

Teaching Millennials in the Clinical Environment

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Commitment to Excellence in Medical Education:
Faculty Development Series

Mary Beth Wroblewski MD, Associate Professor of Pediatrics
Imran I Ali MD, Professor of Neurology
University of Toledo COM LS

Disclosure

- None

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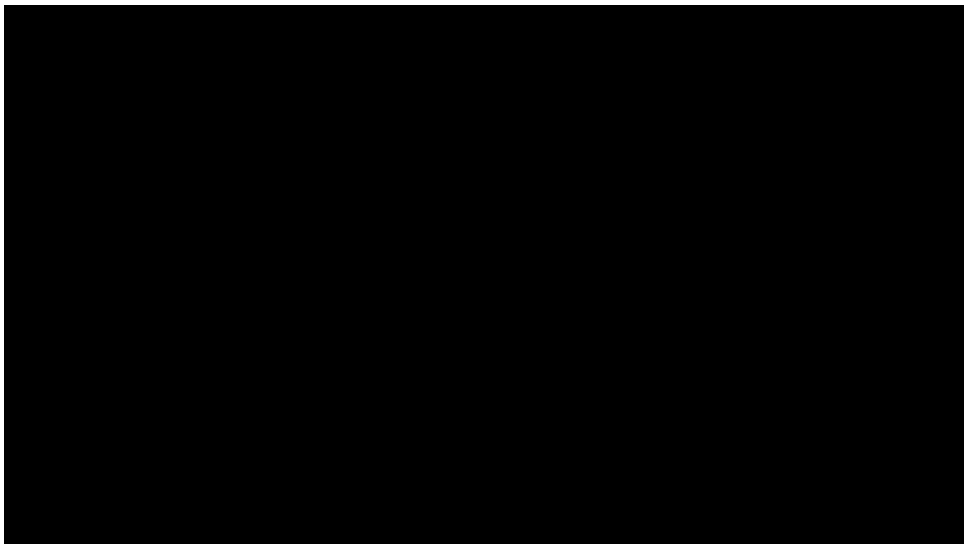
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Objectives

- 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.





[Millennial](#)

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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?

Millennial

1. Technology use (24%)
2. Music/Pop culture (11%)
3. Liberal/tolerant (7%)
4. Smarter (6%)
5. Clothes (5%)

Gen X

1. Technology use (12%)
2. Work ethic (11%)
3. Conservative/Trad'l (7%)
4. Smarter (6%)
5. Respectful (5%)

Boomer

1. Work ethic (17%)
2. Respectful (14%)
3. Values/Morals (8%)
4. "Baby Boomers" (6%)
5. Smarter (5%)

Silent

1. WW II, Depression (14%)
2. Smarter (13%)
3. Honest (12%)
4. Work ethic (10%)
5. Values/Morals (10%)

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

Mohr et al. Academic Emergency Medicine 2011;18:190-99

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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

Mohr et al. Academic Emergency Medicine 2011;18:190-99

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





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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

- **F**lipping the wards
- **U**sing documentation to teach
- **T**echnology Enabled Teaching
- **U**sing guerilla teaching tactics
- **R**ainy day teaching
- **E**MBEDDING teaching moments into rounds

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

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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

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Strategies for Teaching

- Collaborative teaching with immediate feedback
- Involve trainees in developing and using new technology
- Avoid multitasking
 - Hijack personal tech for teaching

