Program Directors Meeting

November 10, 2016
Agenda

- Annual Institutional Review (AIR)
- Generational Differences / Recruiting & References
2016 Annual Institutional Review (AIR)
Department of Graduate Medical Education
October 18, 2016

Ann M. Dohn, MA, DIO, Director of GME
Laurence Katznelson, MD, Associate Dean for GME
Stanford Healthcare GME Programs

• 105 ACGME accredited Residency/Fellowship programs/Tracks
  – All programs fully/initially accredited
  – No programs on ACGME probation
• 60 non standard (non ACGME) programs
• Five (5) pending new ACGME programs

Trainees

• 1,210 Residents/fellows
• 240 Visiting Residents/fellows
2016 Graduate Medical Education – Summary of GME Actions

- 14 Special Reviews of Programs
  - One (1) program on internal probation
- > 1000 GME Educational Consultations
- 3378 Program Evaluations delivered, aggregated and posted for the programs
- Three (3) Presentations/Workshops at the 2016 ACGME National Education Meeting in National Harbor, MD
- One (1) Presentation and three (3) Posters at the Macy Foundation Western Regional Conference on Innovations in GME in San Francisco
- 40 J-1 Visas Sponsored
## 2016 Institutional Scorecard – 2010 - 2016

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<tbody>
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<td>Sufficient Instruction</td>
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<tr>
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<tr>
<td>Faculty/Staff Create Environment of Inquiry.</td>
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<td>81%</td>
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<tr>
<td>Residents Can Raise Concerns w/o Fear</td>
<td>78%</td>
<td>82%</td>
<td>84%</td>
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<tr>
<td>Satisfied w/ Process for Problems and Concerns</td>
<td>73%</td>
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<td>[Green]</td>
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### Key Measures

| Program Is Organized to Meet Educational Needs                                  | 87%       | 88%       | 88%       | 88%       | 92%       | 85%       |
| Program Balances Service with Clinical Education                               | 84%       | 86%       | 85%       | 86%       | 87%       | 84%       |
| Overall Satisfaction with Training in Program                                  | 88%       | 88%       | 89%       | 85%       | 92%       | 92%       |
| Would Recommend Training Program.                                               | 91%       | 91%       | 94%       | 91%       | 94%       | 93%       |
| Faculty Spend Sufficient Time Supervising Trainees.                            | 93%       | 95%       | 96%       | 95%       | 96%       | 92%       |
| Faculty Are Successful Teachers.                                               | 94%       | 95%       | 94%       | 95%       | 97%       | 93%       |
| Encouraged To Ask Questions.                                                    | 93%       | 95%       | 96%       | 95%       | 97%       | 91%       |
| Expected To Do Many Tasks Well Without Mentoring/Instruction                    | 46%       | 40%       | 46%       | 59%       | 30%       | No Data   |
| Have Not Been Personally Mistreated in Training Program.                       | No Data   | 89%       | 91%       | 89%       | 89%       | 91%       |
| Opportunity To Participate In QI Projects                                       | 43%       | 54%       | 52%       | 66%       | 88%       | 76%       |
| Faculty Overall Evaluation of Programs                                         | 8.76      | 8.51      | 8.24      | 8.70      | 8.76      | 8.92      |
| Resident Overall Evaluation of Programs                                        | 9.09      | 9.11      | 7.92      | 8.70      | 8.94      | 8.34      |

