KAPLAN

NURSING | For nurses, by nurses

Teaching Millennials

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

KaplanNursing.com | 1-800-527-8378

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 !!

KAPLAN

NURSING | For nurses, by nurses

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

KAPLAN

NURSING | For nurses, by nurses

Objective 1

Compare generational characteristics

Generational names

- Baby Boomer – 1945 – 1960s
  - 2 parents / father breadwinner
- Generation X – 1960s – 1980
  - 2 careers / ^ divorce
- Millennial (Y Gen) – 1980 – 1995/2000
  - 2 careers / "older" parents / established infrastructure
- Generation Z – 1995/2000 – present
  - 26% of US population

Characteristics

DEFINING GENERATIONS
HOW I PREFER TO COMMUNICATE WITH YOU...

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

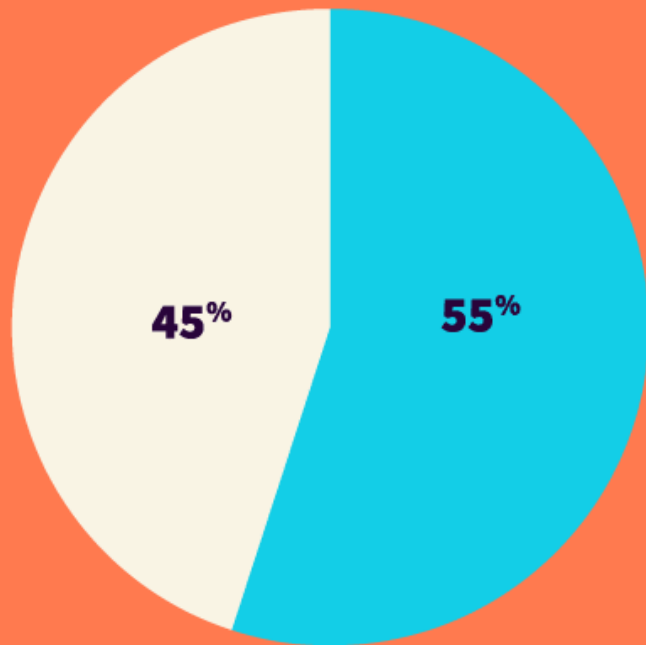| BB	Gen X	Millennials	Gen Z
TV watchers	Want to make $$	"Baby on board!"	"compassionate, thoughtful, determined, responsible"
Optimistic	Independent (latch-key)	Structured schedules	Most diverse so far
Work = self-worth	Update skills	Most traveled	On-demand, impatient
Hard work & competition	Creative / Flexible	Bombings	Disasters

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=9CIjmGmgtEo

KAPLAN
NURSING | For nurses, by nurses

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

KAPLAN

NURSING | For nurses, by nurses

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

KAPLAN
NURSING | For nurses, by nurses

"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

KAPLAN

NURSING | For nurses, by nurses

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"

KAPLAN

NURSING | For nurses, by nurses

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)

KAPLAN

NURSING | For nurses, by nurses

POLL QUESTION

Objective 2

Examine principles of education with examples specific to millennial students

KAPLAN) NURSING

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"

KAPLAN
NURSING | For nurses, by nurses

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?

KAPLAN

NURSING | For nurses, by nurses

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

HELLO
I'M YOUR
PAL
PEER ACADEMIC LEADER

KAPLAN
NURSING | For nurses, by nurses

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"

KAPLAN

NURSING | For nurses, by nurses

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

KAPLAN

NURSING | For nurses, by nurses

Principle 4 – Prompt feedback

Books are outdated upon publishing

Access all info on Internet   "instant gratification"

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

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

KAPLAN

NURSING | For nurses, by nurses

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

KAPLAN

NURSING | For nurses, by nurses

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

KAPLAN

NURSING | For nurses, by nurses

"Make it Stick"

Frequent quizzing

Flash cards

Not re-reading text or notes

Try to solve the problem before being taught the solution.

KAPLAN

NURSING | For nurses, by nurses

Blended Learning

Class and online activities

Lecture only – failed to engage
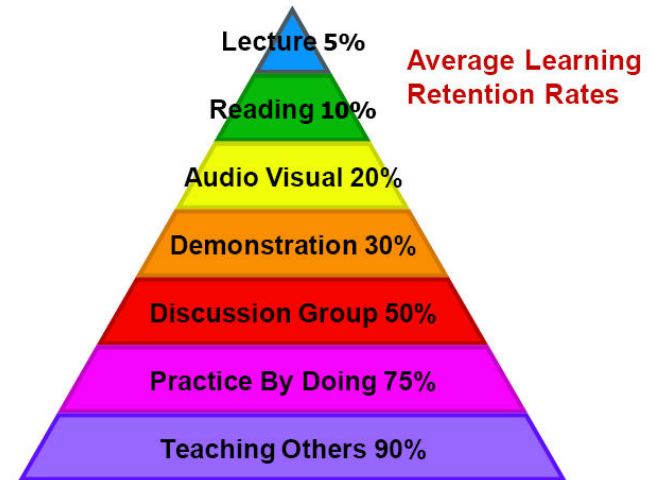
Students more in control of time & pace