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



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

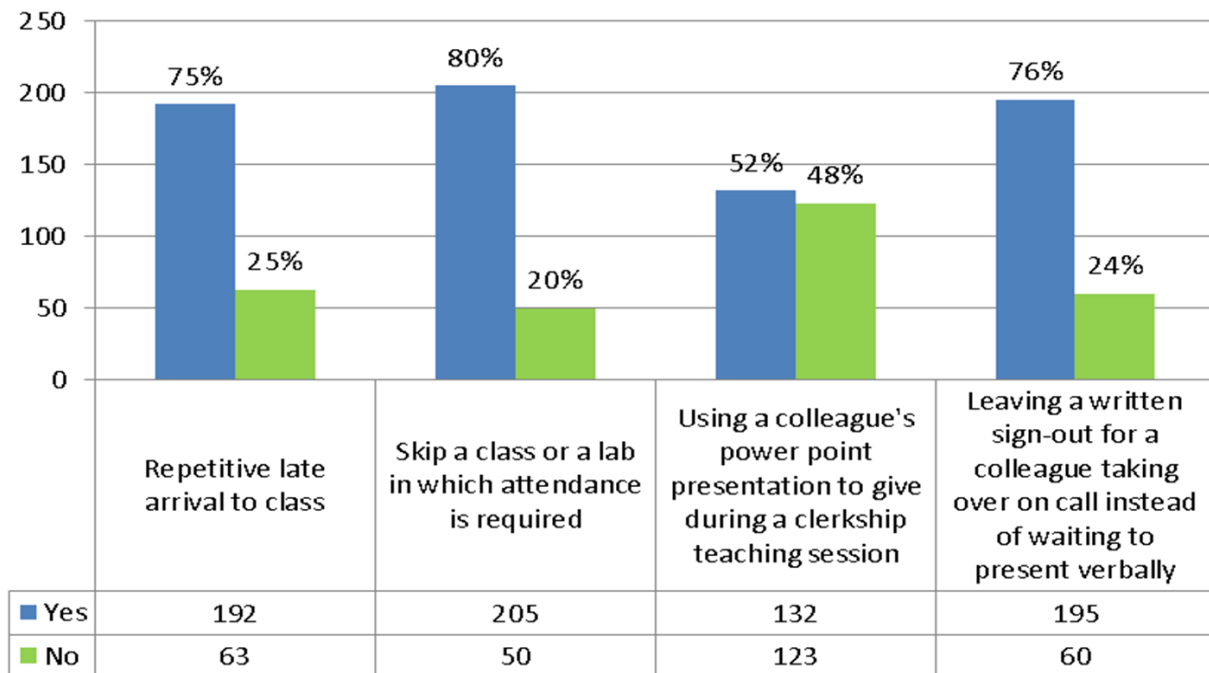
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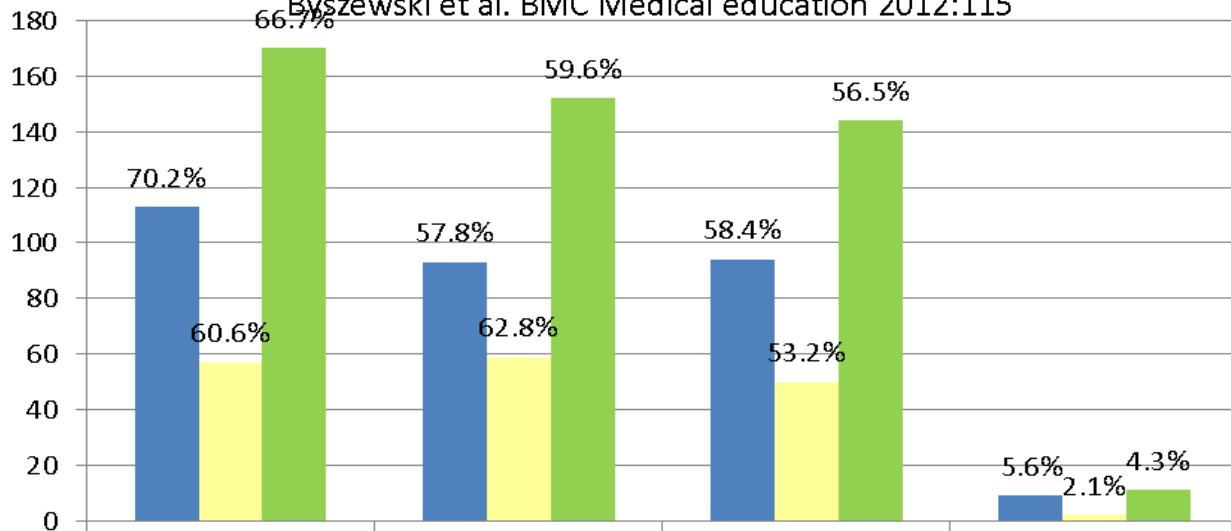
Are these behaviors unprofessional for a medical student



