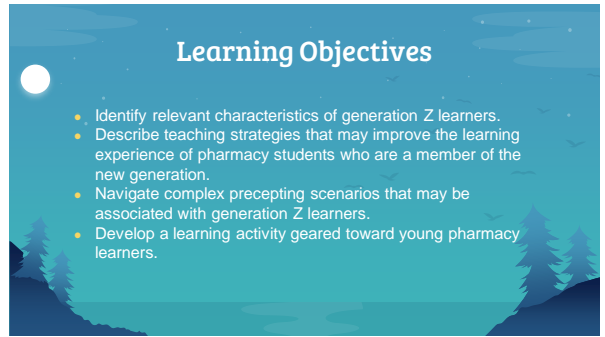




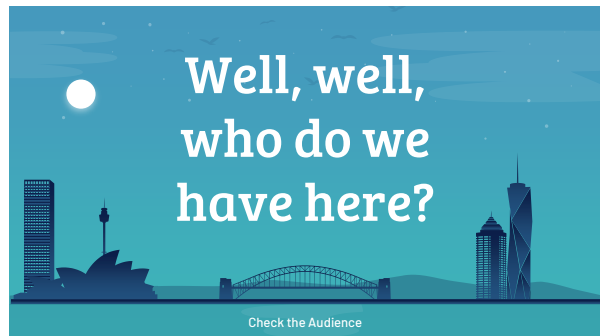
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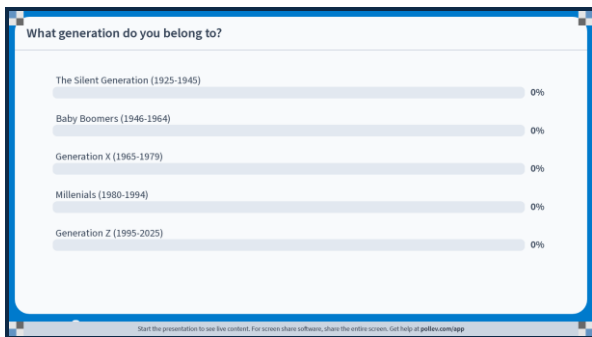
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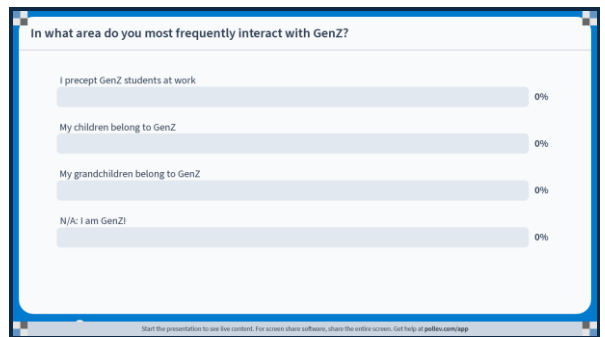
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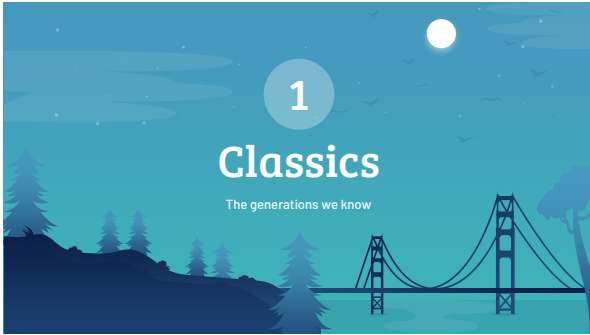
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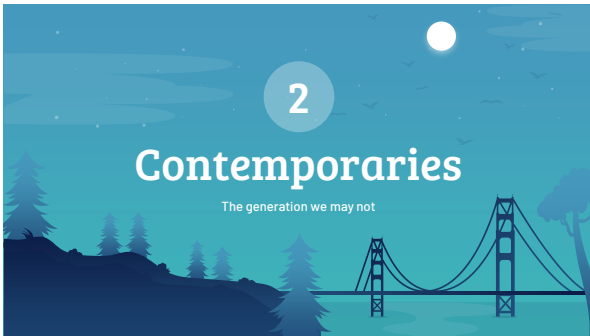