Watch one, do one, teach one

Must have access to technology

"Flipped", "interactive"

All develop tech skills

Lecture 5%

Average Learning Retention Rates

Reading 10%

Audio Visual 20%

Demonstration 30%

Discussion Group 50%

Practice By Doing 75%

Teaching Others 90%

Source: National Training Laboratories, Bethel, Maine

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

KAPLAN

NURSING | For nurses, by nurses

Video on millennials

Objective 3

Incorporate learning strategies and technology with the classroom to engage millennials

KAPLAN

NURSING | For nurses, by nurses
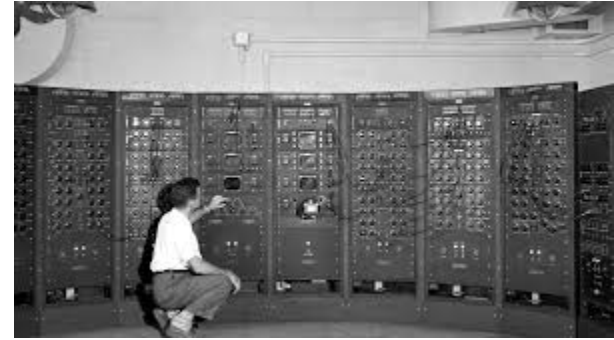
Technology must first be learned

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

FIRST DAY OF CLASS?
THEY'RE PROBABLY ONLY GOING OVER THE SYLLABUS

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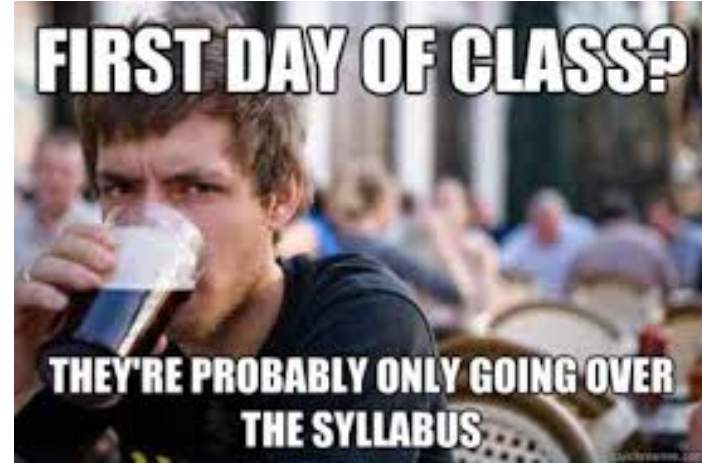
What do you do the first 5 classes?

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?

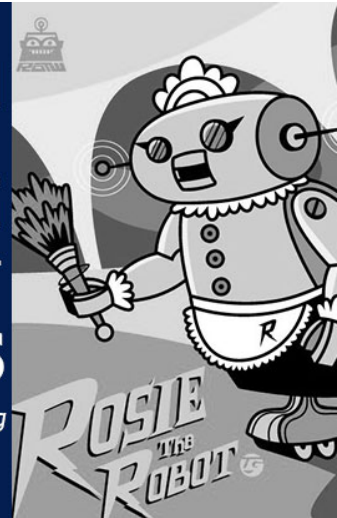KAPLAN
NURSING | For nurses, by nurses

Nursing loves changes !

Syllabus – student input

Content outline

Exam schedule

Teaching format

KAPLAN

NURSING | For nurses, by nurses

POLL QUESTION

KAPLAN

NURSING | For nurses, by nurses

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

Giambatisa, Hoover, Tribble

- Syllabus – student input

- Content outline

- Exam schedule

- Teaching format

- Constructive feedback

- Non-narcissistic vs narcissistic

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

KAPLAN | NURSING | For nurses, by nurses

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."

KAPLAN

NURSING | For nurses, by nurses

Recognizing achievements !

Billboard: Post achievements

homework assignments

helping others

project starts

study groups

great outcomes

comments from patients or others

community activities

publish work

KAPLAN

NURSING | For nurses, by nurses

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"

KAPLAN
NURSING | For nurses, by nurses

Compassion education

Problem

- Compassion not same as empathy
- Empathy – perspective
- Compassion – desire to help
- Lack of role models
- Large volumes of material to learn
- Lack of time

Solution

- Affective – emotional response
- Social connection – community contact; Health Fairs
- Movies (Alzheimer, ALS, Autism)

KAPLAN

NURSING | For nurses, by nurses

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".

KAPLAN

NURSING | For nurses, by nurses

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?

KAPLAN

NURSING | For nurses, by nurses

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.

KAPLAN
NURSING | For nurses, by nurses

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.

KAPLAN

NURSING | For nurses, by nurses

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/\

KAPLAN
NURSING | For nurses, by nurses

References

- Bassendowsky, L, & Petrucka, P. (2016). Resetting nursing education. Online Journal of Nursing Informatics, 20(2), 6.

