ACOFP Pearls of Precepting: Precepting for Social Awareness

John T. Pham, DO
ACOFP SPEAKER AGREEMENT
2016 AOA/ACOFP OMED Conference & Exposition
September 17 – September 20, 2016
Anaheim Convention Center, Anaheim, California

John T. Pham, DO
ACOFP Pearls of Precepting: Precepting for Social Awareness
Tuesday, September 20, 2016 1:00-2:00pm

Please check the following information, correct any inaccuracies, sign and return this form.

We request your cell phone number in case we need to contact you onsite during the convention.

<table>
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<tr>
<th>John T. Pham, DO</th>
<th>Phone:</th>
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<tr>
<td>Address: 138 Weldwood Dr.</td>
<td>Cell Phone: Please provide (563) 763-2022</td>
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<td>Lebanon, OR 97355</td>
<td>E-mail: <a href="mailto:itpham@westernu.edu">itpham@westernu.edu</a></td>
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<td>Fax: (541) 257-0680</td>
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If you would like your speaker honorarium and expense reimbursement check mailed to a different address, please specify:

Organization: 

Address: 

City, State ZIP: 

Honorarium: $1,000 for your participation as a speaker will be mailed to you after the conference.

Hotel/AOA Registration: ACOFP will reimburse you a maximum (2) two nights hotel accommodations (room and tax). The maximum hotel room reimbursement will be $189.00 plus tax per night. An expense voucher will be sent via email to you prior to the meeting. Registration for the conference is required in order to make your hotel reservation.

NEW THIS YEAR, AOA is offering a discount for ACOFP’s speakers to register for the OMED convention. If you are planning to attend the entire OMED Conference you can receive a 50% discount on OMED Registration. When registering, follow these easy steps to activate the discount. If you have paid the full amount of registration, please let me know via email joank@acofp.org and you will receive a refund from AOA of the discount amount on the credit card number you paid your registration.

Direct your browser to the AOA OMED registration site:
http://www.osteopathic.org/inside-aoa/events/omed/Pages/Registration.aspx
1) Select “Not Registered” and then whether or not you are a “Member” or “Non-Member”
2) Complete the designated areas shown on the website
3) Enter promo code SPEAKER at the “Registration Categories” page
4) Indicate which track you are the designated speaker from the drop-down list
5) Once your registration is complete you will be directed to the link to make your hotel accommodation

If you are not staying for the entire conference you still need to register. Follow the above directions, however enter promo code: SPEAKERNONCME

Travel: If you are driving, mileage will be reimbursed at .54 cents per mile round-trip.

Airfare: If you are flying, the ACOFP will cover the cost of one roundtrip non-refundable coach airfare to Anaheim, California and luggage fees. Please secure your airline arrangements as soon as possible. Contact the ACOFP preferred travel management agency, CORPORATE TRAVEL at 1-888-206-4189 to make your travel arrangements. Billing will be made directly to the ACOFP by CORPORATE TRAVEL. If you wish to make your own travel arrangements, ACOFP will be glad to reimburse you for your round-trip non-refundable coach airfare and luggage fees post meeting. Please be sure all travel arrangements are final, as you will not be reimbursed for ticket changes.

ACOFP does not reimburse for additional hotel nights, personal meals, internet charges, or ground transportation, which includes: parking, car rental, taxi, limo or shuttle. These expenses are to be covered with your honorarium.

I agree to participate in the listed program of the AOA/ACOFP OMED Conference & Exhibition and also understand and agree upon the terms stated above concerning my honorarium, hotel accommodations, airfare, and mileage. Honorarium checks cannot be issued without the requested speaker materials required for accreditation.

Signature: 

Date: 8/1/16

John T. Pham, DO

Please fax this form to 847-952-5116, or e-mail to joank@acofp.org as soon as possible.

Deadline: Friday, August 5, 2016
PRECEPTING FOR SOCIAL AWARENESS

John T. Pham, D.O.
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LEARNING OBJECTIVES

- Identify the unique characteristics of the Generational learners
- Recognize conflicting mindsets among today’s preceptors
- Discuss the barriers and challenges of precepting the “Generation Me”
- Improve the quality and effectiveness of preceptorship by bridging the social gaps
- Why precept? Physician 2.0
Teaching is a passion
Enjoy practice more
Satisfaction of giving back
  “Paying it Forward”
Increased respect by your patients - Credibility
Keeps one more up-to-date

Why We Teach?

Teacher
Supporter
Counselor
Evaluator
Role model
Aids in socialization to students new role

The Preceptor
GENERATIONS

- Traditionalist (Silent): 1928 – 1945
- Baby Boomer: 1946 – 1964
- Millennials (Gen Y): 1982 – 2000
- Digital Native: 2001 – present

SILENT GENERATION 1928 - 1945

- Work ethic
- Loyal
- Submissive
- Respect = age
- “We are” generation
- Value: Safety, conformity, consistency
- Struggles: Tech, flexibility, new processes
BABY BOOMERS 1946 - 1964

- Work centric / live to work
- Goal oriented
- Competitive
- Challenge Status quo
- Value: Success/money, pay dues, hierarchy
- Struggles: Unambitious, lazy, rigid

GENERATION X 1965-1981

- Self reliant/independent
- “Work to live”
- Flexible
- Tech adept
- “We differ” generation
- Value: Family, freedom, adaptable, fun
- Struggles: Structure, authority, delegation
MILLENNIALS 1982-2000

- Tech savvy
- Team oriented
- Attention seeking
- Reciprocal respect
- Need specific directions
- Narcissistic, sense of entitlement
- “We connect” generation
- **Value:** Inclusion, work/life balance, meaningful
- **Struggles:** Initiative, interpersonal skills, praise
 GENERATIONS