**KEY**
- **STRENGTH**
- **WEAKNESS**
### 2016 Program Wide Institutional Report Card

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<tr>
<td><strong>Sufficient Supervision</strong></td>
<td>RESIDENT</td>
<td>EXT</td>
<td>Survey</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
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<td>Survey</td>
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<td><strong>Faculty/Staff Create Environment of Inquiry</strong></td>
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<td>EXT</td>
<td>Survey</td>
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<td>100%</td>
<td>88%</td>
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<td>85%</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
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<tr>
<td><strong>Satisfied with Process for Problems and Concerns Without Fear</strong></td>
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<td>EXT</td>
<td>Survey</td>
<td>ACGME % COMPLIANT</td>
<td>100%</td>
<td>100%</td>
<td>87%</td>
<td>83%</td>
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<td>86%</td>
<td>80%</td>
<td>100%</td>
<td>90%</td>
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<tr>
<td><strong>Climate Where Residents Can Raise Concerns Without Fear</strong></td>
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<td>EXT</td>
<td>Survey</td>
<td>ACGME % COMPLIANT</td>
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<td>94%</td>
<td>82%</td>
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<td>8.2</td>
<td>8.8</td>
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**Key:**
- **STRENGTHS:** Green
- **WEAKNESSES:** Red

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**Report Card Key:**
- **Measures:**
  - INT or EXT Data Source
  - Sufficient Supervision
  - Sufficient Instruction
  - Appropriate Balance for Education
  - Faculty/Staff Create Environment of Inquiry
  - Satisfied with Process for Problems and Concerns Without Fear
  - Overall Eval of the Program
  - Total Number of ACGME Citations
  - Board Pass Rates
  - Overall Satisfaction with Program
  - Organized to Meet Educational Needs
  - Service Over Education
  - Encouraged to Ask Questions on a Regular Basis
  - Residents Can Be Open and Honest with Faculty
  - Residents Would Recommend Program
  - Overall Evaluation Program
  - Overall Program Evaluation
  - 24 HR Violations / AY
  - 8 Unreviewed Duty Hr Periods by PD / AY

**Source:** Report

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**2016 Program Wide Institutional Report Card**

**SHC Balanced**

**Report Card Key:**
- **Measures:**
  - INT or EXT Data Source
  - Sufficient Supervision
  - Sufficient Instruction
  - Appropriate Balance for Education
  - Faculty/Staff Create Environment of Inquiry
  - Satisfied with Process for Problems and Concerns Without Fear
  - Overall Eval of the Program
  - Total Number of ACGME Citations
  - Board Pass Rates
  - Overall Satisfaction with Program
  - Organized to Meet Educational Needs
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  - Residents Can Be Open and Honest with Faculty
  - Residents Would Recommend Program
  - Overall Evaluation Program
  - Overall Program Evaluation
  - 24 HR Violations / AY
  - 8 Unreviewed Duty Hr Periods by PD / AY

**Source:** Report
Duty Hours
ACGME Citations: 171 in 2012 to 22 in 2016 - 87.5% REDUCTION

- **Program Resources**: 0 (2016), 12 (2015), 15 (2012)
Action Items from 2015 AIR

- Investigate dual SHC/OPA appointments
- Click-Well for Residents
- Faculty Development on teaching

Action Items 2015-16 OUTCOMES

- Now in place for training grant appointees
- New provost to decide larger implementation
- Implemented January 2016
- NimbleRX also rolled out May 2016
- Kelley Skeff, MD, PhD, taught 64 program directors
- Ongoing dialog with the Stanford Graduate School of Education
Train outstanding clinicians who become leaders in healthcare, academics and research.

2016-2017 APE Meeting - Cause-Effect Diagram

**Strengths**
- Clinical Volume
- Faculty
- Research Opportunities
- Graduate Attention to Housing
- Increase in Local Job Market

**Weaknesses**
- Drop in AGME CItations
- Tearing down silos-Sharing Best Practices
- Feedback/Retention Process
- Service over Education
- High Cost of Living
- Cost/Lack of Housing
- Excessive Clinical Volume

**Opportunities**

**Threats**
GME Updates

- FORMS FOR NEW & CONTINUING TRAINEES
- CLER
  - IPASS / TRANSITIONS OF CARE Training

- Handoff Locations and Times
  Email Ann (adohn1@Stanford.edu) your listing of the handoff times and locations for all core ACGME-accredited resident programs

- ACGME concerns from 2016 ADS Updates
Recommendation

- All areas under 80% must be addressed in ADS Updates and the APEs
  - actions to be updated documented in MedHub (ACGME Survey Tab)

The Review Committee determined a need for clarifying information from the program before an accreditation decision can be made. The program's response must be submitted via email to the Review Committee Executive Director by the date specified above and must be co-signed by the Designated Institutional Official of the sponsoring institution.

