APPLYING SELF-DETERMINATION THEORY TO DIAGNOSE AND TREAT RESIDENTS AS LEARNERS

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The old way of thinking about education ...
Self Determination Theory

• A theory of motivation which recognizes that we are motivated by both internal and external forces

• We are happiest, learn best and are most successful when we are motivated from within and voluntarily engage in tasks.
Self Determination Theory

• Humans have three innate needs:
  – Autonomy
  – Competence
  – Relatedness

• Satisfaction of these needs fuels our internal motivation and well-being
Autonomy

The desire to be one’s own origin or source of behavior and make one’s own choices

— Ex.

• Choose an appropriate workup and treatment plan for a patient
• Choose your team’s rounding style and daily time management
• Select your own resources to read about clinical questions of interest
Autonomy

• Autonomy is ... 
  – Feeling trusted 
  – Acting responsibly 

• Autonomy is not ... 
  – Acting independently without appropriate supervision
Competence

The desire to feel effective in whatever actions one pursues and performs

Ex.

• Feeling confident that you can learn the material required for a rotation
• Feeling confident that you can appropriately manage a particular patient

• Competence is the OPPOSITE of feeling overwhelmed
Relatedness
The desire to feel connected with others; a sense of belonging

Ex.
- Feeling like a valuable member of your clinical team
- Feeling a sense of being a patient’s primary doctor
- Feeling a sense of purpose for one’s work
The Spectrum of Motivation

“If I don’t finish my notes tonight….

- I really don’t care, I’m going home.
- …my attending will not be pleased
- …I’ll have twice as many to do tomorrow morning
- … no one will know the plan if the parents call or he comes for follow up
- …I’m not doing my job as this patient’s doctor, and I want to do that well.
- I love doing notes at night!

Least Self-determined

INTERNALIZATION

Most Self-Determined
Thanks for attending!

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