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Reaching & Teaching Millennials Learners

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Education is at the heart of patient care.



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- I have no disclosures, financial or otherwise, related to the content of this talk to report



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Goals and Overview

- Define what is meant by a “Generation”
- Review generational characteristics (in the US) prior to current generation
- Identify characteristics associated with “Millennials” as a generation
- Review specific areas of strength and concern for Millennials as learners
- Strategies for interacting with Millennial learners



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“People try to put
us down,
Talkin’ ‘bout my
generation...”



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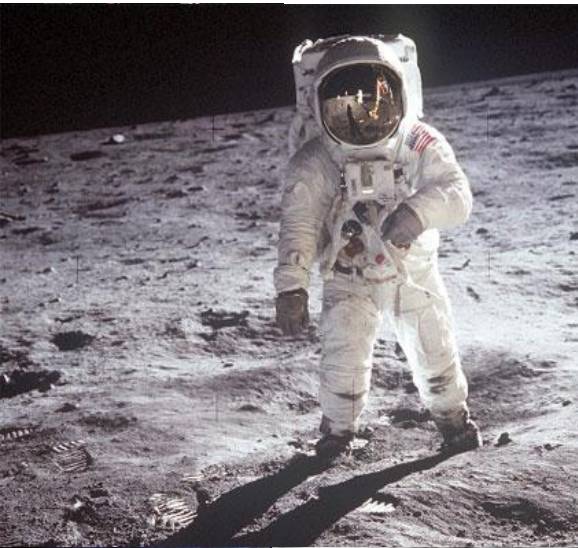
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By the time you turned 28, what was the most important world event in your life?



Educating a New Generation Teaching Baby Boomer Faculty About Millennial Students

Kara Mangold, MS, RN, BC

This review examines the impact of generational influences on the faculty-student relationship. Specifically, the baby boomer faculty-millennial learner dyad is explored, as these two generations are most representative of the faculty-student demographic. Teaching and learning preferences are emphasized, and implications and recommendations for nursing faculty are presented.

are seeking ways to modify teaching styles to fit the needs of the millennial generation.⁶ In the face of a shortage of nurses, faculty are designing nursing programs to attract and educate qualified students who are attuned to the needs of the millennial generation. It is imperative that the generation represents the small of entry-level workers in recent years. Students have many options to choose from when choosing a career and are in demand for many professions.

Baby Boomers

To understand the teaching and

Multigenerational Challenges in Academic Medicine: UC Davis's Responses

Lydia Pleotis Howell, MD, Gregg Servis, and Ann Bonham, PhD

Abstract

Academic medicine is a unique work environment, one of the few where members of four different generations regularly interact and where multigenerational teams are key to fulfilling its missions, particularly education. This can lead to increased creativity, but also to intergenerational conflict, since each generation has different values and expectations. The authors describe multigenerational challenges confronted at the University of California, Davis, School of Medicine, and that school's responses to them.

These challenges include issues related to workload, compensation,

evaluation for advancement, recruitment and retention, and attendance at required meetings. Awareness of the different generational qualities and values allowed the school of medicine to identify the multigenerational origin of many of these ongoing issues and challenges and to plan appropriate solutions within the Office of Academic Affairs. These include policy changes related to work-life balance, utilizing multiple faculty tracks with different roles, allowing part-time faculty appointments, creating a variety of faculty development programs geared toward different generational needs



APM Perspectives

The Association of Professors of Medicine (APM) is the national organization of departments of internal medicine at the US medical schools and numerous affiliated teaching hospitals as represented by chairs and appointed leaders. As the official sponsor of The American Journal of Medicine, the association invites authors to publish commentaries on issues concerning academic internal medicine.

For the latest information about departments of internal medicine, please visit APM's website at www.im.org/APM.

Medical professionalism and the generation gap

Lawrence G. Smith, MD

Mount Sinai School of Medicine

APM Perspectives

the cross-cutting edge

Generational changes and their impact in the classroom: teaching Generation Me

Jean M Twenge

Is there really a new problem?



“Children nowadays are tyrants. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers.”

-- Socrates (469 – 399 BC)

THE CHRONICLE

of Higher Education

Student Affairs

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October 11, 2009

The Millennial Muddle

How stereotyping students became a thriving industry and a bundle of contradictions

By Eric Hoover

What defines a “generation”

- Entire body of individuals who are born and living at about the same time
- Groups of individuals who because of shared age, experiences, and environment, **also share** attitudes, values, ideas, styles, and challenges
- Distinction from prior and future groups of individuals



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Silent or Veteran's Generation (1922-1945)

- Respect, service & loyalty
- “Traditional” roles
- Respect the system, work for security
- Strong heroes
- Defined by Great Depression & WWII
- Reward “job well done”



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Baby Boomers (1946-1964)

- Social & political change
- Evolving gender/race roles
- Parallel lives of work and home
- “Live to work”
- Vietnam, civil rights & women’s liberation
- Rewards: money, title,& recognition



