Teaching Millennials

Becky Oglesby, DNP, RN
Curriculum Specialist II
Nursing Curriculum
Kaplan Nursing
Sept 26, 2017
WELCOME!

FAQs and TAs

The presentation is being recorded. A copy of PP and video will be sent to those who are registered.

Thank you to our TAs!!
Objectives

1. Compare generational characteristics
2. Examine principles of education with examples specific to millennial students
3. Incorporate learning strategies and technology with the classroom to engage millennials
Objective 1

Compare generational characteristics
Generational names

• Baby Boomer – 1945 – 1960s
  o 2 parents / father breadwinner
• Generation X – 1960s – 1980
  o 2 careers / ^ divorce
  o 2 careers / “older” parents / established infrastructure
  • 26% of US population
POLL QUESTION
## Characteristics

<table>
<thead>
<tr>
<th>Generation</th>
<th>Age</th>
<th>You Prefer...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalist</td>
<td>60</td>
<td>Let's have a conversation</td>
</tr>
<tr>
<td>Boomer</td>
<td>50</td>
<td>Call me on my cell</td>
</tr>
<tr>
<td>X’er</td>
<td>35</td>
<td>Send me an e-mail</td>
</tr>
<tr>
<td>Y’er</td>
<td>30</td>
<td>Text me</td>
</tr>
<tr>
<td>Millenial</td>
<td>25</td>
<td>Facebook/ Tweet to me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BB</th>
<th>Gen X</th>
<th>Millennials</th>
<th>Gen Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV watchers</td>
<td>Want to make $$</td>
<td>“Baby on board!”</td>
<td>“compassionate, thoughtful, determined, responsible”</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Independent (latch-key)</td>
<td>Structured schedules</td>
<td>Most diverse so far</td>
</tr>
<tr>
<td>Work = self-worth</td>
<td>Update skills</td>
<td>Most traveled</td>
<td>On-demand, impatient</td>
</tr>
<tr>
<td>Hard work &amp; competition</td>
<td>Creative / Flexible</td>
<td>Bombings</td>
<td>Disasters</td>
</tr>
</tbody>
</table>
MASSIVE MILLENNIAL POLL

Do you consider one of your parents your best friend?

Yes: 55%
No: 45%

Conducted by Benenson Strategy Group
Marc Prensky

“Today’s students are no longer the people our education system was designed to teach”

Digital natives – native speakers of digital language
Digital Immigrants – language learned later in life

Natives – use technology for everything

Marc Prensky – May 2017: https://www.youtube.com/watch?v=9CljmGmgtEo
Nursing + multigenerational

Past – entry level
  > learn from older
    > ask questions from most senior members

Present – team-based
  > all ages interact as peers
    > seek info from computer
    > senior members ask younger for help on computer
How do millennials affect our world?

- No Applebee’s > cook at home; order out
- No napkins > paper towels
- No beer > wine
- No cereal > eat on the go
- No golf > dying with boomers too
- No home > live with parents; delay marriage/kids; friend

- Light yogurt & sugar > more protein
- Bar soap
- Fabric softener > what is it?
- Physical bank > don’t use
- Gyms > boutique / class center
“Perfect storm”
Nsg shortage / Millennials / More clients > 80

Action Plan for “storm”
- Reach out to high school students
- Work with SNF
- Obtain mentors for students
- Graduate students meet with current students
- Nursing and cultural fairs
What do they want?

• A coach / mentor
• No busy work
• Less lecture
• Relevance to real world
• Tech savvy faculty
• Informality

What do they lack?

• Unprepared for physical/ emotional demands
• Self-regulation in learning
• Want to make difference quickly
• Want “resets”
What I say

What I think
Registered nurse engagement factors

- Engagement of RN = commitment/satisfaction
- Safety
- Quality
- Client outcomes

- Lack of engagement = 15%
- Cost of disengaged = 22 K
- Lack of productivity: complaint; not offering help; v attitude; call outs; time delays on tasks; v above/beyond
- ^ retention (turnover-36-57K)
- < 6 months (^ engagement)
POLL QUESTION
Objective 2

Examine principles of education with examples specific to millennial students
Principles of Education

