Reaching & Teaching Millennials Learners

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Education is at the heart of patient care.

- 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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my generation - the very best of

"People try to put us down, Talkin' 'bout my generation…"

theWHO

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

Nurse Educator

Educating a New Generation
Teaching Baby Boomer Faculty About Millennial Students

Karin Mangold, MS, RN, BC

Multigenerational Challenges in Academic Medicine: UCDavis's Responses

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

APM Perspectives

Medical professionalism and the generation gap

Lawrence G. Smith, MD

Mount Sinai School of Medicine

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

Jean M Twenge

Is there really a new problem?
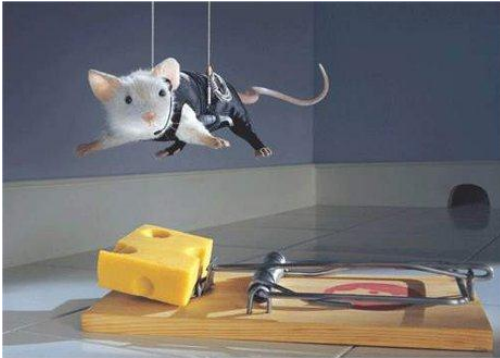
> "Children nowadays are tyrants. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers."
> -- Socrates (469 – 399 BC)

THE CHRONICLE
of Higher Education

Student Affairs
Home News Administration Student Affairs

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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"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"
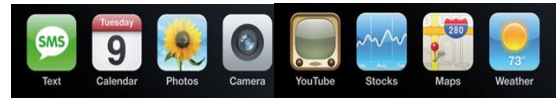- Personal computer revolution
- Rewards: freedom and time

What is it that is <u>so</u> different about today's trainees?
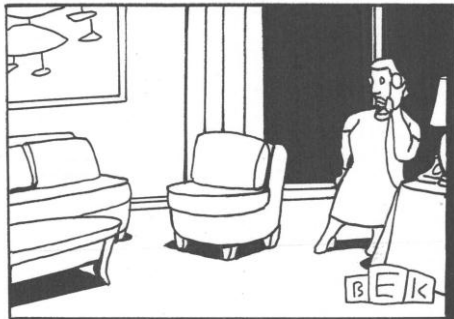
"You never write, you never call, you never fax, you never e-mail, you never text, you never page."

www.newyorker.com

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

P. BYRNES.

www.newyorker.com

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)

OMG! I JUST GOT BORN!

www.newyorker.com

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 Elam[3] & Bonnie J Jones[4]

Medical Education 2010; 44: 570-576

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

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"

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

Technology enhances teaching and learning during medical training
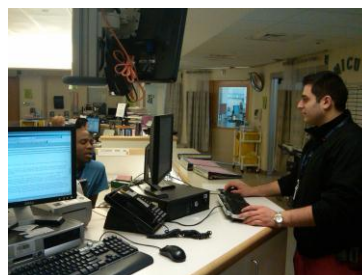
Are there downsides to technology in medical training?
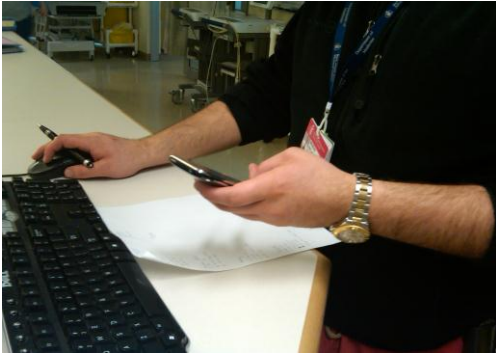
Growing Up Digital, Wired for Distraction

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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February 28, 2010

Divided Attention

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

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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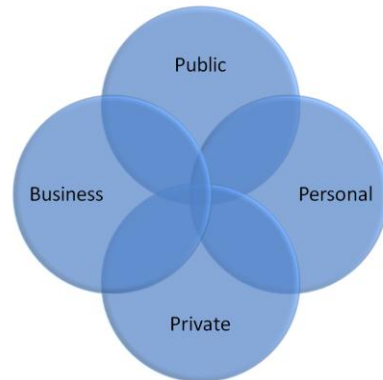
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Privacy was an aberration

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Public
Business
Personal
Private

13/07/2010   www.katecarruthers.com | © Kate Carruthers 2010   2

Strategies for Success with Millennials

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Educate yourself and your colleagues about Millennial learners

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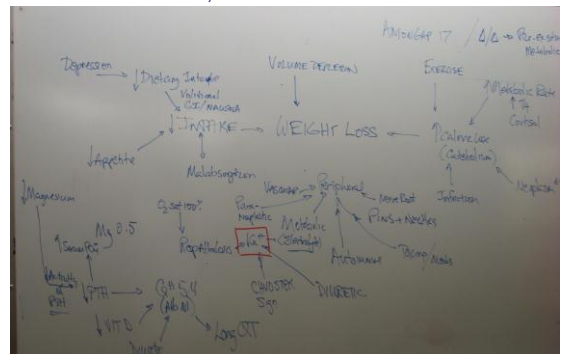## Discuss generational differences and recognize intergenerational conflicts

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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 ± 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 facult and fellows (45%), management responsibilities for chronically ill patients (30%), poor match o career with resident personality (24%), and treatment of pulmonary diseases (16%).

Learn the language (and technology) of the Millennials

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

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

Recognize the importance of team dynamics and identify ways to value trainees' input
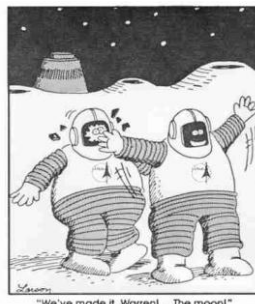
"We've made it, Warren! ... The moon!"

Be fair and straightforward

Identify the limits of multi-tasking and modern distractions

How to learn more
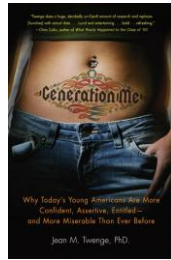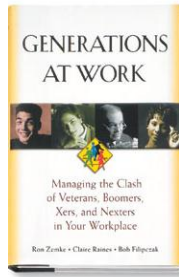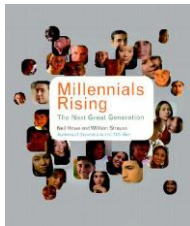
Can you imagine how the next generation will learn?