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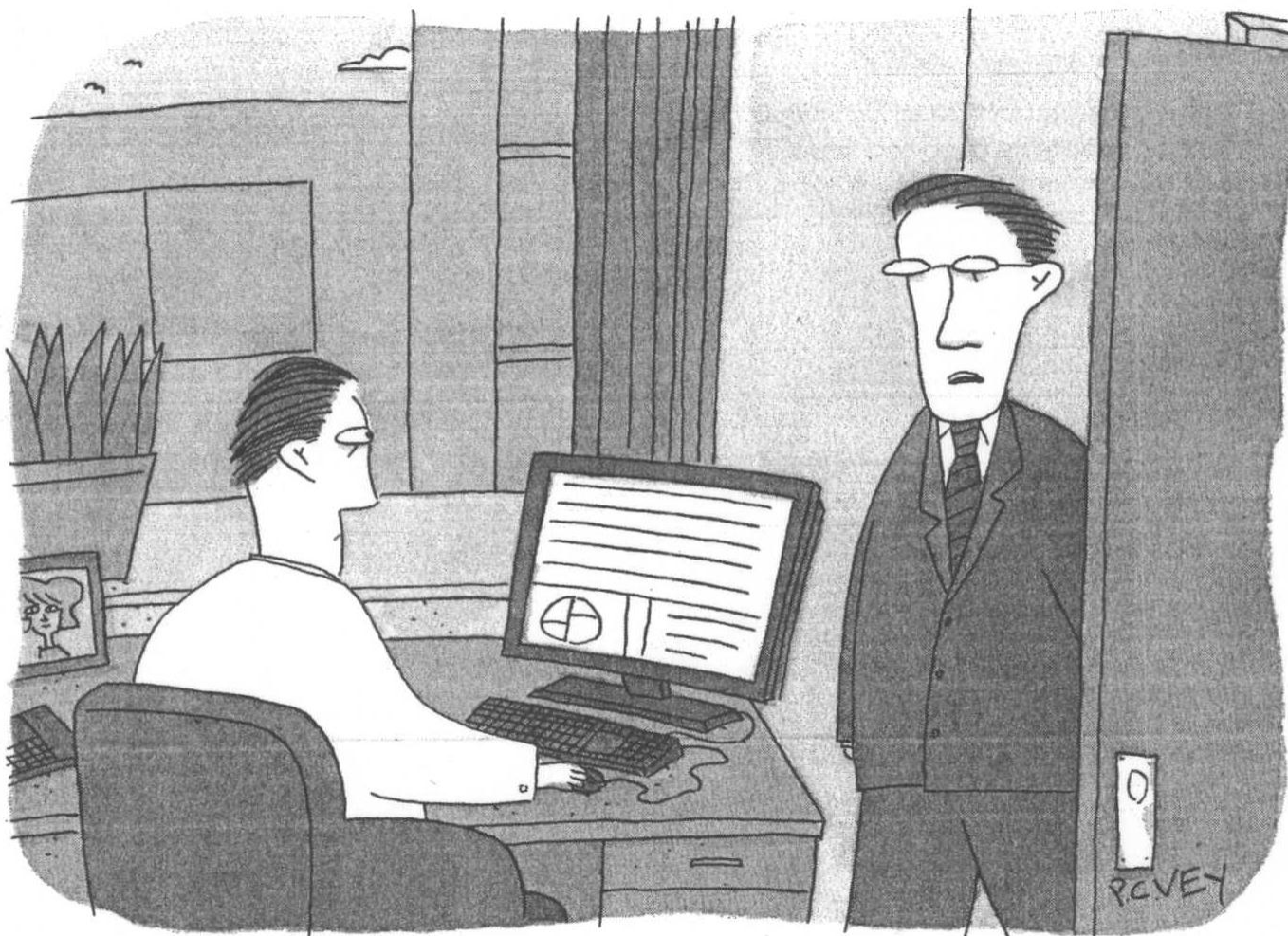
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"Everybody's getting together after work to do some more work—you in?"



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www.newyorker.com

Generation X (1965-1980)

- Progressive ideas & cynicism
- Varied gender/race roles requiring decisions about “balance and priorities”
- Respect expertise, work to have a “killer life”
- Dual-career families and “latch-key kids”
- Personal computer revolution
- Rewards: freedom and time



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What is it that is so different about today's trainees?



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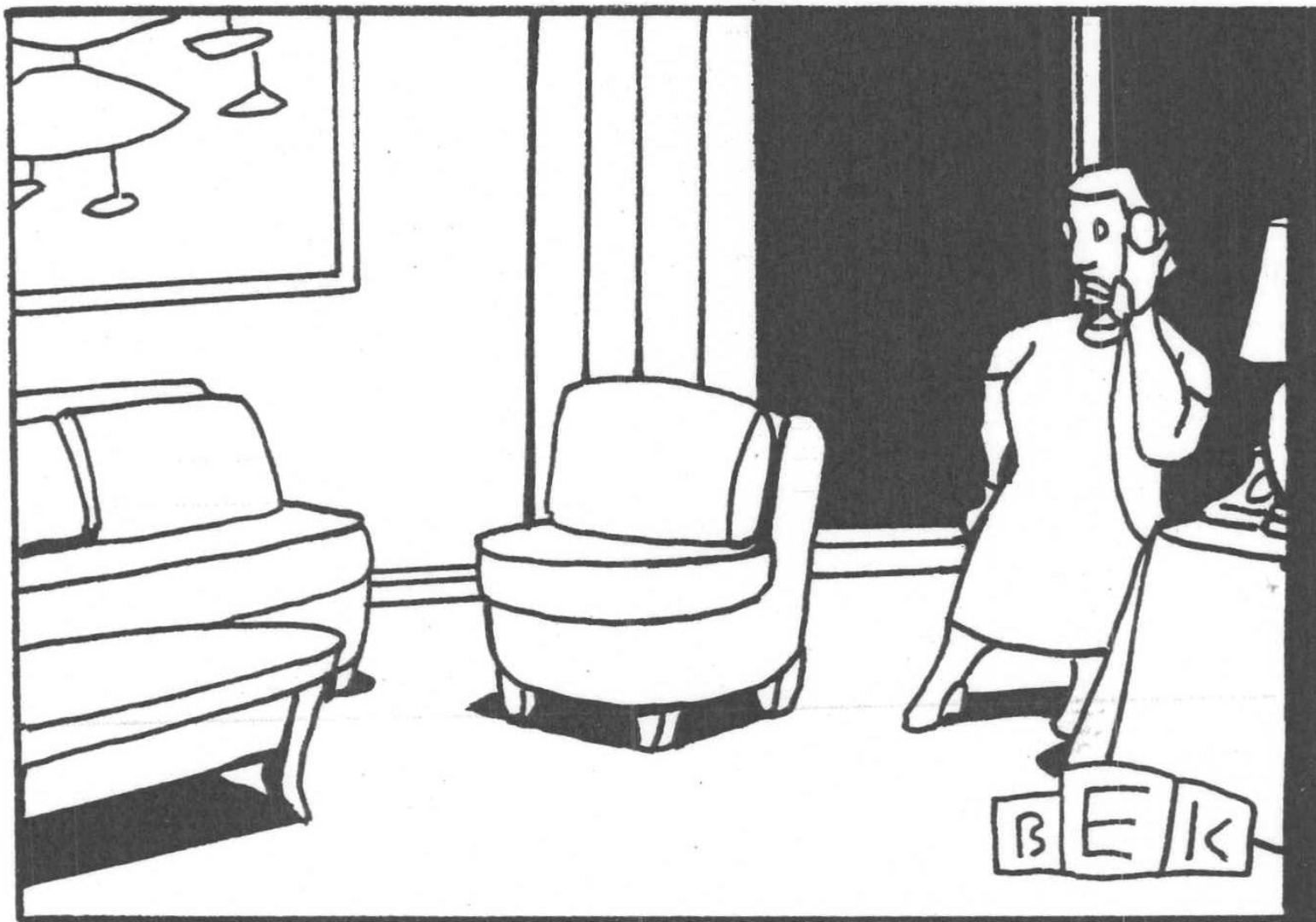