The response must address the areas listed below.

The Review Committee for [program name] has completed a preliminary review of the annual data for the program listed above. The Committee noted that the program's 2015-2016 ACGME Resident Survey results showed low compliant responses in several areas of the survey, specifically: Faculty, Educational Content, and Patient Safety/Teamwork. The Committee noted that this was a continuing trend from the program's 2014-2015 ACGME Resident Survey, which also showed low compliant responses in several sections of the survey. As such, the Committee has requested a clarifying report on the program's survey results and any related program improvement efforts.

Ann Dohn, MA, DIO & GME Director
Nancy Piro, PhD, GME Program Manager/Education Specialist
Generations - a group of people who share the same formative experiences.

- **Traditionalists**: 1900 – 1945
  - 75 MILLION
- **Baby Boomers**: 1946 – 1964
  - 80 MILLION
- **Generation X**: 1965 – 1981
  - 46 MILLION
- **Millennials**: 1982 – 2000
  - 76 MILLION
What’s Next 2000+ \( \rightarrow \) ??? Generation Z…Zoomers

Names also in the running-Homeland Generation, Generation@, iGeneration, plurals…
Key Demographics

- Each year more than 3.5 million Boomers turn 55 …

- The population 65 and over has increased from 35.9 million in 2003 to 44.7 million in 2013 (a 24.7% increase) and is projected to more than double to 98 million in 2060.

- About one in every seven, or 14.1%, of the population is an older American.

- Persons reaching age 65 have an average life expectancy of an additional 19.3 years (20.5 years for females and 17.9 years for males).

- There were 67,347 persons aged 100 or more in 2013 (0.15% of the total 65+ population) …
### Key Demographics

- Older women outnumber older men at 25.1 million older women to 19.6 million older men.

- Older men are much more likely to be married than older women---72% of men, 46% of women.

- Almost half of older women (46%) age 75+ live alone.

- In 2013, about 536,000 grandparents aged 65 or more had the primary responsibility for their grandchildren who lived with them.

- The 85+ population is projected to triple from 6 million in 2013 to 14.6 million in 2040.

Principal sources of data for the Profile are the U.S. Census Bureau, the National Center for Health Statistics, and the Bureau of Labor Statistics - 2014.
Key Demographics

- Between 2010 and 2020, 70 million Americans will retire, while only 40 million will enter the workforce.

- By 2020 the key age group of employees (ages 25 to 44) will shrink by 3%, while those aged 55 to 64 will grow by 73%, those aged 65 and older will grow by 54%.

- The aging workforce is a global issue—by 2050, China will have more people over the age 65 than the rest of the world combined.
Six Trends Affecting the Multi-Generational Workforce

- Increased use of new technologies to communicate
- Increased expectation for work-life flexibility
- Increased expectation for continual development
- Increased need for new ways to reward and recognize employees
- Increased need to engage the entire workforce
- Increased emphasis on innovation
Millennials and the Type of Social Media They Prefer

Thanks to Aditee Narayan, MD, MPH from Duke University

- Tinder - They prefer frequent, real-time feedback. They want a real-time coach (not an evaluation six weeks later) who communicates in a direct and private, yet considerate way.

- Instagram - Share successes by acknowledging, praising, celebrating. Promote relatedness.

- Twitter - Provide small amounts of digestible information; prefer clinical pearls (30 seconds) that are labelled as teaching. They need to feel heard through participation on councils and committees.

- Snapchat - Encourage innovative teaching that incorporates multimedia. Allow them to pick the format for their presentations. Short-term goal setting is preferred because they are constantly active and changing. Multi-taskers.
Educational Trends
Data collected from the Current Population Survey (CPS) - 2015

- There are more women enrolled in Higher Education than men.
  - 1 in 3 adults (33 percent) held a bachelor’s or higher degree
  - In 2016, women earn 60% of bachelor’s, 63% of master’s and 54% of doctorate and professional degrees.

