




Let Them Eat Avocado Toast:
A guide to Intergenerational Teaching & Learning



Dr. Vanessa Rambihar, CCFP
Assistant Professor and Associate Program Director, Department of Family & Community Medicine, University of Toronto
Family Physician, Women's College Hospital Family Health Team
@DrVanessaTO



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DISCLOSURE

No relationships with commercial interest
No financial relationships to disclose
No potential conflicts to disclose

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ENTITLEMENT is a
response to a world
of **ABUNDANCE**

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OBJECTIVES

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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**

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What do you think of when you hear the world "Millennial"?

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DISCLOSURE

- Faculty: Dr Vanessa R...
- Relation...
- This program...
- This program...
- Potential for
 - None.



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CASES

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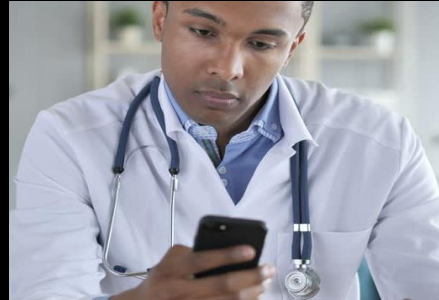
Case 1



"This antibiotic is first line according to my clerkship group chat"

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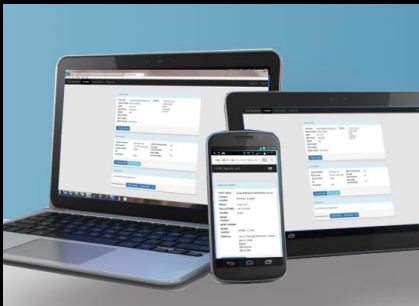
Case 2



"I'm just looking up the Framingham Score and CCS Guidelines"

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Case 3



"I can't pass the online modules as I'm not a visual or aural learner"

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gen·er·a·tion
/jenə'rāSH(ə)n/

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TABLE 1. Major Generations in the Medical Workforce

Characteristics	Generations		
	Baby boomers	Generation X	Millennials
Birth years	1944-1960	1961-1981	1982-2000
Descriptors	Explorers ¹⁷ Familiar with change Question rules	Skeptical Outcome oriented Impatient Private ¹⁶	Confident Collective minded Diverse
Major influences	Water-gate Assassination of heroes (John F. Kennedy) Development of a new morality (Woodstock)	Explosion of television shows AIDS epidemic Increased suicide Increased homicide	Explosion of technology Terrorist attacks School violence Educational Healthier parents
Roles within medical institutions	CEOs Department chairs Mid to late career faculty	Fellows Early to mid career faculty	Medical students Residents and fellows Early career faculty

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1980-2000
MILLENNIALS

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1980-2000
MILLENNIALS

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"


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1964-1980

GEN X

Major Influencers:
AIDS epidemic
Explosion of TV

Described as:
Self-Directed
Independent learners
Resourceful Problem Solvers



GEN X

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


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1945-1964

BOOMERS

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

Described as:
Mentors
Explorers



BOOMERS

Expectations/ Motivations:
Question Rules
Strong work ethic & commitment to work
Dependent on educators/ traditional education style

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Risk of STEREOTYPING

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Stereotype	Percentage	Quote
Hip-ennial	16%	"I can make the world a better place."
Clean and Green Millennial	10%	"I take care of myself and the world around me."
Anti-Millennial	29%	"I'm too busy taking care of my business, and my family to worry about much else."
Gadget Guru	13%	"It's a great day to be me."
Old-School Millennial	22%	"Connecting on Facebook is too impersonal, let's meet up for coffee instead!"
Millennial Mom	10%	"I love to work out, travel, and pamper my baby."

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Intergenerational TENSIONS

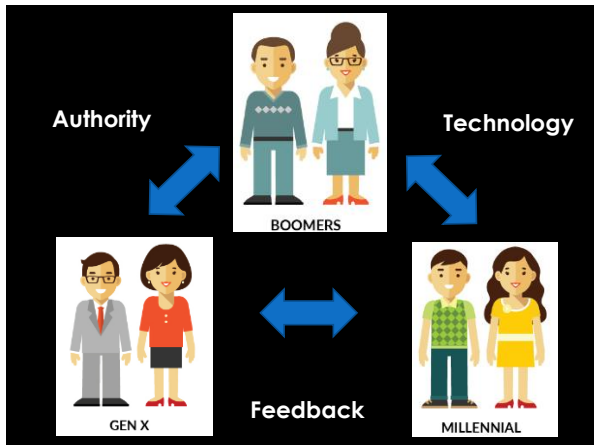
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approaches used and preferred by each generation cohort.

Generations born between 1925 and 1964	Engagement focus	Generations born between 1965 and 2003	
Baby boomers		Generation X	Millennial (Generation Y)
Guarded	Communication style	Hub and spoke	Collaborative
Facilitated If "Too Much" will disengage	Learning style	Independent	Collaborative and networked
Team informed; my decision Not adept	Training opportunity	"Required to keep me"	Continuous and expected
Rare; only when necessary	Decision-making	Team included; our decision	Team decided; what all agreed to goes
Material gain; \$, perquisites, title	Technology use	Needed for maximum engagement	Expected in all settings
	Feedback	Weekly or daily	Immediate and often
	Rewards	Freedom	Meaningful work