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*"You never write, you never call, you never fax, you never
e-mail, you never text, you never page."*



P. BYRNES.

"But you can't miss her second-grade first-semester graduation!"

Millennial Generation (1981-2001)

- Also known as Generation Y, the Net Generation, and Generation Me
- Inquisitive, interested in equality
- Aware of community, but with strong importance of self and individual
- Sense of “post”-race / gender roles
- Significant social upheaval (9-11, wars)
- Financial instability (scandals, recession)
- Disappointment from leaders and “heroes”
- Technology assumed and omnipresent (Internet, cell phones there from childhood)



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How can we optimize Millennials' learning?

- How do they appear to prefer to interact?
- What motivates these learners?
- How do they measure success?
- What will be successful mentoring strategies?
- How can we leverage what makes them tick?

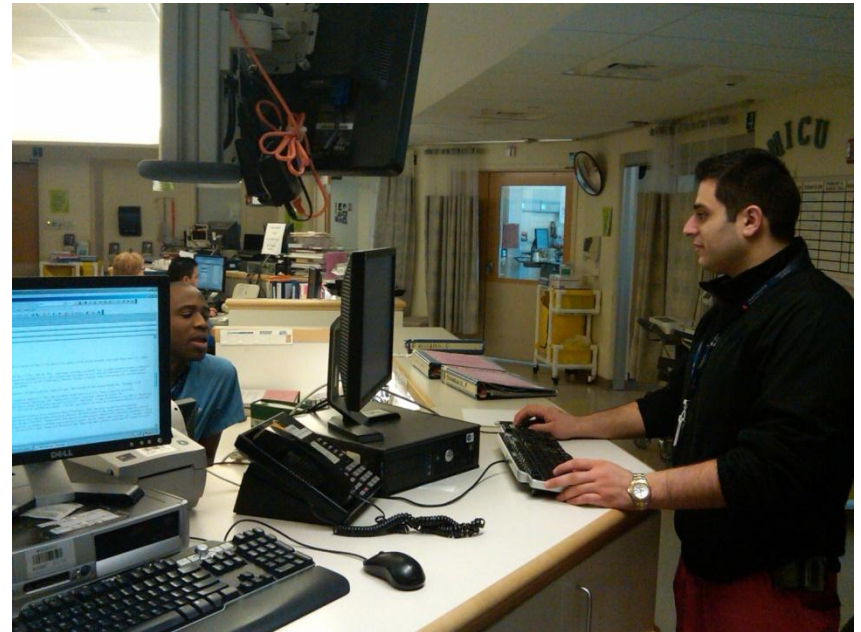


Differences in motives between Millennial and Generation X medical students

Nicole J Borges,¹ R Stephen Manuel,² Carol L Elam³ & Bonnie J Jones⁴

Characteristics of Millennials as learners

- Well-structured, scheduled environments
- Computer-based, game-oriented
- Engagement in communities and through social networking
- Learning opportunities that can be fulfilled 24-7



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How can we better teach Millennials?

- Learners today need help with
 - Context
 - Prioritization
 - Understanding
 - Interpretation

Generational changes and their impact in the classroom: teaching Generation Me

Jean M Twenge

Medical Education 2009; 43: 398–405

High scores: Assertiveness, self-liking,
narcissistic traits, high
expectations, stress, anxiety
Lower scores: Self-reliance

How can we better teach Millennials?

- Learners today need help with
 - Context
 - Prioritization
 - Understanding
 - Interpretation
- Can be overwhelmed by information
- Looking for the “bottom line”
- Relevance must be emphasized
- Offer opportunities to collaborate & learn as team
- Reinforce downsides to multi-tasking
- Discuss “digital professionalism”



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What principles should we keep in mind when teaching Millennials?

- Learning demands engagement
- Active or “experiential” interactions
- Content is important, but delivery is key
- Explicit discussion of expectations and “norms”
- Rapidly accessible feedback is the norm
- Integrate education technology into interactions when at all possible



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Technology enhances teaching and learning during medical training



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Are there downsides to technology in medical training?



Growing Up Digital, Wired for Distraction



Jim Wilson/The New York Times

Students have always faced distractions and time-wasters. But computers and cellphones, and the constant stream of stimuli they offer, pose a profound new challenge to focusing and learning.

