Bridging the Generational Divide in Medical Education

CHANGING TIDES: SHIFTING CULTURES AND CREATING SAFE SPACES
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  None

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  None
Generational Divide

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OBJECTIVES
Characterize and define major generational cohorts in medical education.

Describe challenges and opportunities in intergenerational teaching and learning.

Integrate knowledge of intergenerational differences to develop engaging evidence-informed teaching strategies.
Case 1

“This antibiotic is first line according to my clerkship group chat”
Case 2

“I’m just looking up the Framingham Score and CCS Guidelines”
Case 3

“I can’t pass the online modules as I’m not a visual or aural learner”
generation
/jenəˈræʃ(ə)n/
Anything that is in the world *when you’re born* is **normal and ordinary** and just a natural part of the way the world works.

Anything that’s invented between *when you’re 15 and 35* is **new and exciting and revolutionary** and you can probably get a career in it.

Anything invented **after you’re 35** is against the natural order of things.

*Douglas Adams, Salmon of a Doubt*
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Baby boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptors</td>
<td>Explorers\textsuperscript{17}</td>
<td>Skeptical</td>
<td>Confident</td>
</tr>
<tr>
<td></td>
<td>Familiar with change</td>
<td>Outcome oriented</td>
<td>Collectively minded</td>
</tr>
<tr>
<td></td>
<td>Question rules</td>
<td>Impatient</td>
<td>Private\textsuperscript{16}</td>
</tr>
<tr>
<td>Major influences</td>
<td>Home News</td>
<td>Explosion of television shows</td>
<td>Explosion of technology</td>
</tr>
<tr>
<td></td>
<td>Assassination of heroes (John F. Kennedy)</td>
<td>AIDS epidemic</td>
<td>Terrorism attacks</td>
</tr>
<tr>
<td></td>
<td>Development of a new morality (Woodstock)</td>
<td>Increased suicide</td>
<td>School violence</td>
</tr>
<tr>
<td>Roles within</td>
<td>CEOs</td>
<td>Fellows:</td>
<td>Medical students</td>
</tr>
<tr>
<td>medical institutions</td>
<td>Department chairs</td>
<td>Early to mid career faculty</td>
<td>Residents and fellows</td>
</tr>
<tr>
<td></td>
<td>Mid to late career faculty</td>
<td>Early career faculty</td>
<td></td>
</tr>
</tbody>
</table>
1980-2000

MILLENNIALS
MILLENNIALS

1980-2000

Major Influencers:
Rise of Technology
Terrorist Attacks

Described as:
Digital Natives
Collective minded
Optimistic, altruistic

Expectations/
Motivations:
Feedback & praise
Individual
& structured learning
Meaningful work
Work-life “integration”
1964-1980

**GEN X**

**Major Influencers:**
- AIDS epidemic
- Explosion of TV

**Described as:**
- Self-Directed
- Independent learners
- Resourceful Problem Solvers

**Expectations/Motivations:**
- Work to live
- Comfortable with change
- Resist authority/traditional structures
- Outcome oriented
1945-1964

BOOMERS

Major Influencers:
Home TV
Assassination of heroes (JFK)
Woodstock
Moon Landing

Described as:
Mentors
Explorers

Expectations/Motivations:
Question Rules
Strong work ethic & commitment to work
Dependent on educators/ traditional education style
Risk of Stereotyping
Hip-ennial
“I can make the world a better place.”
29%

Clean and Green Millennial
“I take care of myself and the world around me.”
16%

Anti-Millennial
“I’m too busy taking care of my business and my family to worry about much else.”

Gadget Guru
“It’s a great day to be me.”
13%

Old-School Millennial
“Connecting on Facebook is too impersonal, let’s meet up for coffee instead!”
10%

Millennial Mom
“I love to work out, travel, and pamper my baby.”
22%
ENTITLEMENT is a response to a world of ABUNDANCE
Intergenerational TENSIONS
approaches used and preferred by each generation cohort.

<table>
<thead>
<tr>
<th>Baby boomers</th>
<th>Engagement focus</th>
<th>Generation born between 1965 and 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Generation X</td>
</tr>
<tr>
<td>Guarded</td>
<td>Communication style</td>
<td>Hub and spoke</td>
</tr>
<tr>
<td>Facilitated</td>
<td>Learning style</td>
<td>Independent</td>
</tr>
<tr>
<td>If &quot;Too Much&quot; will disengage</td>
<td>Training opportunity</td>
<td>“Required to keep me”</td>
</tr>
<tr>
<td>Team informed; my decision</td>
<td>Decision-making</td>
<td>Team included; our decision</td>
</tr>
<tr>
<td>Not adept</td>
<td>Technology use</td>
<td>Needed for maximum engagement</td>
</tr>
<tr>
<td>Rare; only when necessary</td>
<td>Feedback</td>
<td>Weekly or daily</td>
</tr>
<tr>
<td>Material gain; $, perquisites, title</td>
<td>Rewards</td>
<td>Freedom</td>
</tr>
</tbody>
</table>

et al.³
ORIENT
yourself
ORIENT yourself
IDENTIFY
core values of the profession
FA C I L I T A T E
synthesis, reasoning & critical thinking
COMMUNICATE
with clarity
ENGAGE
Technology as a Tool
CASES
Case 1

“This antibiotic is first line according to my clerkship group chat”
Case 2

“I’m just looking up the Framingham Score and CCS Guidelines”
Case 3

“I can’t pass the online modules as I’m not a visual or aural learner”
Orient Yourself
Identify Core Values
Communicate with Clarity
Connect
Facilitate
Engage Tech as a Tool
THE VALUE OF EXPERIENCE IS NOT IN SEEING MUCH, BUT IN SEEING WISELY.

William Osler
QUESTIONS?
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Vanessa’s Top 4 Articles for Teaching Millennials


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