Seven Principles for Good Practice in Undergraduate Education

1 – Encourage contact > “be a pal”
2 – Cooperation > team > “connected”
3 – Active learning > “keep it real”
4 – Feedback > “instant gratification”
5 – Time > “structure my schedule”
6 – High expectations > “everyone gets a prize”
7 – Diversity > “accept everything”
Principles of Education

Questions from Faculty

How to get students to do the work?
How to stop “group” homework?
How to get students to critically think?
How to get students to assess themselves?
How do get students to read?
How to commit to a study plan?
How to get students to engage in class?
Principle 1 – Contact – “be a pal”

Open Communication
Personalization
One-minute paper at end of class to get feedback
Notify those who are absent
Use pictures of faculty/students
Know names
Meet and greet with nsg faculty
You model caring to them
Principle 2 - Cooperation > team

Ice-breaker activities
Groups (class/online)
Study groups
Promotes collaboration
Each does separate assignments
Some will only want to work alone
Writing short essays
Discussion forums

“Connected”
Principle 3 – Active learning > “keep it real”

Real life
Simulation
Role modeling
Case studies
Problem solving activities
Critical thinking

Journaling
Learning how to critically think
Priority client scenarios
Case studies
Videos (real “stuff”)

https://www.youtube.com/watch?v=Ax4G0Oar6yk
Principle 4 – Prompt feedback

Books are outdated upon publishing
Access all info on Internet
Info online is free
Not many visuals in books
Need to know what is important
Pick out key concepts
Practice quizzes
Instill excellence with the right words

“instant gratification”
Boomers vs. Millennials @ Work

**Feedback**

**Boomers**
If you didn’t want it that way, you should have done it yourself.

**Millennials**
Do you like my work? Which part did you like the best? Do you like it a little or a lot? Isn’t it amazing what I did?
Principle 5 - Time > “structure my schedule”

Create an hourly calendar of what activities are done each day (eating, grooming, driving, sleeping, working, on phone)

What days/times are study times?
Alone? With a small group? Who is in charge each time?
Who decides what to study?
Time = real learning
Short sessions
Discuss goals for day/week/month
Principle 6 - High expectations
“everyone gets a prize”

Do your best
Individual work projects
Positive reinforcement
Recognize work
Stimulate interest from assignments
Students develop plan/goals and check off
Get student feedback on plan/goals
Principle 7 - Diversity > “accept everything”

- Allow choices of learning experiences
- Diverse teaching activities for all
- Learning contract
- Discussion on own cultures / traditions
- Problems presented with multiple solutions
- Small groups for complimenting each other
- All teaching methods
- Interpretation sessions
“Make it Stick”

Frequent quizzing
Flash cards
Not re-reading text or notes
Try to solve the problem before being taught the solution.
Blended Learning

Class and online activities
Lecture only – failed to engage
Students more in control of time & pace
Watch one, do one, teach one
Must have access to technology
“Flipped”, “interactive”
All develop tech skills
Teaching Methods ??

Lecture – how much time is used?
Other methods – how much time?
Problem-based learning
Interactive activities
Audience response systems
Questioning
Quizzing
Web Searches
Video on millennials
Objective 3

Incorporate learning strategies and technology with the classroom to engage millennials
Technology must first be learned

Webinars
Current institution
Establish “champions” to train others
The American Association of College of Nursing – online program for technology skills
Discussion forums + training modules
1st day of class

What is the first day of class used for?
What do you do the first 5 classes?

Ice-breakers

Skype in a former student “who has made it”!!
Shine in on the career – work to live
Shine in on the lifestyle – travel budget; hobbies; concerts

Where do you focus the LIGHT during the first 10 days?
Nursing loves changes!

Syllabus – student input
Content outline
Exam schedule
Teaching format
Complexity Avoidance

“Tendency to prefer simplicity in information processing”

- Want quick fix / easy access to solutions
- Use to “delivery” vs “seeking out”
- Focus on short-term feedback
- Lack of intellectual curiosity

- Syllabus – student input
- Content outline
- Exam schedule
- Teaching format
- Constructive feedback
- Non-narcissistic vs narcissistic

Giambatisa, Hoover, Tribble
Keep them moving and awake!