New York Times
11/21/10
Matt Richtel / Jim Wilson



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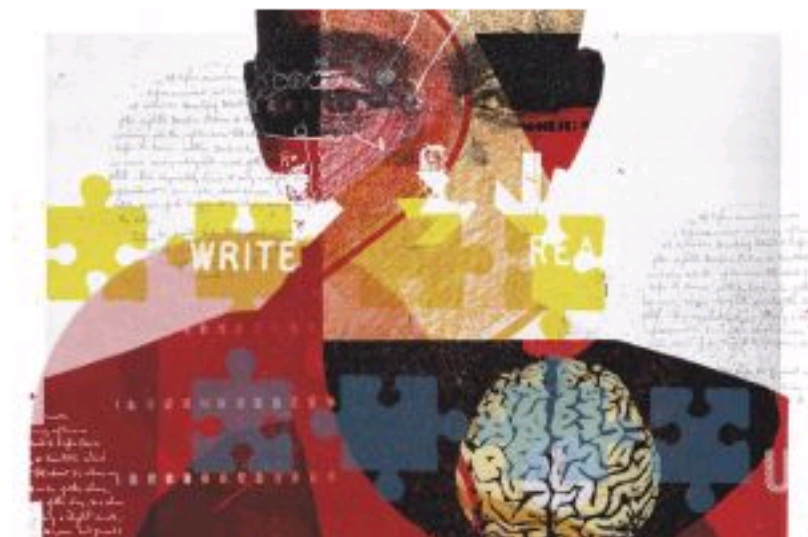
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February 28, 2010

Divided Attention

In an age of classroom multitasking, scholars probe the nature of learning and memory



Alex Williamson for The Chronicle Review

[Enlarge Photo](#)

By David Glenn

Imagine that driving across town, you've fallen into a reverie, meditating on lost loves or calculating your next tax payments. You're so distracted that you rear-end the car in front of you at 10 miles an hour. You probably think: Damn. My fault. My mind just wasn't there.

By contrast, imagine that you drive across town in a state of mild exhilaration, multitasking on your way to a sales meeting.

You're drinking coffee and talking to your boss on a cellphone, practicing your pitch. You cause an identical accident. You've heard all the warnings about cellphones and driving—but on a gut level, this wreck might bewilder you in a way that the first scenario didn't. Wasn't I operating at peak alertness just then? Your brain had been aroused to perform several tasks, and you had an illusory sense that you must be performing them well.



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Technology poses new challenges for trainees in the realm of professionalism

- Medical blogging
- Interruptions by ringing phones
- Cameras ubiquitous
- Privacy settings on Facebook
- Linking to patients via email and social networking