7

TRADITIONALISTS Dependable Straightforward Shaped by: The Great Depression, World War II, radio, and movies Motivated by: Respect, providing value to others	GENERATION X Born: 1965 – 1980 Flexible Informal Skeptical Independent Shaped by: The AIDS epidemic, the fall of the Berlin Wall, the dot-com boom Motivated by: Diversity, work-life balance, their personal/professional interests rather than the company's interests Communication style: Whatever is most efficient, including phone calls and face-to-face Worldview: Favoring diversity; quick to move on if their employer fails to meet their needs; resistant to change at work if it affects their personal lives
BABY BOOMERS Optimistic Competitive Shaped by: Vietnam War, Civil Rights Movement, Watergate Motivated by: Company teamwork	MILLENNIALS Born: 1981 – 2000 Competitive Civic- and Open-Minded Achievement-Oriented Shaped by: Columbine, 9/11, the internet Motivated by: Responsibility, the quality of their manager, unique work experiences Communication style: IMs, texts, and email Worldview: Seeking challenge, growth, and development; a fun work life and work-life balance; likely to leave an organization if they don't like change

<https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/>

8



9

Generation Z

- Short attention span
- Financially astute
- Digitally engaged
- Socially responsible
- Loyal
- DEI
- Independent
- Pragmatic

Petrelli HMW, et al. Am J Pharm Educ. 2023;87(6):100025.

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Learning and Information

- Remote**
COVID and virtual learning
- Active vs Passive**
Simulations and games to increase engagement
- Find it vs Know It**
Value finding the right information fast
- Intra- vs Inter-**
Prefer independent learning
- Watch vs Read**
YouTube videos
Kinesthetic and visual
- Flexible vs Scheduled**
On-demand, self-paced, outcomes oriented learning

Isaacs AN, et al. Curr Pharm Teach Learn. 2020;12(12):1387-1393. Petrelli HMW, et al. Am J Pharm Educ. 2023;87(6):100025.

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Millennials vs Gen Z

Theme	Millennials	Generation Z
Learning Style	Collaborative	Independent
Teaching Preference	Blended learning	Less lecturing; more kinesthetic and visual
Communication	Diverse	Underdeveloped in-person social skills
Feedback	Positive, immediate feedback	Honest, immediate feedback
Technology	Savvy	Native
Social Media	Connected	Connected but more privacy cautious
Risk/Financial Views	Risk-takers, idealistic	Pragmatic, cautious

Adapted from: Isaacs AN, et al. Curr Pharm Teach Learn. 2020;12(12):1387-1393.

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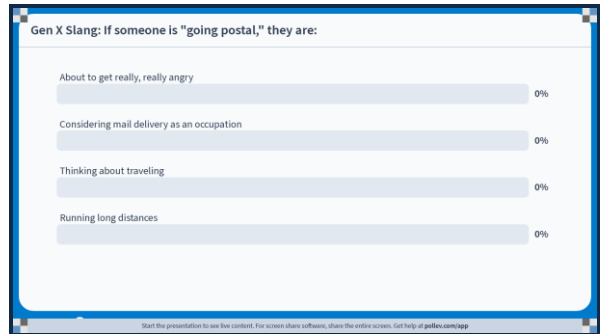
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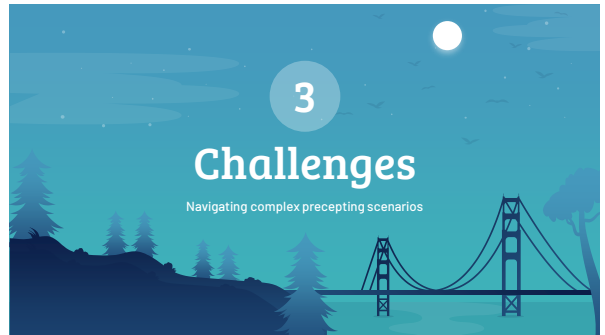
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Precepting Scenario #1: Where's Waldo?