- Forty percent of students reported that the television was their primary source of obtaining news, while 34 percent reported that websites were their primary source (newspapers were the primary source for 11 percent and radio for 8 percent).

- Today’s college grads have spent less than 5,000 hours of their lives reading but over 10,000 hours playing video games and over 20,000 hours watching TV.

- Grade inflation …
Gender Shifts

- Women now:
  - Hold nearly half of all paid U.S. jobs (49.8%)
  - Own 40% of all businesses
  - Hold 43% of executive, administrative and managerial positions in the U.S. economy.

- This narrows the male-female wage gap to its lowest point in history…the latest BLS figures show there is no gap between men and women with college degrees.
Key Medical Demographics

- The current physician workforce is still dominated by male physicians age 42 and older.

- Women comprise half of the new medical school graduates for the first time in history.

- The proportion of physicians, both male and female, who were reported as working part-time increased to 21% in 2010 from 13% in 2005.

- Gender breakdown: 7% of male physicians worked part time in 2005 – more than doubled to 13% in 2010.

- While 29% of females worked part time in 2005, this rose to 36% in 2010.
## Work Patterns of Physicians

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tbody>
<tr>
<td>2005</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>2010</td>
<td>79%</td>
<td>21%</td>
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</table>
Talkin’ ‘Bout my Generation

- Born before 1946
  - Traditionalists, Veterans or Silent / Radio Generation

- Born 1946-1964
  - Baby Boomers – Largest group / Most competitive

- Born 1965-1981 – (Generation X – Thirteenth Generation)
  - “You mean when you were growing up you only had the Rose, Orange, Cotton & Sugar Bowls and no other Bowl games to watch?”

- Born 1982-2000
  - The Millennials or Generation Y “Tell me again how when you were a kid you had to walk all the way across the room to change the channel”

- Born 2001– 2020? – (Gen Z / Homeland Generation)
  - “You mean you couldn’t watch TV in your swimming pool or garage? – You had to be where there was a cable connection? You didn’t have wireless receivers?...You couldn’t see people you were talking to on the phone????” No Skype or Facetime?
“Wow! That’s the first keyboard I’ve seen that doesn’t need a printer.”
Traditionalists

<table>
<thead>
<tr>
<th>Generation</th>
<th>Years</th>
<th>Number</th>
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<tr>
<td>Traditionalists</td>
<td>1900 – 1945</td>
<td>75 million</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1946 – 1964</td>
<td>80 million</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965 – 1981</td>
<td>46 million</td>
</tr>
<tr>
<td>Millennials</td>
<td>1982 – 2000</td>
<td>76 million</td>
</tr>
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</table>
Traditionalists/Silents (1900-1945) Seminal Events

- World War II
- The Great Depression
- The New Deal
- Korean War
- Rise of Labor Unions
- Typewriters
- Phones with Party Lines sitting on the kitchen counter or mounted on the wall
Characteristics of Silents - Traditionalists

- Postpone Gratification
- Risk Aversive
- Loyal
  - Family
  - Country
  - Job
- Respectful Communication
- Adherence to Rules
- Detail Oriented
Paying Your Dues

- They were prepared to endure situations or master a body of knowledge.
- They were willing to demonstrate respect for those who came before them.
- Age and experience counted.
Baby Boomer (1946-1964) Update

- 80% indicate they plan to work past age 65.
- Will control the workplace until about 2020.
- 30% of the Baby Boomer generation are grandparents.
- 28% who are grandparents have divorced, remarried and have second or third sets of children. In some cases their children are playing with their grandchildren or their grandchildren are playing with their great-grandchildren!
- Baby boomers are on the brink of retiring in droves leaving behind the largest labor shortage in history.
Baby Boomers

1900 – 1945
75 MILLION

1946 – 1964
80 MILLION

1965 – 1981
46 MILLION

1982 – 2000
76 MILLION
Baby Boomer (1946-1964) Update

- New government figures show a surprising jump in suicides for adults 50-64.
  - The suicide rate in this group rose 45% between 1999-2010, with even higher increases for men in their 50s (a 48% rise) and women 60-64 (a 60% rise) according to an AARP analysis of a report form the CDC.