- Conway-Morana, P. (2009). Nursing strategy: What's your plan?. *Nursing Management, 40(3*), 25-29.

- Cornell University. Blended learning. Retrieved from https://www.cte.cornell.edu/teaching-ideas/teaching-with-technology/blended-learning.html

- Dempsey, C. & Reilly, B. (2016). Nurse engagement: What are the contributing factors for success?. *The Online Journal of Issues of Nursing, 21(1*), Manuscript 2. DOI: 10.3912/OJIN.Vil21No01Man02.

- Drollinger, M. (Producer). (2014, October 27). Gallery walk. Retrieved from https://www.youtube.com/watch?v=pSt5echeRrM

- Giambatista, R., Hoover, J., &Tribble, J. (2017). Millennials, learning, and development: Managing complexity avoidance and narcissism. *The Psychologist-Manager Journal, 20(3*),176-193.

- Hampton, D. & Keys, Y. (2017). Generation Z students: Will they change our nursing classrooms?. *Journal of Nursing Education and Practice, 7(4*),111-115.

- Haws, J. (2017, September 10). Is your nursing school experience anything like this… NRSGN. Retrieved from http://www.nrsng.com/start-here

- Litchfield, J & Matteis, M. (2016). Faculty experiences with technology, millennials versus baby boomers. *Online Journal of Nursing Informatics 20*(1), 6-1.

KAPLAN

NURSING | For nurses, by nurses

References

- Millennial Marketing. (2017). [Do millennials read? Yes, but they read differently.] Retrieved from http://www.millennialmarketing.com/2010/05/do-millennials-read-yes-but-they-read-differently/

- Pappas, C. (2015). How to motivate millennials in oneline training: Top 9 tips for eLearning professionals. Talent blog. Retrieved from https://www.talentlms.com/blog/how-to-motivate-millennials-in-online-training-top-9-tips-for-elearning-professionals/

- Perna, M. (2015). Enroll, retain and graduate more of the right millennials. Techniques. Retrieved from https://www.questia.com/magazine/1G1-412275492/enroll-retain-and-graduate-more-of-the-right-millennials

- Perna, M. (How to enroll, retain and graduate more generation Y and Z students. NOW!.) Retrieved from http://www.tfsresults.com/wp-content/uploads/2015/11/Mark-Perna-ACTE-VISION-2015-PRE-CONF-PRESENTATION-11-19-2015-SLIDES.pdf

- Prensky, Marc. (2001). Digital natives, digital Immigrants. Retrieved from http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

- Prensky, Marc. (2001). Do they really think differently? Retrieved from http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part2.pdf

- Price, C. Why don't my students think I'm groovy: The new "r"s for engaging millennial learners. Retrieved from http://www.drtomlifvendahl.com/Millennial%20Characturistics.pdf

KAPLAN

NURSING | For nurses, by nurses

References

- Price, S., McHillis Hall, L., Angus, J. & Peter, E. (2013). Choosing nursing as a career: a narrative analysis of millennial nurses' career choice of virtue. *Nursing Inquiry, 20(4*), 305-316.

- Region 13 Educator Certification Program. (2017). Gallery Walk. The Teacher Toolkit. Retrieved from http://www.theteachertoolkit.com/index.php/tool/gallery-walk

- Ross, J. (2015). Integration of social media into nursing education. *Pennsylvania Nurse, 70(1*), 4-10.

- Sandberg, M. (2016). Promoting compassion in nursing education: Connecting mind and spirit. *International Journal for Human Caring, 20*(3), 166-167.

- Stephens, T. & Byrne, R. (2014). Seven good student response systems that work on all devices. Free Technology for Teachers. Retrieved from http://www.freetech4teachers.com/2014/03/seven-good-student-response-systems.html#.WbrnuMh9600

- Stephens, T. & Gunther, M. (2016). Twitter, Millennials, and Nursing education research. *Nursing Education perspectives, 37(1*), 23-27.

- 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

KAPLAN

NURSING | For nurses, by nurses

References

- University of Tennessee Chattanooga. Seven principles for good practice in undergraduate education. Walker Center for Teaching & Learning. Retrieved from https://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php

- Urso, P. & Fisher, L. (2015). Education technology to service a new population of eLearners. *International Journal of Childbirth Education, 30*(3), 33-36.

- Wasserman, M. (2017). Marc Prensky. California: Innovation for Jobs Summit.

- Weston, M. (2006). Integrating generational perspectives in nursing. *The Online Journal of issues in Nursing,11(2*).

- WHATEDSAID. (2010, June 29). 10 ways to encourage students to take responsibility for their learning. Retrieved from https://whatedsaid.wordpress.com/2010/06/29/10-ways-to-encourage-students-to-take-responsibility-for-their-own-learning/

KAPLAN

NURSING | For nurses, by nurses

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.

KAPLAN

NURSING | For nurses, by nurses

Kaplan Test Prep
Rebecca.Oglesby@Kaplan.com
"Becky Oglesby"

/KaplanNCLEX