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Privacy was an aberration



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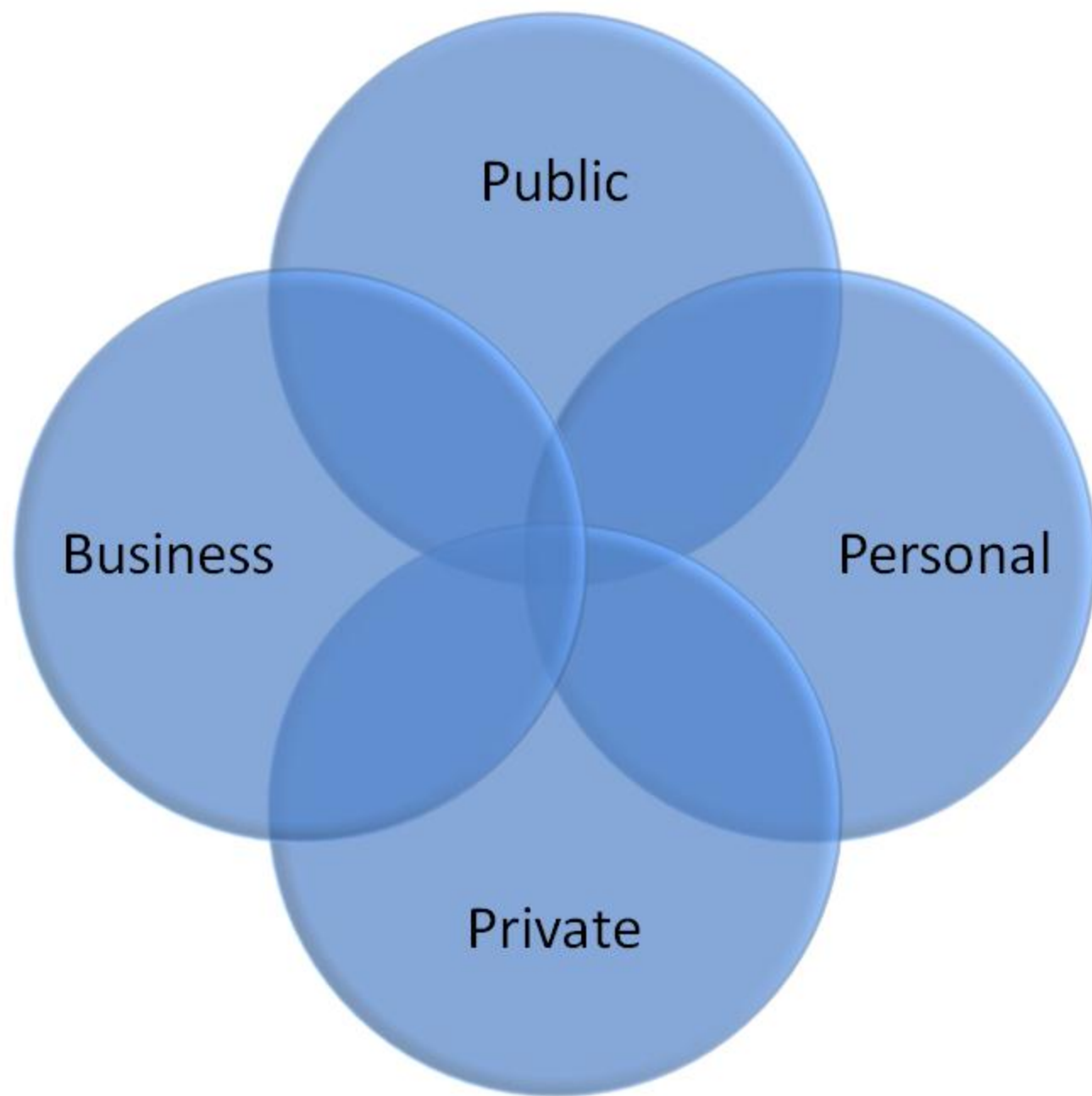
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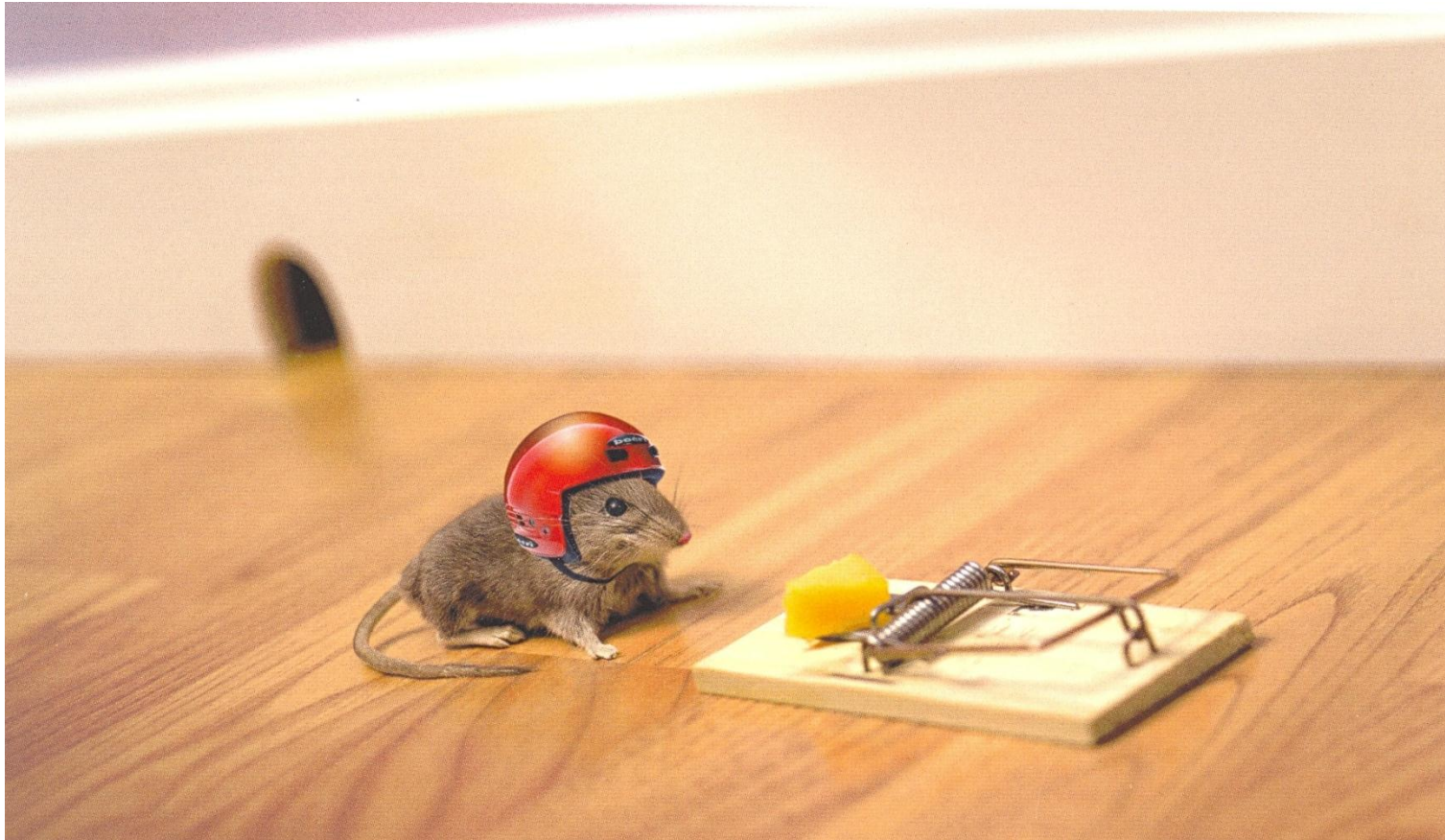


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Strategies for Success with Millennials



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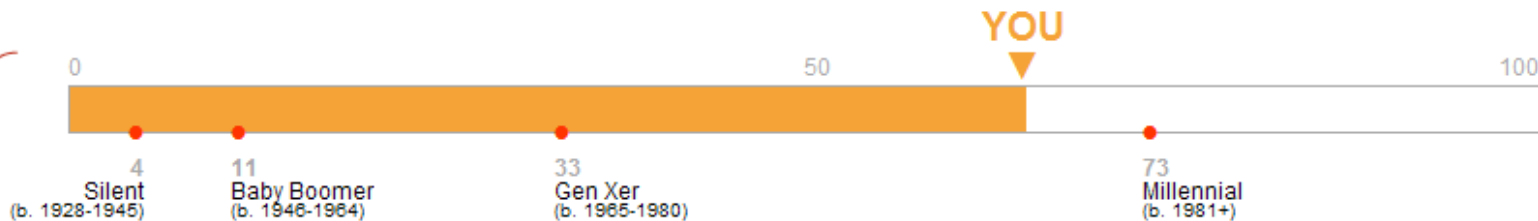
Educate yourself and your colleagues about Millennial learners

HOW MILLENNIAL ARE YOU? THE QUIZ

Your Millennial score is **65!**

The higher your score, the more you have in common with members of the Millennial generation.

Compare your score with that of the typical member of the following generations:



See how each generation's answers compare to yours - and how each question affects your score.

- How did we compute your score?