et al.⁶

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STRATEGIES

for overcoming intergenerational challenges

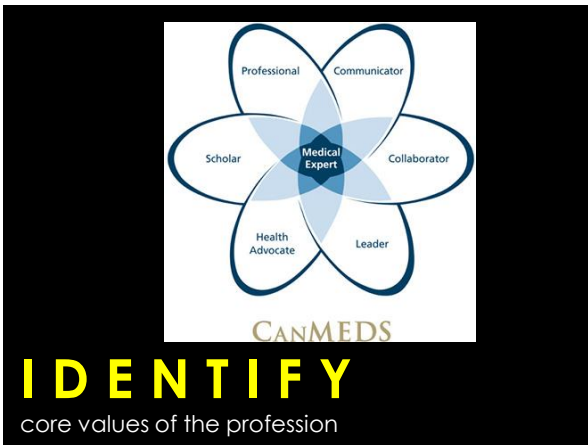
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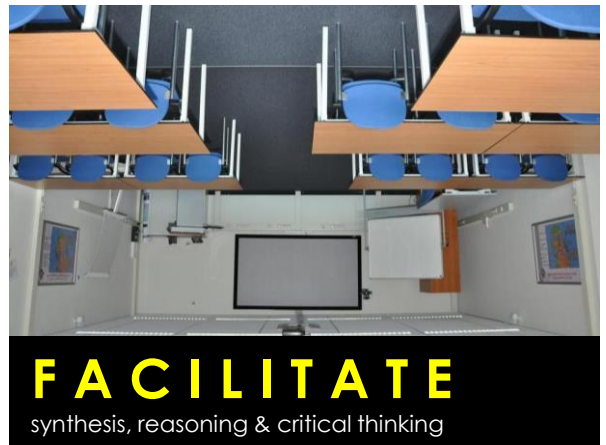
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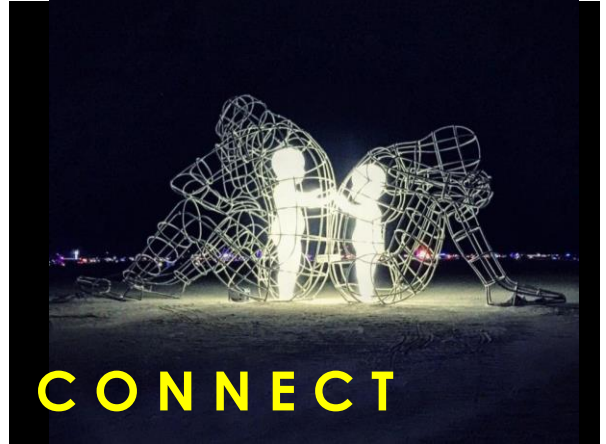
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Case 1



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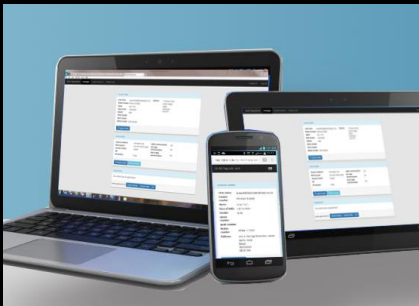
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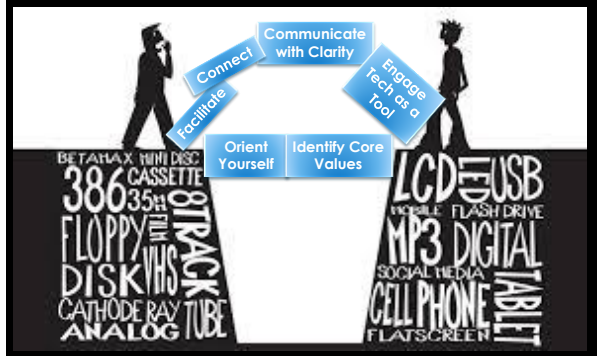
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"I can't pass the online modules as I'm not a visual or aural learner"

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Generational Divide



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THE VALUE OF EXPERIENCE IS NOT IN SEEING MUCH, BUT IN SEEING WISELY.

William Osler

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NOW, what do you think of when you hear the word "Millennial"?

Start the presentation to see live content. Tell us live content! Install the app or get help at PdEx.com/app

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HEY KID, HAVE YOU EVER SEEN ONE OF THESE BEFORE?

WOW, COOL! YOU MADE A 3D MODEL OF THE SAVE ICON!

QUESTIONS?

vanessa.rambihar@utoronto.ca

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- ▶ Fmf.cfpc.ca Session Name: **Let Them Eat
Avocado Toast: A Guide to
Intergenerational Education**

YOUR FEEDBACK IS IMPORTANT TO US!

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Vanessa's Top 4 Articles for Teaching Millennials



Desy, JR., Darcy, AR., Wolanskyj, MD., **Milestones and Millennials: A Perfect Pairing – Competency Based Medical Education and the Learning Preferences of Generation Y.** Mayo Clinic Proceedings, 2017.

Williams VN; Medina J; Medina A et al. **Bridging the Millennial Generation Expectation Gap: Perspectives and Strategies for Physician and Interprofessional Faculty.** American Journal of the Medical Sciences. 353(2):109-115, 2017 Feb.

Toohy, S., Wray, A., Wreichmann, W., et al. **Ten Tips for Engaging the Millennial Learner and Moving an Emergency Medicine Residency Curriculum into the 21st Century.** Western Journal of Emergency Medicine, 2016.

Roberts, D., Newman, L., and Schwartztein, R. **Twelve Tips for Facilitating Millennials' Learning.** Harvard Medical School, Medical Teacher, 2012.

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