Teaching Millennials in the Clinical Environment

Commitment to Excellence in Medical Education: 

Faculty Development Series

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Disclosure

• None
Objectives

• Describe generational differences in learning and teaching.

• Describe expectations of millennial learners in the clinical environment.

• Demonstrate strategies for effective teaching and feedback for the millennial generation.
Outline

• Introduction
• Learner and educator perceptions
• Professionalism
• Communication
• Assessment
  • Formative feedback
  • Summative feedback
Disclaimer

• Discussion of generational differences is stereotypical.

• Individuals may have varying characteristics of members of their generational group.

• Generational differences should not be used for evaluation purposes.
Various Definitions of Generations

• All of the people born and living at about the same time, regarded collectively. (Oxford)

• The average period, generally considered to be about twenty to thirty years, in which children grow up, become adults, and have children of their own.

• A generation is a group of people whose characteristics were shaped and defined by the societal events that occurred during their formative years.
Current Living Generations

• Generation Z (2001-present)
• Millennials/Generation Y (1980-2000)
• Generation X (1965-80)
• Baby Boomers (1946-64)
• Silent Generation (1928-45)
• Greatest Generation (prior to 1928)
  • Pew Research Center 2010
### What Makes Your Generation Unique?

<table>
<thead>
<tr>
<th>Generation</th>
<th>Millennial</th>
<th>Gen X</th>
<th>Boomer</th>
<th>Silent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Technology use (24%)</td>
<td>Technology use (12%)</td>
<td>Work ethic (17%)</td>
<td>WW II, Depression (14%)</td>
</tr>
<tr>
<td>2.</td>
<td>Music/Pop culture (11%)</td>
<td>Work ethic (11%)</td>
<td>Respectful (14%)</td>
<td>Smarter (13%)</td>
</tr>
<tr>
<td>3.</td>
<td>Liberal/tolerant (7%)</td>
<td>Conservative/Trad’l (7%)</td>
<td>Values/Morals (8%)</td>
<td>Honest (12%)</td>
</tr>
<tr>
<td>4.</td>
<td>Smarter (6%)</td>
<td>Smarter (6%)</td>
<td>“Baby Boomers” (6%)</td>
<td>Work ethic (10%)</td>
</tr>
<tr>
<td>5.</td>
<td>Clothes (5%)</td>
<td>Respectful (5%)</td>
<td>Smarter (5%)</td>
<td>Values/Morals (10%)</td>
</tr>
</tbody>
</table>

Note: Based on respondents who said their generation was unique/distinct. Items represent individual, open-ended responses. Top five responses are shown for each age group. Sample sizes for sub-groups are as follows: Millennials, n=527; Gen X, n=173; Boomers, n=283; Silent, n=205.
Millennial Generational Overview I

• Societal events –
  • Economic globalization, 9/11, multiculturalism, technology boom

• Childhood-
  • Protective “helicopter’ parents, close family relationships

• Personal-
  • Optimistic, need for praise, collaborative, global outlook

Millennial Generational Overview II

• Work-
  • Team oriented, used to structure and rules, career change

• Education-
  • Team based environment, outcome oriented, internet

• Communication-
  • Polite

• Tech savvy-
  • Learn new tech quickly, may not be able to apply

Digital native vs digital immigrant
Millennial Generational Overview III

• Characteristics with higher scores
  • Warmth
  • Rule Consciousness
  • Sensitivity
  • Emotional stability
  • Abstract reasoning
  • Social boldness
  • Apprehension
  • Perfectionism

Borges et al. Academic Medicine 2006;81:571-6
I matched in Pediatrics at UPMC - Pittsburgh
Millennials in the Clinical Environment

- Trainees and faculty members may have differing motivations and values
- Socratic method teaching may have limitations
- Trainees have to feel safe and valued in the learning environment
- Millennials require frequent positive and constructive feedback
- Impact of duty hours and changing educational models
Hospitalist Teaching for the FUTURE

- Flipping the wards
- Using documentation to teach
- Technology Enabled Teaching
- Using guerilla teaching tactics
- Rainy day teaching
- Embedding teaching moments into rounds

Martin et al. J of Hospital Medicine 2013;8:409-13
Strategies for Teaching

• Avoid traditional lecture formats
  • Add pictures, graphics, videos

• Hands on teaching with simulations and team based learning

• Contextual teaching: just-in-time learning

Eckleberry-Hunt J et al. JGME 2011;458-61
Strategies for Teaching

• Collaborative teaching with immediate feedback

• Involve trainees in developing and using new technology

• Avoid multitasking
  • Hijack personal tech for teaching
Professionalism

• Medical professionalism is a belief system in which group members ("professionals") declare ("profess") to each other and the public the shared competency standards and ethical values they promise to uphold in their work and what the public and individual patients can and should expect from medical professionals. (ABIM 2012)
Professional Attributes UT COM LS

- Altruism
- Accountability
- Ethical conduct
- Duty
- Integrity

- Respect
- Compassion
- Cultural Competency
- Confidentiality
Learning Environment

• Across all the medical schools 15-20% report mistreatment, mainly from clinical faculty
• Important LCME and ACGME standard, frequent citation