- **Traditionalist** = conformity
  - dislike: Tech, flexibility
- **Baby Boomer** = prestige
  - dislike: rigid, lazy
- **Generation X** = flexibility
  - dislike: authority, delegation
- **Millennials** = inclusion
  - dislike: ambiguity, face to face
CONFLICTING MINDSETS AMONG TODAY’S STUDENTS AND PRECEPTORS

“2007, American medical students observed that unprofessional medical educators, who were protected by an established hierarchy of academic authority, did more to harm students’ virtue, confidence and ethics than was acknowledged”


PAST AND PRESENT MINDSETS

- From “See one. Do one. Teach one.”
  - Derogatory/Punitive/Directive
  - Long hours
  - Duty/Obligation
  - Achieving Power and Position

- To “How many of these have you done?”
  - “Is it safe?”…“What are the risks?”
  - “How does this affect me?”
  - Collaborative
  - Flexible hours
  - Questioning
  - Achieving desired life style
FIVE CATEGORY OF MISTREATMENT

- Verbal abuse
- Academic abuse
- Gender discrimination
- Sexual harassment
- Physical abuse

BAD PRECEPTING

- Humiliation or degradation
- Yelling or swearing
- Unfair treatment because of gender or race
- Threatening physical harm
- Disrespect from sexual humor
- Sexual advances
CONSEQUENCES OF BAD PRECEPTING

- With humiliation students completely put off area of medical practice
- 2/3 reported avoiding the preceptor
- Avoidance of a preceptor negates their talents and gems of wisdom
- Could cause them to be future arrogant doctors themselves abusing RN’s, medical students, Jr doctors, etc., because they were abused

“People tend to teach like the way they were taught.”

PRECEPT WITH CAUTION

- Culture/Race/Gender/Religion/National Origin

Federal Regulations:
- **Title VI** of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin at institutions that receive Federal financial assistance.
- **Title VII** of the Civil Rights Act of 1964 prohibits discrimination by covered employers on the basis of race, color, religion, sex or national origin.
- **Title IX** of the Educational Amendments Act of 1972 prohibits sex discrimination in educational institutions. As an educational institution that receives Federal financial assistance.
STUDENT FEAR FACTORS

- Did not feel that mistreatment was serious enough to report
- Did not feel that reporting would be effective
- Feared retaliation
- Did not know whom to inform or what procedures to follow
- Misconception that this behavior is appropriate

“It’s everyone’s duty to report abuse.”

8 STEPS TO IMPROVE YOUR SOCIAL AWARENESS

1. Learn to identify what types of situations make you uncomfortable, and then learn to alter your behavior to make the best of circumstances.
2. Learn to become aware of behaviors in other people that may cause you to respond negatively.
3. Take ownership for your behavior and be willing to apologize for lapsed or errors in judgment of insensitive actions.
4. Ask others for their honest feedback about the way you interact with them.
5. Be aware of your body language.
6. Learn to listen with genuine interest.
7. Accept that improving your social skills is not an overnight process.
8. Maximize your positive personality traits and use them to your advantage when interacting with others

Bob Woodcock, MBA
“THE MODERN MEDICAL STUDENT”

- Highly assertive
- Narcissistic traits: increases Entitlement
- High expectations: Aiming for the stars
- Increase in stress, anxiety and poor mental health
- Lack of self-reliance
- Intellectual skills high
- Lack of tolerance and drive to succeed
- Shorter attention span
- Prefer visual over textual or graphics
- Not linear learners

MILLENNIAL’S MINDSET

- Group learning activities preferred
- View everyone on the team as a peer
- May appear “casual”
- May struggle in teams with a rigid hierarchy
- More small group discussion in person or online
- Unwilling to commit when asked an opinion
What to keep: The Marcus Welby, MD touch with the 22nd century high tech physician. How do we bridge that?

HOW DO WE CLOSE THE GAP?

- Understand their perspective in this contemporary culture
- Meet them on their own ground
- Frequently spell out the purpose and meaning of activities
- Ensure students' overconfidence does not lead to failure
- When taught properly, this generation will succeed, just as previous generations have done in the past

EDUCATING “THE FUTURE PHYSICIAN”
SET EXPECTATIONS

- Define how to communicate with you and you with them
- Set rules for technology use during class time or on clinical rounds
- Clearly state your expectations during class time or on clinical rounds
- Validate your opinions on a discussion or point
- Establish lines of hierarchy/respect

GET TO KNOW YOUR FUTURE COLLEAGUES

- Connect on a personal level
- Share your experiences in your specialty
- Provide constructive feedback on performance
- Help the learner develop useful skills specific to your specialty
- Share pearls of wisdom
- Help them develop humanistic traits

“It’s not all about the lab values or diagnosis”
STRATEGIES FOR SUCCESS

- Acknowledge generational differences and think outside your “box”
- Create a culture of mutual respect
- Provide clear direction of expectations
- Explain the “why”
- Show your passion

“Inspire the individual and you will channel their energy”

YOUR ASSIGNMENT

1) Educate yourself about the concept of generational differences
2) Recognize the environmental and cultural forces that affect the Millennial Learner
3) Understand how potential intergenerational tension may impact learning
4) Millennial's need guidance and focus in their learning
5) Identify your teaching or life philosophy
6) Learn how to utilize current eLearning technologies
7) Recognize that Millennial's value (and expect) aesthetically appealing educational presentations
8) Emphasize opportunities for additional help and support
9) Encourage modern forms of curiosity and exploration
10) Recognize the importance of team dynamics and encourage collaboration
11) Be fair and straightforward
12) Identify the limits of multi-tasking

“As Clinicians, teachers and role models we must therefore share the responsibility for teaching medical students to do better than those who have gone before us”


THANK YOU!

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