- Why the rise?
  - Besides financial woes, boomers also face being squeezed between caring for their own parents and supporting their adult children according to the CDC Principal Deputy Director.
Baby Boomers

- Largest Generation: Approximately 80 Million
- Optimistic
- Redefined Roles
- Management by Buzz Word
- Skewed Work/Life Balance
- Brought Up in a Competitive Environment
- Will Revolutionize Retirement
- “Work Ethic” and “Worth Ethic” Are Synonymous
The Baby Boomers Seminal Events

- 1954 McCarthy HCUAA hearings begin
- 1955 Salk Vaccine tested on the public
- 1955 Rosa Parks refuses to move to the back of the bus in Montgomery, Alabama
- On September 9, 1956, Elvis made his first appearance on The Ed Sullivan Show
- 1957 First Nuclear Power Plant and Congress passes the Civil Rights Act
- 1958 National Defense Education Act
- 1960 Birth control pills introduced
- November 1960 John Kennedy elected
The Baby Boomers Seminal Events

- Kennedy establishes Peace Corps on September 22, 1961
- 1961 United States sends military advisors to Vietnam
- 1962 John Glenn circles the earth and the Cuban Missile Crisis
- 1963 Martin Luther King leads march on Washington, D.C.
- 1963 President John F. Kennedy assassinated
- "I Want to Hold Your Hand" by the Beatles released in the US on December 26, 1963 and they appeared on the Ed Sullivan show on February 7, 1964
The Baby Boomers (late) Seminal Events

- 1966 Cultural Revolution in China
- 1967 American Indian Movement founded
- 1968 Martin Luther King and Robert F. Kennedy Assassinated
- 1969 First Lunar Landing and Woodstock
- 1970 Kent State University shootings
  - “Four Dead in Ohio…”
Generation Xers

1900 – 1945
75 MILLION

1946 – 1964
80 MILLION

1965 – 1981
46 MILLION

1982 – 2000
76 MILLION
Generation “X”- They are often called the “MTV Generation”

- “Baby Busters”

- “The Thirteenth Generation”
  - Author John Ulrich states: "Generation X" has always signified a group of young people, seemingly without identity, who face an uncertain, ill-defined (and perhaps hostile) future.”
Gen “X” Seminal Events

- 1973 Oil crisis / 1979 Energy crisis
- 1980 Election of Ronald Reagan
- 1986 Chernobyl disaster
- 1986 Space Shuttle Challenger disaster
- 1987 Black Monday
- Elections of George H.W. Bush, Bill Clinton and the savings and loan crisis that preceded the early 1990s recession …
- 1989 Fall of the Berlin Wall and the end of the Cold War
Gen “X” Seminal Events

- Generation X saw the introduction of:
  - the home computer / PC’s and Apples
  - the beginning growth of cable television and the Internet
  - VCRs and Video Recorders

- Other attributions include:
  - the AIDS epidemic
  - the Cocaine/Crack epidemic
  - the War on Drugs
  - the Iran hostage crisis, Iran-Contra Affair, and Operation Desert Storm
  - the Dot-com bubble, grunge and alternative rock and the global influence of the hip hop culture and music genre
<table>
<thead>
<tr>
<th>Generation</th>
<th>Birth Years</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalists</td>
<td>1900 – 1945</td>
<td>75 MILLION</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1946 – 1964</td>
<td>80 MILLION</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965 – 1981</td>
<td>46 MILLION</td>
</tr>
<tr>
<td>Millennials</td>
<td>1982 – 2000</td>
<td>76 MILLION</td>
</tr>
</tbody>
</table>
Millennials

- Children of baby boomers, born after 1981
- One in nine has a credit card co-signed by his or her parent
- 1/3 have been raised by a single parent
- Grew up in technological boom (99% are carrying smartphones)
- Raised by “soccer moms” and “helicopter parents”
  - “Can I come to new Resident Orientation on June 20th with my son?”
- Raised in atmosphere of high expectations, plenty of feedback, and heaps of praise
  - Some have been been over parented, overindulged and overprotected.
    - “Everybody gets a trophy or award…”
Millennials – Traits

- Reflect the lack of majority in American society and increasing fragmentation in families, media, communication, religion, politics, and demographics.