Share your score

 Facebook

 Twitter



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Discuss generational differences and recognize intergenerational conflicts



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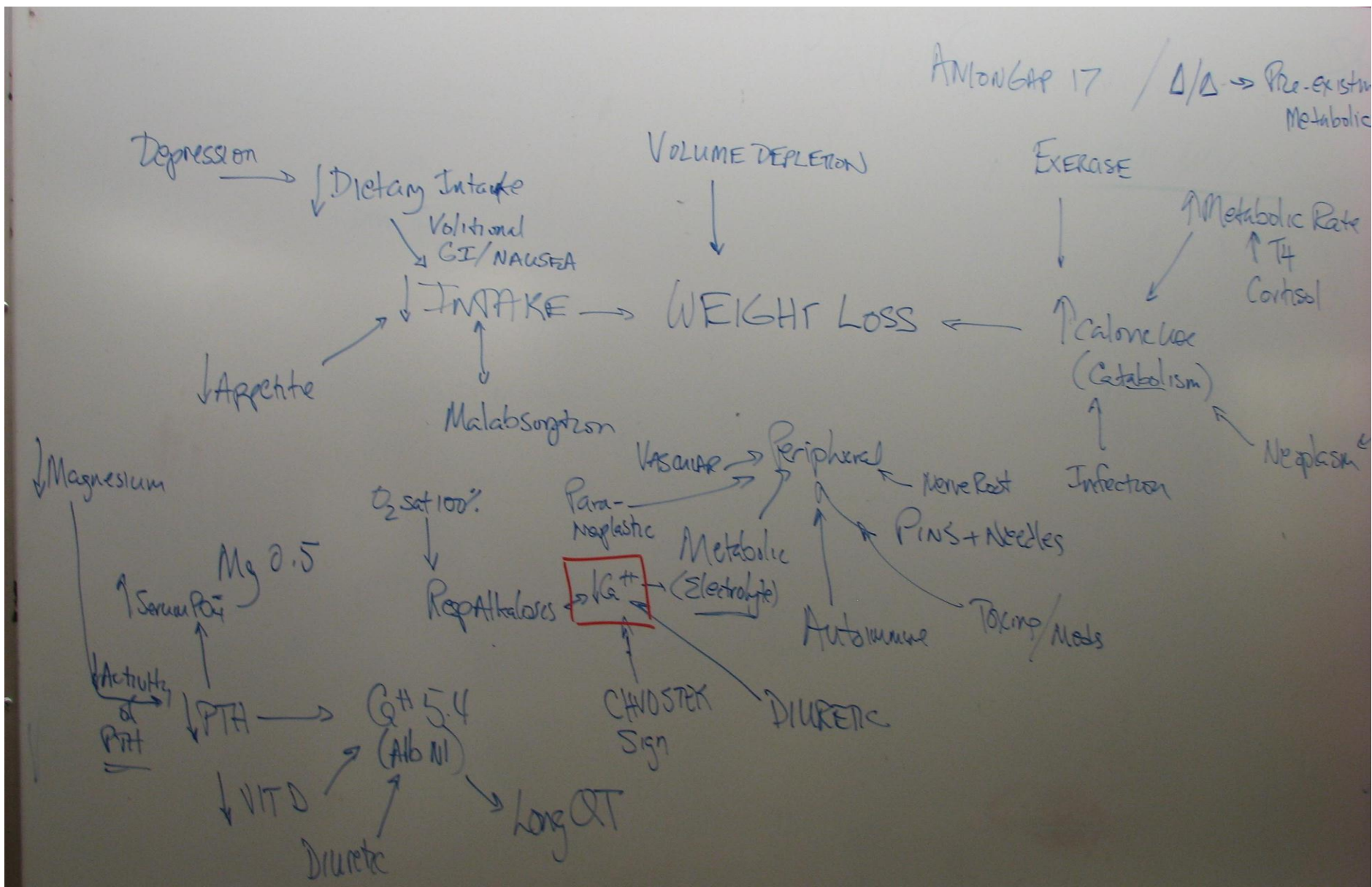
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Emphasize content, concepts & relevance over lists, facts and memorization



Identify yourself and your teaching philosophy



special reports

Attitudes and Perceptions of Internal Medicine Residents Regarding Pulmonary and Critical Care Subspecialty Training*

Scott Lorin, MD; John Heffner, MD, FCCP; and Shannon Carson, MD

(CHEST 2005; 127:630–636)

vs 3.31 ± 0.86 , $p = 0.03$) [mean \pm SD]. The five most commonly cited attributes of PCCM fellowship that would attract residents to the field included intellectual stimulation (69%), opportunities to manage critically ill patients (51%), application of complex physiologic principle (45%), number of procedures performed (31%), and academically challenging rounds (29%). The five most commonly cited attributes of PCCM that would dissuade residents from the field included overly demanding responsibilities with lack of leisure time (54%), stress among faculty and fellows (45%), management responsibilities for chronically ill patients (30%), poor match of career with resident personality (24%), and treatment of pulmonary diseases (16%).

Learn the language (and technology) of the Millennials



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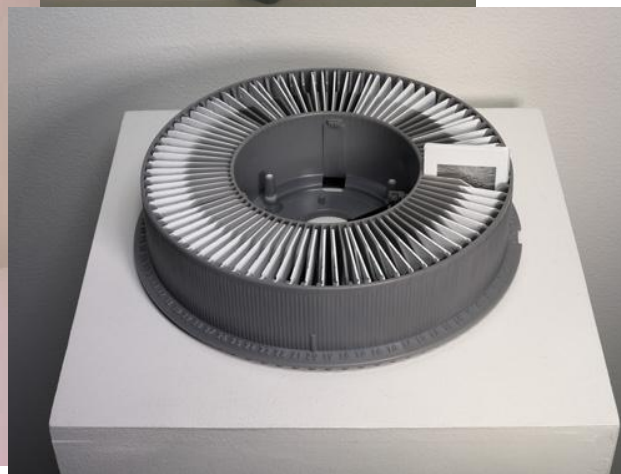
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Recognize that Millennials value aesthetics (and expect things to look good)



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Emphasize opportunities for additional help and support, particularly at challenging transitions



