Dissecting the Millennial Mind in Clinical Practice

Amy S. Oxentenko, MD, FACP, FACG, AGAF
Associate Professor of Medicine
Program Director and Associate Chair, Dept of IM
No disclosures

(I do not work for Apple, iTunes U, or any products I will discuss ...and I don’t get any royalties from any of them...I wish!)
Outline

1. Recognize the perceptions that may exist when teaching across the generations

2. Use strategies within your training programs to enhance your teaching to millennial learners

3. Incorporate trainee feedback into any changes that you make
Why the Boomers and Gen Xers “Hate” Millennials

• They are different than us
• We are jealous of them
• Are they better than us?

A millennial won!!!

https://youtu.be/P-enHH-r_FM
Why the Jealousy?

• Vinyl albums vs iTunes

• Yearbook vs Facebook

• Libraries vs E-readers

• Shopping in store vs Amazon
So What is the Best Way to Educate Millennials?

1. Stick with your traditional ways?

2. Fully adapt to millennial ways?

3. Meet them in the middle?
Example:
Subspecialty Rotation - Faculty View

• New rotation director with planned redesign of rotation curriculum
• Decided to create in iTunes to access on iPads
• Recorded videos, podcasts, power points, cases
• Included a blog for trainees to ask questions
• Residents could either watch content during “off” time or during 30 min protected “teaching period”
Example: Subspecialty Rotation - Trainee View

• Trainees complained that:
  • They don’t all learn by watching videos or slides
  • Prefer questions answered real-time; not wait for blog
  • “We came to learn from premiere faculty, not an electronic device”
  • 30 min protected time at work did not happen (busy), and watching during “off” time is a “duty hour violation”
Why the Differing Views?
What Millennials Want...The 5 Rs

• Relevant:
  - Tie to personal goals and/or clinical scenarios
  - Apply to culture or active decision making

• Rational:
  - Reasoning has to be explained
  - Non-authoritative and collaborative

• Rapport:
  - Want faculty vested in their success
  - Connected, but not best friend
Why the Differing Views? What Millennials Want...The 5 Rs

• **Relaxed:**
  • Increased interaction with trainees and faculty
  • Less formal learning environment

• **Research-based methods:**
  • Brief, to-the-point sessions
  • Variety of teaching methods
  • Multi-media, with peer involvement
So what can you do to bring your teaching methods up to date???

A few ideas...
Interactive Learning: Making it Relevant

• Can engage learners at the start of educational sessions
• Certain programs avoid the needs for ARS clickers
  • Use from mobile device
  • Live polling
  • From anywhere
• Circle back to re-poll after reviewing the evidence
  • Allows them to see what was learned; informed decision

Would you obtain any additional testing in this patient to further stratify her risk of CAD?

- 20% A. Obtain hsCRP
- 20% B. Obtain coronary artery calcium score
- 20% C. No further testing – follow clinically
- 20% D. No further testing – initiate statin now
- 20% E. No further testing – initiate ASA now
Even More Relevant and Interactive!
Poll Everywhere

- Unknown case conferences
- Pose questions on differential, next test, etc.
- Open-ended live polling
Rational and Relaxed: TED and TED-Ed

- Use brief TED talks to introduce topics that are challenging:
  - Healthcare disparities
  - Professionalism
  - Burnout
  - Sleep deprivation
  - Medical errors

- Allows for open group discussion between facilitator and trainees after viewing
  - Little prep
  - Fulfills requirements
  - Relaxed forum
Blogging with Trainees: Building Rapport

• Pros:
  • Virtual classroom
  • Can ask from anywhere
  • Can answer from anywhere
  • Limits length of queries/response
  • Identify areas not taught well

• Cons:
  • Trainees expect you to be virtually present all the time
  • Wedding you to a device
  • Social media teacher vs “friend”
Communication Rapport: WhatsApp?

• Trainees will admit “I don’t check my email.”

• Some IM programs using WhatsApp to message trainees about deadlines, events, etc.

• Strict rules developed about what to post.

• Requires sharing of cell phone numbers.
iTunes University: Research-Based Methods

- Allows trainees to access curriculum from anywhere on mobile device
- Free service to use to create/access
- Can add diverse content:
  - Power point slides
  - Videos
  - Podcasts
  - Interesting cases
  - Quizzes
  - Blog chats

iTunes U
Bring your classroom together on iPad.
### Curricular Materials

<table>
<thead>
<tr>
<th>Category</th>
<th>Posts</th>
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<tr>
<td>All Posts</td>
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#### Posts By Topic

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<td>Trainee Handbook</td>
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<td>Resident Corner</td>
<td>12</td>
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<tr>
<td>Hemodynamics Cases</td>
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</tbody>
</table>

**Podcast 1: ICD for Hypertrophic Cardiomyopathy**

Feb 23, 2016, 5:40 PM

A case-based podcast review of the ACC/AHA guidelines brought to you by Dr. Kalie Kebed, Dr. Megha Prasad, and Dr. Tom Waterbury.

