences and determine next step
Importance/Confidence/Readiness Ruler

• Probe lower
  – Challenge patient to defend the positive
  – Avoid probing upward early

• Probe upward later in the discussion
  – “Which of the changes we discussed would need to occur to bring you up from 5 to 6?”

Spirit of Motivational Interviewing

• Collaboration (vs. Confrontation)
• Optimism
• Respect
• Evocation (Drawing Out vs Imposing Ideas)
• Autonomy (vs. Authority)
Using OARS

**Open-Ended Questions**

**Affirmations**

**Reflective Listening**

**Summary Statements**

Using FRAMES

**Feedback**

**Responsibility**

**Advice**

**Menu**

**Empathy**

**Self-Efficacy**
Pair Share Activity

• Think about principles of MI
• Use OARS for Kelly’s heme/onc rotation
• Use FRAMES for Kelly’s current rotation

Self-Determination Theory
Self Determination Theory

• Framework of human motivation
• Prior: “Carrot and Stick”
• Developed by Edward Deci and Richard Ryan at the University of Rochester in the 1970’s
• Articulates intrinsic and extrinsic sources of motivation
• Yes, rewards can change our motivation – but for the better?
  – Initial studies showed that students interested in an activity were transiently more engaged when offered rewards, then less engaged from baseline when rewards removed
• Emphasized the quality, not the quantity of motivation

What Moves You?

• Extrinsic motivation: Doing something to achieve a “separable outcome”
• Intrinsic motivation: “Doing an activity for its inherent satisfactions rather than for some separable consequences”
A Little More Theory

• SDT assumes humans are wired for intrinsic motivation

• Concerned with “the conditions which elicit and sustain, versus subdue and diminish, this innate propensity”
  – In the right setting, intrinsic motivation is natural
  – Fairly easy to disrupt

Basic Psychological Needs

• Cognitive Evaluation Theory: Three basic psychological needs will foster intrinsic motivation
  – Autonomy
  – Competence
  – Relatedness
Cognitive Behavioral Theory

Basic Psychological Needs

Optimal Health and Motivation

3 Basic Psychological Needs

Regulatory Styles

• Organismic Integration Theory: Identifies three regulatory styles
  – Amotivation
  – Extrinsic motivation
  – Intrinsic motivation

Organismic Integration Theory

- Amotivation
  - Impersonal
    - Apathy, Lack of intention
  - External
    - Reward or Punishment
  - Somewhat External
    - Compulsion, guilt
  - Somewhat Internal
    - Thoughtful valuing of goals
  - Internal
    - Assimilation of values into self

- Extrinsic Motivation
  - Internal
    - Pure interest, challenge, joy, curiosity

- Intrinsic Motivation
  - Impersonal
    - Apathy, Lack of intention

How do we move our learners from A to Z...or I (Internalization and Integration)??

Self Determination Theory

Amotivation
Impersonal
Apathy, Lack of intention
“CAN’T”

Extrinsic Motivation
External Reward or Punishment
PRIZE
Introjected Motivation
Compulsion, guilt
“SHOULD”
Identified Motivation
Thoughtful valuing of goals
VALUE
Integrated Motivation
Assimilation of values into self
“I AM”

Intrinsic Motivation
Internal
Pure interest, challenge, joy, curiosity
JUST HAPPENS

Relatedness
Respect, caring, inclusivity, safety.
Competition, Criticism, Tradition

Competence
Challenge, Positive Feedback
Negative feedback, Impossible challenge

Autonomy
Choice, responsibility, acknowledging feelings, avoid judgment
Rewards, imposed goals

Why the Big Deal?
• Motivation matters to us!

• Quality of learning matters to us!

• Self-Determination Theory has been applied in multiple contexts – all levels of education, business, parenting, health care. It works!
Getting to Intrinsic Motivation

<table>
<thead>
<tr>
<th>Conditions that Facilitate</th>
<th>Conditions that Undermine</th>
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<tbody>
<tr>
<td>Autonomy</td>
<td>Autonomy</td>
</tr>
<tr>
<td>- Absence of Pressure</td>
<td>- Pressure toward Outcomes</td>
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<tr>
<td>- Goal Choice</td>
<td>- Punishment Contingencies</td>
</tr>
<tr>
<td>- Strategy Choice</td>
<td>- Goal Imposition</td>
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<tr>
<td>- Task Involvement</td>
<td>- Deadlines</td>
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<tr>
<td>- Promotion of Task Interest</td>
<td>- Controlling Rewards</td>
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<td></td>
<td>- Ego-involvement</td>
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<td>- Surveillance</td>
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<tr>
<td>Competence</td>
<td>Competence</td>
</tr>
<tr>
<td>- Optimal Challenge</td>
<td>- Non-Optimal Challenges</td>
</tr>
<tr>
<td>- Positive Feedback</td>
<td>- Negative Feedback</td>
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<tr>
<td>- Informational Rewards</td>
<td></td>
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<tr>
<td>Relatedness</td>
<td>Relatedness</td>
</tr>
<tr>
<td>- Empathy</td>
<td>- “Cold” Interactions</td>
</tr>
<tr>
<td>- Warmth</td>
<td>- Lack of Positive Involvement</td>
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<td>- Acknowledge Emotions</td>
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The Millennial Learner

How to motivate the unmotivated “star” of your show
Millennial learner (ML)

• Definition of ML: generation born between 1982 and 2002 (Howe & Strauss, 2000)
• Largest and most culturally diverse generational cohort in U.S. history
• Preferences: collaborating, connecting, and creating social change
• “tech savvy”
• “connecting and sharing information”


What the Literature Shows...

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>Want to achieve</td>
<td>Anxious</td>
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<tr>
<td>Team-oriented</td>
<td>Require frequent feedback</td>
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<tr>
<td>Goal-oriented</td>
<td>Learning needs to be personalized</td>
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<tr>
<td>Hard-working</td>
<td>Need sense of accomplishment</td>
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<tr>
<td>Need transparency</td>
<td>Need higher praise</td>
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</table>
A Framework

- Set expectations
- Be a coach, not a teacher
- Target learning on rounds
- Focus on the patient
- Build a community

Millennials and Theory

Motivational Interviewing
- Collaborative, nonjudgmental
- Optimism through personalized learning
- Evoke their perspectives

Self-Determination Theory
- Intrinsic motivation, comes from within
- Autonomy, relatedness, competence
Your Turn

Thinking about your next time on service, what approaches can you take to motivate millennial learners when motivation is at a winter low?

Millennial Theater:
Small group break-out

• The Staging
• The Performance
• The Curtain Call
Report Back and Wrap Up

• Goals and Objectives
  – Practice Motivational Interviewing skills to re-engage the unmotivated learner
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  – Examine tools and strategies known to engage Millennial learners

• Questions, Comments, What Worked for You?

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