Byszewski et al. BMC Medical education 2012:115

Student perception of behaviors associated with professionalism

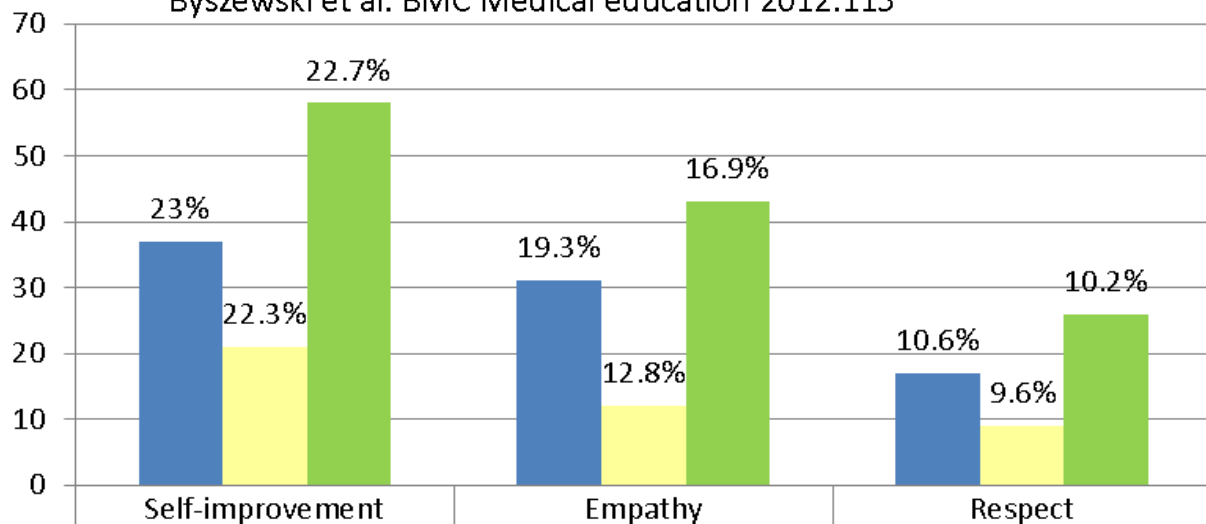
Byszewski et al. BMC Medical education 2012:115



	Respect	Integrity	Honesty	Empathy
■ Preclerkship	113	93	94	9
■ Clerkship	57	59	50	2
■ Total	170	152	144	11

Student perception of behaviors not adequately emphasized by faculty

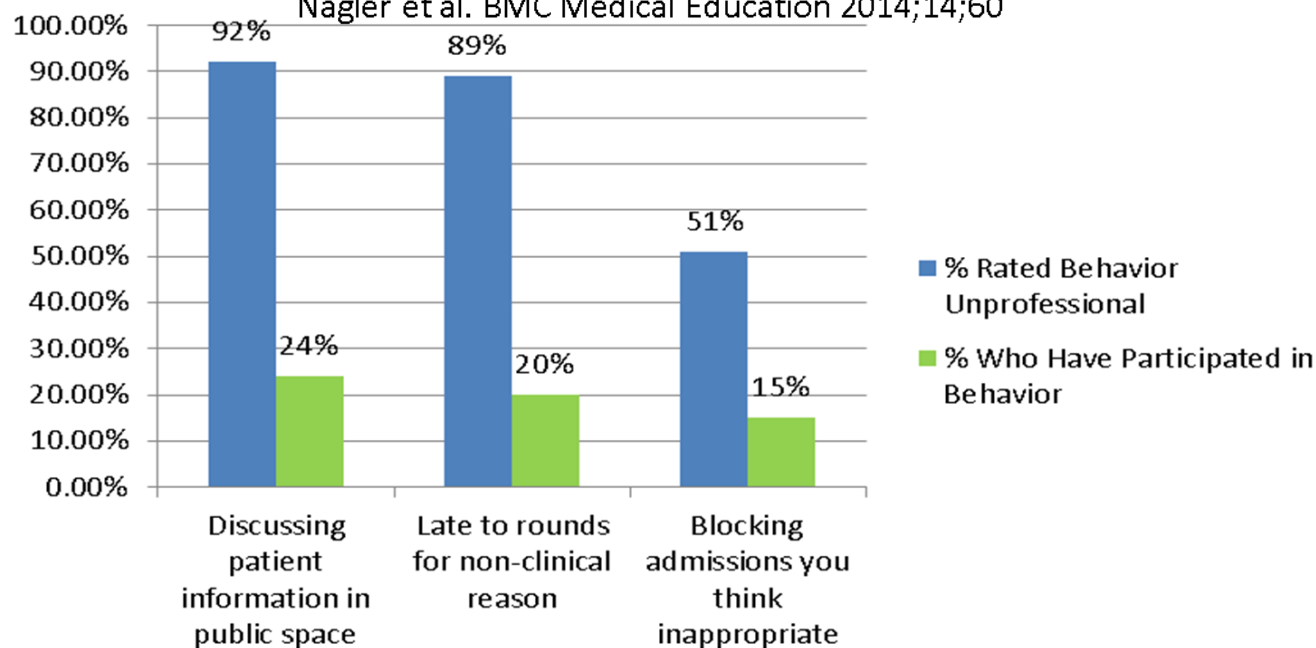
Byszewski et al. BMC Medical education 2012:115



■ Preclerkship	37	31	17
■ Clerkship	21	12	9
■ Total	58	43	26

Behaviors reported having participated in by 10% or greater of respondents

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



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

Newman et al. Academic Medicine 2011;86:996

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





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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

Aaron M, Levenberg P. J Acad Ophthal. 2014;7:e17-e20.

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

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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

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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

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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

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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

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Comments and Queries

Thank you!



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