

OP27**Enhancing Healthcare Learners' Motivation through Personal Best Goal: An Adaptation from Sport Psychology****Ng Y.M., Or P.L.***The Education University of Hong Kong, Hong Kong*

Introduction: The concept of 'Personal best goal' was first applied to advance athletes' performance through a non-comparison principle. 'Personal best goal' refers to the continuing growth target which is the most possible outstanding learning outcomes. Intensive classroom and clinical learning outcomes are often times psychological consequences like stress and exhaustion. Existing research studies have found that learning stress and exhaustion are negatively correlated with academic performance. Due to poor academic performance, learning motivation is reduced. Early dropout is related to the form of stress learning. To enhance healthcare learners' motivation, this presentation introduces a refined goal-setting framework that aims to improve healthcare learner's motivation through a self-reflection program.

Method: A newly devised program, called 'Become a Better Healthcare Professional' will be proposed in the following three stages: 1) 'Beware of my pace', 2) 'Proclaim my ability', and 3) 'Witness my success'. In this threefold program, learners receive the self-report questionnaire to assess their learning paces. In addition, some good examples are provided in a heuristic way to help learners set specific and challenging goals.

Findings: The anticipated findings include that this program helps healthcare learners manage learning progress through a personal goal-setting plan, since 'Personal best goal' is considered to be an effective way to manage the stress of High Education in the UK. Furthermore, this presentation clarifies the differences between 'Personal best goal', 'Mastery-approach goals' and 'Performance-approach goals', and explains the applicability of 'Personal best goal' in healthcare education.

Conclusion: The 3-stage program, 'Become a Better Healthcare Professional' provides a coaching strategy for healthcare education to help healthcare learners become lifelong autonomous learners. Therefore, this program is not only beneficial to healthcare learners, healthcare educators and clinical instructors but also valuable to healthcare stakeholders such as clinicians, patients and community.