CT is 25-year-old PGY-1 pharmacy practice resident at your institution. She has just started her first patient-care experience. While she seems like a hard worker while on site, you notice she frequently leaves the site as soon as her patient-care activities are completed, as she prefers to work on projects off site. In your experience, residents spend most of their extra time on site working on projects. While working off site is not usually a problem, you have been frustrated when you have tried to locate her when patient care issues have popped up.

As her primary preceptor, how would you navigate this situation? How could it have been avoided?

Case by: Zachary Jenkins
Adapted with permission

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Communication Strategies

- 1 Set Expectations**
Communicate at the beginning
Verbal and in writing, as able
- 2 Show Care and Concern**
GenZ values mentorship
Improves clinical learning experience
- 3 Provide Feedback**
Immediately and regularly
Honestly and constructively

Isaacs AN, et al. *Curr Pharm Teach Learn*. 2020;12(12):1387-1389.
D'Mattio M,K, et al. *Nurse Educ Pract*. 2020;49:102901.
Petrossi HM,W, et al. *Ann J Pharm Educ*. 2023;87(5):100025.

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Precepting Scenario #2: Ex Machina

BL is a 25-year-old man who is finishing his clinical rotation with you. He is a good student who demonstrates intelligence and understanding of content. You have noted that he sometimes has typos and grammatical errors in his clinical notes. After turning in his final project, however, you notice the writing seems different than his previous work and his tone is formal, almost like it was written from a textbook.

As his primary preceptor, how would you navigate this situation?

Case by: Zachary Jenkins
Adapted with permission

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Technology and AI


- **Can be helpful** when used appropriately
- **Set standards** for use
- Reinforce use of **reliable** drug information resources
- **Double check** output

<https://incubator.ucf.edu/what-is-artificial-intelligence-ai-and-why-people-should-learn-about-it/>
<https://ndipress.ndu.edu/Media/News/Article-View/ArticleId/2848375/ai-is-shaping-the-future-of-war/>
https://www.sas.com/en_us/resources/articles/what-is-artificial-intelligence.html

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Precepting Scenario #3: Checked Out

It's April, and you notice your pharmacy student is often sitting around, only completing tasks when asked. While he does complete work efficiently, he doesn't make good use of his down time. He has been found engaging on social media during the rotation and you overhear him tell one of your technicians that he is "just doing his time."




As his primary preceptor, how would you navigate this situation? How could it have been avoided?

Case by: Zachary Jenkins
Adapted with permission


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Disengaged Students



Discuss Goals and Motivations

What are the student's goals?
How can the rotation support these?
How can rotation engagement benefit the student?



Frequent 2-way Feedback


Communication goes a long way
External circumstances may be contributing
Revisit site expectations and consequences

Abbinanti A. Utah Society of Health-System Pharmacists

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What precepting challenges have you had?

Take 3 minutes and share with a small group around you.
What challenge did you have and how did you respond?



Difficult, Disengaged, and Maybe They Think We're Dinosaurs

Ended Sep 30, 2021
1.5 credits

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4 Coming Together

Develop a novel precepting activity

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Precepting Ideas



Games

Jeopardy
Kahoot
Olympics



Media

YouTube
Podcasts
Flashcards



Role-Play

Observation
Practice
Perform

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What ideas do you have?

Large Group Discussion

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Building Bridges

Mutual Mentoring
Increases communication and benefits both parties

Respect
Fight ageism and embrace workplace demographic shift

Common Ground
Identify shared strengths and passion areas

Culture of Learning
No one knows it all, we can all learn from each other

Communication
Establish rules of engagement

<https://www.insperity.com/blog/generation-gap-in-the-workplace/>

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Generations: A Biblical Perspective

Important	Influential	Infinite
Tracking lineage and generational lines was essential	There is wisdom to be gleaned from those who come before	God's promises and love extend beyond our generational gaps
Matthew 1:1-17; Genesis 5, etc.	Deuteronomy 32:7; Job 12:12	Daniel 4:3; Psalm 119:90

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The thing that hath been, it is that which shall be; and that which is done is that which shall be done: and there is no new thing under the sun.

Ecclesiastes 1:9 KJV

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Thanks!

Does anyone have any questions?
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Bridging the Gap: How to Connect with Today's Young Learners

Emily Laswell, PharmD, BCPS
Cedarville University School of Pharmacy

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