• Students enter medical school with positive attitudes
• Undermined by the “hidden” curriculum
• Institutional culture and role of faculty
Millennials and Professionalism

• Millennials knowledge not entirely congruent with traditional values
• Greatest knowledge of humanism and professional responsibility
• Less awareness of professional commitment, managing complexity and uncertainty

Nagler et al. BMC Medical Education 2014;14;60
Are these behaviors unprofessional for a medical student

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetitive late arrival to class</td>
<td>192</td>
<td>63</td>
</tr>
<tr>
<td>Skip a class or a lab in which attendance is required</td>
<td>205</td>
<td>50</td>
</tr>
<tr>
<td>Using a colleague’s power point presentation to give during a clerkship teaching session</td>
<td>132</td>
<td>123</td>
</tr>
<tr>
<td>Leaving a written sign-out for a colleague taking over on call instead of waiting to present verbally</td>
<td>195</td>
<td>60</td>
</tr>
</tbody>
</table>

Byszewski et al. BMC Medical education 2012:115
Student perception of behaviors associated with professionalism

Byszewski et al. BMC Medical education 2012:115

<table>
<thead>
<tr>
<th></th>
<th>Respect</th>
<th>Integrity</th>
<th>Honesty</th>
<th>Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preclerkship</td>
<td>113</td>
<td>93</td>
<td>94</td>
<td>9</td>
</tr>
<tr>
<td>Clerkship</td>
<td>57</td>
<td>59</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>152</td>
<td>144</td>
<td>11</td>
</tr>
</tbody>
</table>
Student perception of behaviors not adequately emphasized by faculty

Byszewski et al. BMC Medical education 2012:115

<table>
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<th>Behavior</th>
<th>Preclerkship</th>
<th>Clerkship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-improvement</td>
<td>37</td>
<td>21</td>
<td>58</td>
</tr>
<tr>
<td>Empathy</td>
<td>31</td>
<td>12</td>
<td>43</td>
</tr>
<tr>
<td>Respect</td>
<td>17</td>
<td>9</td>
<td>26</td>
</tr>
</tbody>
</table>

Bar chart showing the percentages of students in preclerkship, clerkship, and total for self-improvement, empathy, and respect.
Behaviors reported having participated in by 10% or greater of respondents

Nagler et al. BMC Medical Education 2014;14;60

- Discussing patient information in public space: 24%
- Late to rounds for non-clinical reason: 20%
- Blocking admissions you think inappropriate: 15%
Decline in Humanism in Medical Trainees

• Correlated with distress
• Associated factors
  • Learner mistreatment
  • Idealism conflicts with reality
  • Lack of social support
  • Workload
  • Clinical pressures
  • Poor role models
Addressing Professionalism

- Role models
  - Compassion, empathy and self improvement least role modeled

- Gold Humanism Honor Society

- White coat ceremony
Professionalism in Medicine

• Define and implement policies for students, residents, staff and faculty

• Establish guidelines for conduct, communication and daily operations

• Develop and implement a robust medical school curriculum
Professionalism in Medicine

• Educate and disseminate information regularly

• Periodically (frequently) assess the learning environment

• Feedback from and to all stakeholders
Challenges to good communication/feedback

- “Praise junkies” “Success stories”
- May respond poorly to criticism
- May not recognize own failings
- View themselves on the same level as all colleagues (including faculty)
- Prefer quick text to phone or in-person communication

Strategies for Communication

• Very explicit goals and objectives for each educational experience
• Likely never held a job
  • Discuss appropriate boundaries
• Work well in peer groups
  • Use 360-degree evaluations
• Want to know how to improve
  • Give written feedback

Eckleberry-Hunt J et al. JGME 2011;458-61
Strategies for Communication

• Thrive on encouragement
  • Praise publicly
• Very social
  • Consistent messaging
• Need regular feedback
  • Give concrete and immediate feedback
  • Accepting of honest and open feedback
• Will give you feedback

Eckleberry-Hunt J et al. JGME 2011;458-61
Strategies for Mentoring

• “Parenting” or “coaching”

• Modeling professionalism, communication, clinical skills

• Provide feedback regularly

Eckleberry-Hunt J et al. JGME 2011;458-61
Strategies for Mentoring

• Discuss defensiveness openly

• Involve trainees in remediation plans

• Self reflection exercises

• Group mentoring: 1-2 faculty with group of learners

Eckleberry-Hunt J et al. JGME 2011;458-61
Final Tips I

• Educate yourself about concept of generational differences

• Recognize the environmental and cultural forces that affect the millennial learner

• Understand the impact of intergenerational tension on learning

Roberts D. et al. Medical Teacher 2012;34:274-78
Final Tips II

• Millennials need guidance and focus in their learning

• Identify your teaching philosophy

• Learn how to utilize technology

Roberts D. et al. Medical Teacher 2012;34:274-78
Final Tips III

- Recognize that millennials value and expect aesthetically appealing presentations
- Emphasize opportunities for additional help and support
- Encourage curiosity and exploration

Roberts D. et al. Medical Teacher 2012;34:274-78
Final Tips IV

• Recognize the importance of team dynamics and encourage collaboration

• Identify the limits of multitasking

• Be fair and straightforward

Roberts D. et al. Medical Teacher 2012;34:274-78
Comments and Queries

Thank you!