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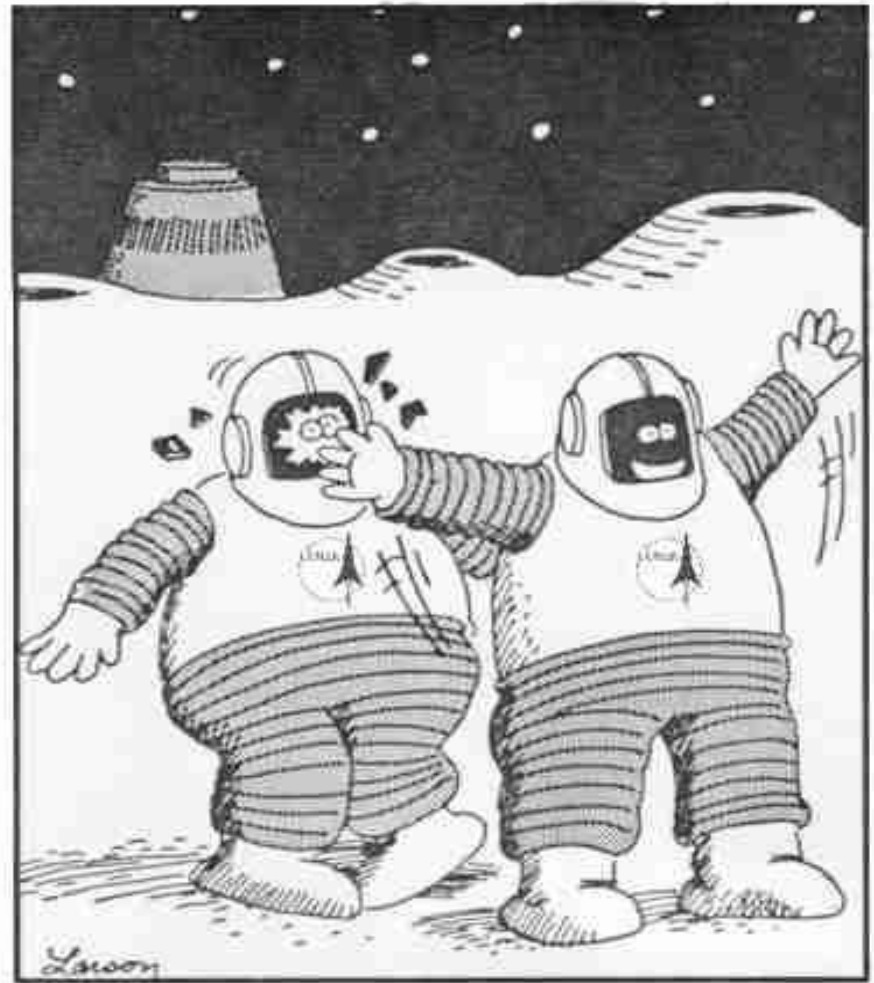
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Recognize
the
importance of
team
dynamics and
identify ways
to value
trainees' input



"We've made it, Warren! ... The moon!"



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Be fair and straightforward



Identify the limits of multi-tasking and modern distractions





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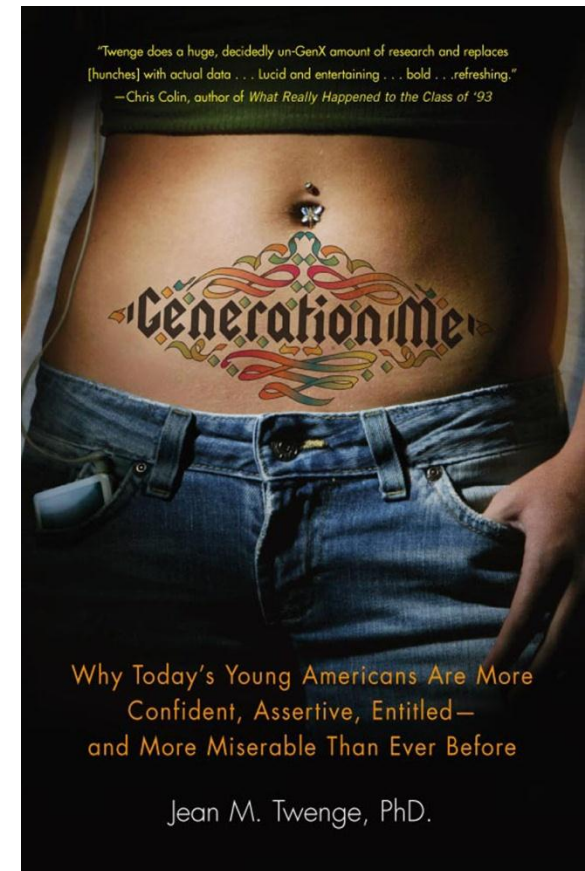
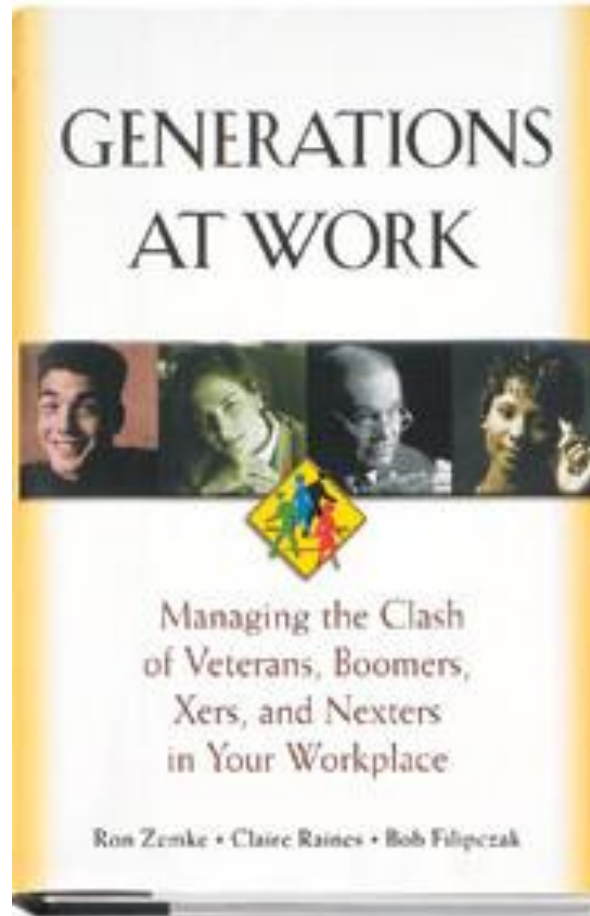
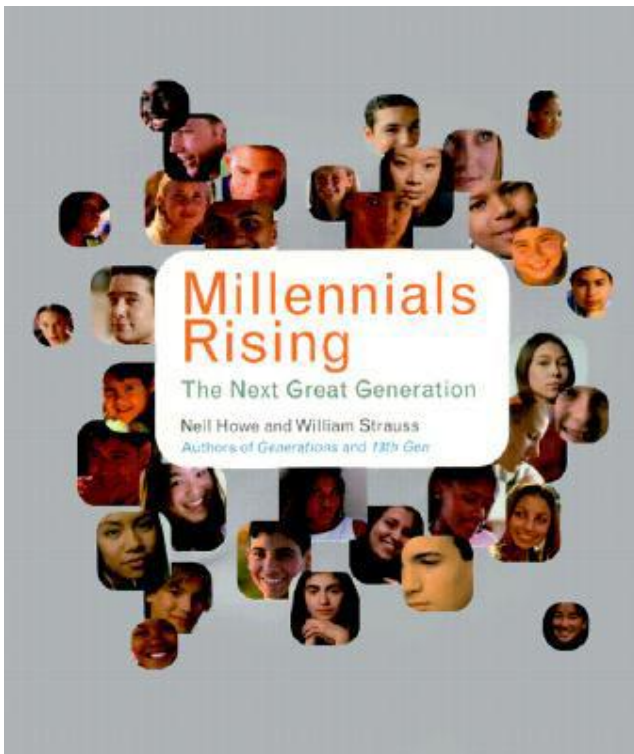
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How to learn more