- Ethnic composition is the most diverse of any generation in America – “Plurals” = 54% of the US population in 2012...

- Least likely generation to believe in the ‘American Dream’

- Expected to be the first generation to earn less than their parents...

- Highly connected …“Digital natives”

- Lifelong use of communication and highly sophisticated media technology
  - World Wide Web - They are used to instant action and satisfaction due to internet technology
  - Text messaging / IM
  - Mobile phones
  - Facebook
  - Twitter
  - Apple TV
  - Instagram
  - Snapchat
  - Twitter
Millennials – Seminal Events

- 9/11 terrorist attacks
- Economic decline of the first decade of the new millennium
- Social Media
- Wars in the Middle East
- ISIS
Different Approaches

- Traditionalists / Silents
  - Ready-Ready-Ready-Aim-Fire!

- Boomers
  - Ready-Aim-Fire!

- X’ers
  - Ready-Fire-Aim!
  - (Learn – Experiment – Adapt)

- Millennials
  - Fire-Fire-Fire-Aim-Fire!
Each Generation Has Its Own:

- Attitudes
- Behaviors
- Expectations
- Habits
- Motivations
- Ways of Communicating
<table>
<thead>
<tr>
<th>Generation</th>
<th>Values</th>
<th>Others say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalists</td>
<td>Hard work</td>
<td>Fossilized</td>
</tr>
<tr>
<td>Boomers</td>
<td>Loyalty</td>
<td>Narcissistic</td>
</tr>
<tr>
<td>Generation X’ers</td>
<td>Work-life balance</td>
<td>Slackers</td>
</tr>
<tr>
<td>Millennials</td>
<td>Innovation</td>
<td>Worse than the Boomers/Gen X</td>
</tr>
</tbody>
</table>
Values by Generation

- Traditionalists: Respect for authority, Achievers, Conformers, Discipline
  - “I think I’ve acquired some wisdom over the years, but there doesn’t seem to be much demand for it.”

- Boomers: Optimism, Involvement

- Gen Xers: Skepticism, Fun, Informality

- Millennials: Realism, Confidence, Extreme fun, Social
Educational Views by Generation

- Traditionalists: A dream
- Boomers: A birthright
- Gen X: A way to get there
- Millennial: An incredible expense
  - “Hoping I’ll never have to pay it back”
“Work is” by Generation

- Traditionalists: An obligation
- Boomers: An adventure
- Gen X: A contract
- Millennial: A means to an end
Work vs. Family by Generation

- Traditionalists: Separate-do not meet
- Boomers: Work to live
- “Work Ethic” and “Worth Ethic” Are Synonymous
- Gen X: Balanced work and family
- Millennial: Even More Balanced work and family
“Messages that Motivate”

- **Traditionalists:** We respect your experience
- **Boomers:** You are valued/needed
- **Gen X:** Do it your way/ forget rules
- **Millennial:** You will work with other bright people
Feedback to Different Cohorts

Traditionalists:
No news is good news

Generation X:
Frequent, honest

Baby Boomers:
Annual review

Millennials:
Whenever I want it, at the push of a button
Generation vs. Age

- Guidelines, not set in stone
- Many individuals define themselves outside of their generation
- Individual influences may supersede generational differences
- Despite variance in age/generation, differences in attitudes/behaviors do exist
Generations also have similarities