Give low stake test at start of class
Move students frequently in groups of 2-3
Short presentations
Gallery walk (see video)
$10,000 Pyramid (back to back; describe a med/condition so other can guess it)
3-2-1
Choose Your Own Adventure

Interactive multiple choice endings

“If you decide to place oxygen, go to page 10.
If you decide to check the pulse oximetry, go to page 5.”

“If you decide to give nitroglycerin, go to page 4.
If you decide to give aspirin, go to page 6.”
Recognizing achievements!

Billboard: Post achievements

homework assignments
helping others
project starts
study groups
great outcomes
comments from patients or others
community activities
publish work
Engaging students for real world

Faculty evaluation on students attrition and causes

Activities/roleplay:

- Not complaining (how to use appropriate words)
- How to offer assistance
- Calling out sick
- Long time to complete tasks
- Going above/beyond
- Keeping unit “happy”
<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compassion not same as empathy</td>
<td>• Affective – emotional response</td>
</tr>
<tr>
<td>• Empathy – perspective</td>
<td>• Social connection –</td>
</tr>
<tr>
<td>• Compassion – desire to help</td>
<td>community contact; Health Fairs</td>
</tr>
<tr>
<td>• Lack of role models</td>
<td>• Movies (Alzheimer, ALS, Autism)</td>
</tr>
<tr>
<td>• Large volumes of material to learn</td>
<td></td>
</tr>
<tr>
<td>• Lack of time</td>
<td></td>
</tr>
</tbody>
</table>
POLL QUESTION
Responsibility for learning

• Allow choice – pursue learning in variety ways
• Open-ended questions – answers that lead to more questions
• Arrange class so communication is encouraged
• Ask for feedback (using 3-2-1)
• Write goals for each week (in journal)
• Develop learning experiences after a “why” discussion
Simulation Games

• You Tube – Surgery Squad (all types of surgeries) clicks to move forward
• Teaching Channel – “using the argument tool” (great for ethics discussions)
• How quick can you insert a urinary catheter without breaking sterile technique. Two battle the time while others watch for “breaks”.

NCLEX® Prep, Nursing © 2017 Kaplan, All Rights Reserved
STORY BOARD

Start with a scenario of a patient. Each group will continue what could happen to the client. (Each has own poster)
If a dx test is included (write how to prepare client).
If meds are given – what is needed to give med (side affects, method of administration)
If teaching is needed – what/how to say.

Ex: Mr. S is a 79 year old widower, struggles with frequent falls at home due to a shuffling gait and has urinary incontinence. His family says he has been inattentive and slow to respond. His Hx is Parkinson disease and early dementia. What would you do next?
Pictures say many things

Put up a one page picture and ask students what they see. Use various colors for what is stated. Look for patterns, concrete vs abstract words used. Where do the thoughts take them?
Motivate and Engage

Real world – current news
Influential speakers
Self-guided learning activities
Case Study – >>>>>>>>>>>>
Detective – bits of problems to solve
Survey or focus group
Use lots of images, short videos, audio
FaceBook – simulated clients

Questions
1. What factors contribute to Mr. Jones problem?
2. Explain to the client how to use the IS.
3. Mr. Jones is given Flovent. What instructions will be given?
4. What suggestions will be given about ADL to help improve health?
5. Which of Mr. Jones’ problems is highest priority and explain why.
Stress reduction

Text or Tweets - 4 educational messages or questions to increase support and decrease stress in nursing student

“Messages helped handle stress”
“Helped me think more positively”
“Helped them remember content”
“They made me think”

Short messages based on weekly theme/course content.
Kahoot!

Download Kahoot on phone – app store > Kahoot!

Create your own questions > https://create.kahoot.it

Students login to play > use PIN given at start

What is a blind Kahoot? Start with a new topic to level field

http://www.freetech4teachers.com/
References

References


References


• Taylor, K. (2017). ‘Psychologically scarred’ millennials are killing countless industries from napkins to Applebee’s – here are the businesses they like the least. Retrieved from http://www.businessinsider.com/millennials-are-killing-list-2017-8
References


Q and A

The Kaplan Way for Learning

PREPARE
Acquire new knowledge through demonstration and examples.

PRACTICE
Apply new knowledge through simulation and practice.

PERFORM
Evaluate mastery of new knowledge and identify achieved outcomes.