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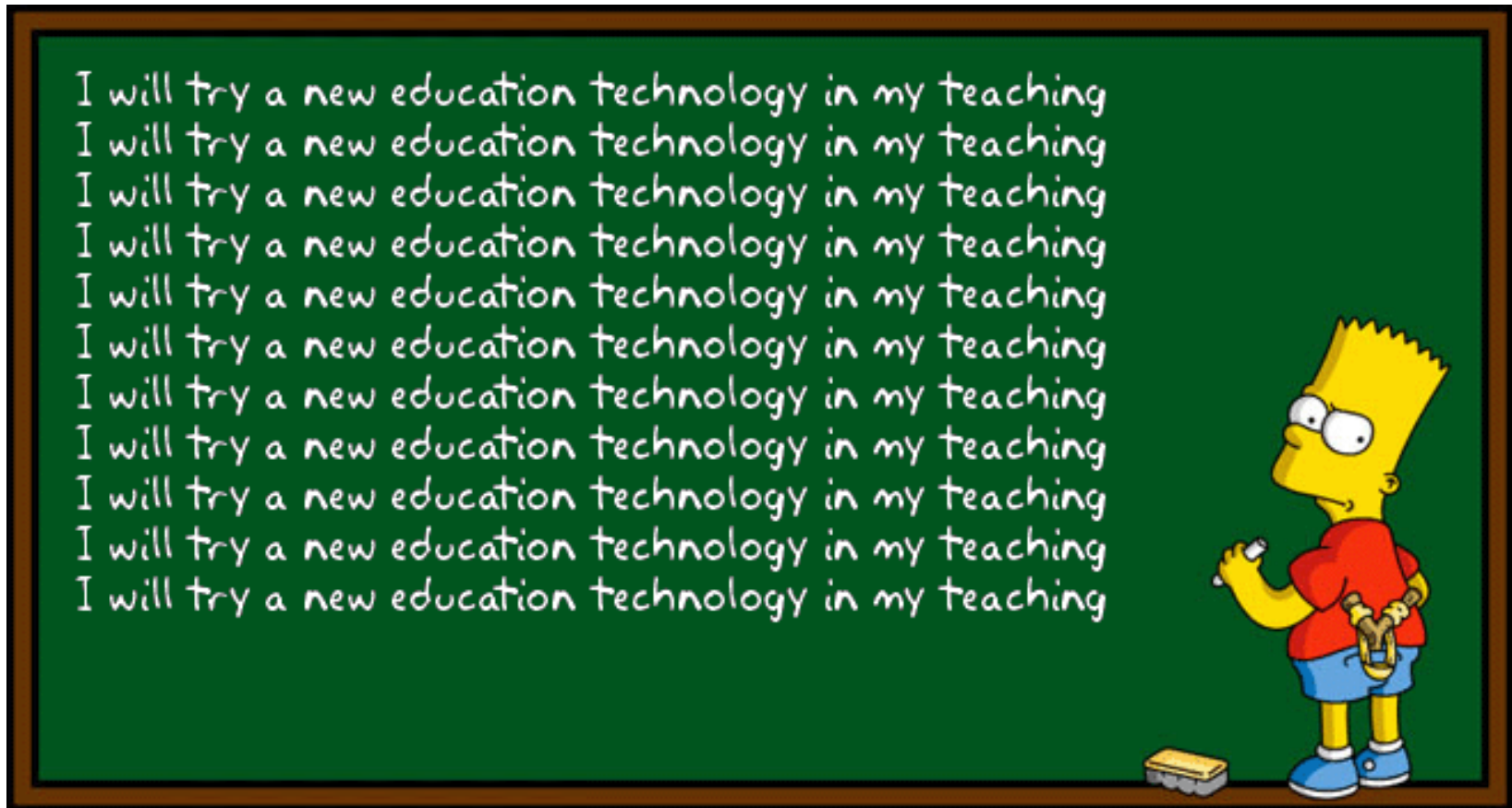
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Can you imagine how the next generation will learn?



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