- 1 Assignment
- No Discussions

**Podcast 2: STEMI Reperfusion Strategies**

Feb 23, 2016, 5:40 PM

A case-based podcast review of the ACC/AHA guidelines brought to you by Dr. Kalie Kebed, Dr. Megha Prasad, and Dr. Tom Waterbury.

- 1 Assignment
- No Discussions

**Podcast 3: Antiplatelet Therapy**

Feb 23, 2016, 5:40 PM

A case-based podcast review of the ACC/AHA guidelines brought to you by Dr. Kalie Kebed, Dr. Megha Prasad, and Dr. Tom Waterbury.

- 1 Assignment
- No Discussions
Role for iTunes:
The Mayo Orientation Binder

• Over 100 pages
• Policy manual
• Handouts
• Maps
• Schedules
• Checklists
What This Process Created
Orientation Materials

IM Orientation: New Resident Orientation

Getting to Know Your Classmates

- Prelim Residents
- Categorical Residents
- First Year Residents and Prelims
- All Residents

Finding Your Way Around Mayo Clinic

- Maps and Parking

Amion, Step 3, Stipend, Trip Policy, Meal Cards and More (Ms. Thornton)

- Amion Codes
- Dictation Workshop Tips
- Hospital Admission Note Example
- Inpatient Notes
  - Admit and Progress Notes

Done

Your Chief Medical Residents

- Justin Fiala M.D.
  - University of Illinois
  - College of Medicine
  - Chicago, IL
  - Pager: 6-9961

- Carla Preskitt, M.D.
  - Yale School of Medicine
  - New Haven, CT
  - Pager: 4-6067

- Konash Sharaz, M.D.
  - Loyola University Chicago Stritch
  - Chicago, IL
  - Pager: 5-2635

- Cyril Vaughnese, M.D.
  - University of Texas Southwest Medical Center
  - Dallas, TX
  - Pager: 5-3061

Chiefs' Pager: 127-03345
Chiefs' Cell Phone: (507) 259-4639
CORE Fax number: (507) 255-9925
Developing Podcasts

• Easy to do

• Convert PowerPoint core curriculum talks into podcasts
  • Ideal for trainees who miss lecture on day off
    • Slides plus audio overlay
    • Trainees to learn during workouts or commuting

• Podcasts for Dummies; YouTube
Developing a QI Curriculum: Research-Based Methods and Relevant

- IHI Open School available for free
- PD select modules appropriate for level of learner
- Quiz built into modules
- Deliver flipped classroom format (decrease staff time)
- For involvement in QI projects:
  - Trainee designed
  - Relate to challenges they face or those with impact on culture
So we have all of these technologies....
but what do trainees prefer???

QI Flipped Classroom Example
Findings from QI Curriculum

Findings from QI Curriculum

2 out of 3 Years of “Best Lecturer” for our IM Residency Program

A. Power Point lecture?

B. Multi-media presentation?

C. Chalk talk?
“Learners: Put Your Laptops Away!”

• Pros of laptops/tablets:
  • Typing notes is faster
  • Notes more complete (verbatim)

• Cons of laptops/tablets:
  • Distracting (email/Facebook handy)
  • Info retained less well (don’t process)

• 3 studies showed learners w/laptop notes (vs writing notes) did the same on fact recall, but poorly on conceptual application

http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away
Solution for Our Rotation
iTunes Dilemma

• Assignments to be made a day before
  • Podcast, lecture, guideline
• Give trainees 15-20 min daily to review the iTunes content at work
• Faculty/fellow facilitate an interactive 15 min discussion of key points learned
• Addressed the 5 Rs trainees want!
Summary

• To effectively train millennials, you need to make it: relevant, rational, relaxed, build rapport and use research-based methods

• Important to be open to trying new teaching methods, as it may grow and invigorate your educational toolbox and career

• But don’t abandon the tried and true, because as much as trainees love a digitalized environment, they like you more!
What Happens When Generations Mix
What Happens When Generations Mix

• https://youtu.be/Y-NVuzYvtgl
Thank you!

Oxentenko.amy@mayo.edu