

# Motivation on Rotation

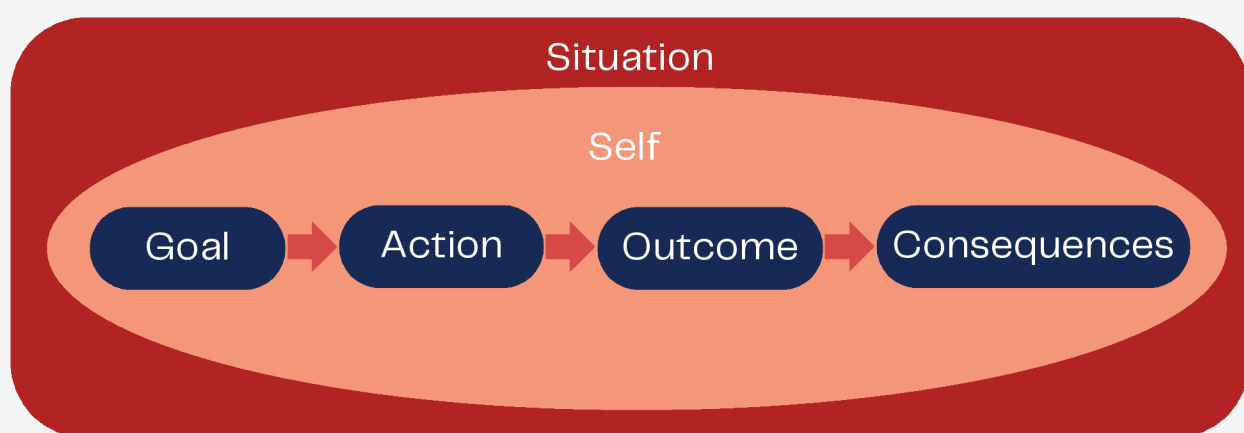
Using the motivational model to provide practical tips as you prepare for and engage with learners on rotation

Precepting is vital to help learners gain competency in attaining competency in the pharmacy profession. Learners are exposed to a variety of rotation experiences, some of which are outside their desired discipline or interests. Keeping learners engaged during these times can be challenging for preceptors, and learner motivation is complex. Several major motivational theories exist that address learning behaviors. This information below utilizes the basic motivational model as presented by Urhahne and Wijnia (2023) coupled with precepting fundamentals by DeRemer, et al. (2020).

## SITUATION AND SELF

**The situation is the context in which the learning occurs. Influences on the situation include social, cultural, and environmental factors.**

**The self refers to the learner's ability to choose goals and initiate and sustain behaviors. The self is influenced by psychological needs, motives, values, and beliefs.**



## Practical Tips

- Give a tour and introductions
- Provide a dedicated space
- Orient learner to department, institution
- Show learners how to use technology
- Assign learners any ongoing department education or training
- Involve learners in department celebrations
- Provide a calendar and well-organized orientation
- Provide clear instructions, responsibilities, and tasks
- Consider increasing number and complexity of assignments slowly ( i.e. allow learner to have “wins” early)
- Daily affirmations/reflection -- one thing done well, one opportunity for improvement
- Provide just-in-time, ongoing, and personalized feedback
- Celebrate small wins

## GOAL

**The goal is the basis of all motivational behavior and is intentional. Goals guide the learners’ behavior. The goal is influenced by anticipated incentives and outcomes.**

## Practical Tips

- Review expectations of the rotation from both learners and preceptor perspectives
- Look for motivation of the student with outcomes or processes
- Tailor rotation activities to the learners’ interests
- Set different types of activities throughout the rotation for different types of learning and outcomes
- Think about setting task-based, self-based, and others-based goals



## ACTION

The action is any behavior which achieves a positive goal or avoids a negative impact. The action is influenced by the expected ability to achieve the goal.

### Practical Tips

- Discuss interest on rotation and different activities
- Check on learners' well-being
- Look at behaviors such as activity selection, effort, persistence regulation, and achievement
- Integrate learners into the practice appropriate to their education (IPPE vs APPE)

## OUTCOME

The outcome is the result of the behavior. The outcome may be physical, affective, or social.

## CONSEQUENCES

The consequences are varied and individualistic. Consequences can be prestige, recognition, rewards, etc. The consequences influence whether the cycle starts again.

### Practical Tips

- Develop rotation-specific goals and objectives for the learners to improve performance
- Create a rotation-specific calendar for the learner incorporating required objectives and the learners' personal goals for the rotation for improved personal growth
- Develop a presentation-style format for learners to incorporate in their patient care workup for improved performance
- Provide frequent and personalized feedback on what is going well and what needs improvement
- Ensure learners understand the importance of the task
- Relay the impact of their contributions to patient care

### Practical Tips

- Provide verbal recognition of learners' improvement during the rotation
- Create opportunities of hands-on experiences to help learners gain sense of purpose and see improvement in patient outcomes
- Provide constructive feedback on areas of improvement and monitor the learners' progress
- If there is no improvement as documented in the formal assessments, maintain contact with the college of pharmacy for guidance of the next steps for the learners ( i.e. modifications in the improvement plan)

## OTHER TIPS

- Plan a date and time for formal discussion for orientation
- Think of ways you can personally benefit (journal club, research, topic reviews, personal/departmental goals, etc.)
- Create project lists and keep updated
- Teach value of networking
- Encourage involvement in professional organizations

### References

1. Urrahne, D., Wijnia, L. Theories of Motivation in Education: an Integrative Framework. *Educ Psychol Rev* 35, 45 (2023). <https://doi.org/10.1007/s10648-023-09767-9>
2. DeRemer CE, Gant KO, Ordonez ND, Yam NT. In: *Preceptors's Handbook for Pharmacists*. 4th ed. American Society of Health-System Pharmacists; 2020:1-25

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