- Similar values
- Everyone wants respect
- Everyone wants to learn
- Everyone likes feedback (especially when it is positive about them)
- No one really likes change …
## Compromise in the Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Seasoned Faculty</th>
<th>Common Ground</th>
<th>Young Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>Attend 100% of all lectures</td>
<td>Adjust attendance requirements to 75% unless in-service exam scores are &lt;50%ile</td>
<td>Rather read lectures of choice online</td>
</tr>
<tr>
<td>Patient care</td>
<td>Insist on personal or phone signout daily on inpatient services</td>
<td>Call only if there are urgent issues requiring action that evening</td>
<td>email or electronic signout is available, so no need to call</td>
</tr>
<tr>
<td>Systems Based Practice</td>
<td>Personally phone in all consults</td>
<td>Call in urgent consults</td>
<td>Electronic orders placed, no need to call</td>
</tr>
</tbody>
</table>
## Compromise in the Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Seasoned Faculty</th>
<th>Common Ground</th>
<th>Young Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Formal clothes and white coat required for all patient interactions</td>
<td>Adjust dress code to include appropriate casual clothes but maintain professional appearance</td>
<td>Patients can relate better to someone dressed more informally, white coat is too formal</td>
</tr>
<tr>
<td>Practice-Based Learning and Improvement</td>
<td>Weekly Journal Clubs scheduled for 7am</td>
<td>Monthly journal clubs and incorporate more informal, patient-based literature review on rounds</td>
<td>Would rather review pertinent literature at home based on patients on service</td>
</tr>
<tr>
<td>Interpersonal &amp; Communication skills</td>
<td>Use titles to formally address patients, introduce yourself as Dr. …</td>
<td>Adjust your style based on the patient – can be a learning process for the trainee</td>
<td>Use first names to establish a better relationship with patients</td>
</tr>
</tbody>
</table>
“Take home” points

- There are new generations of residents and fellows training in our programs.
- The new generations are bright, educated people.
- Program modifications may be needed to maximize learning and the impact of feedback while maintaining quality and core values.
QUESTIONS
RECRUITING AND REFERENCES

Thanks to Melissa Burke
Stanford OGC
Downsides of Careless Interviewing

- Discrimination claims
- Negligent hiring
- Compliance
- A bad hire!
Protected Characteristics Include

- Age
- Pregnancy
- Disability (mental or physical)
- Past filing of legal claim
- Marital status
- Veteran status
- National origin
- Political beliefs
- Race
- Religion
- Gender
- Sexual orientation
Reducing Liability in the Hiring Process

- Questions should not elicit information that cannot be used in the hiring decision:
  - Marital Status, Children or Family Plans
  - Ethnicity
  - Religion or Politics
  - Age
  - Disability
Questions That May Indicate Bias

− Marital Status
  ▶ “Are you married?”
  ▶ “What is your maiden name?”
  ▶ “What does your spouse do?”

− Children or family plans
  ▶ “Do you have children?”
  ▶ “What arrangements have you made for childcare?”
  ▶ “How can you handle the demands of the job and young children?”
Questions That Are Prohibited By Law or May Indicate Bias: Race/Ethnicity and Religion

- **Race/Ethnicity**
  - “Where were you born?”
  - “Is English your first language?”

- **Religion**
  - Questions about religion or religious-based ethics questions.
# Most common impermissible questions

<table>
<thead>
<tr>
<th>Number of Times Questions Asked</th>
<th>Never (%)</th>
<th>1–2 (%)</th>
<th>3–10 (%)</th>
<th>11–20 (%)</th>
<th>&gt;20 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you married (engaged, divorced, separated)?</td>
<td>17</td>
<td>14</td>
<td>37</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>What does your spouse/partner do for living?</td>
<td>42</td>
<td>8</td>
<td>25</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Is your spouse or partner supportive of you?</td>
<td>75</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Will he or she be moving with you?</td>
<td>53</td>
<td>15</td>
<td>18</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Do you have children?</td>
<td>69</td>
<td>7</td>
<td>21</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Planning to have children during residency?</td>
<td>90</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Religious or religious-based ethics questions?</td>
<td>76</td>
<td>16</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disability or mental illness questions?</td>
<td>95</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>What is your national origin?</td>
<td>85</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Where were you born?</td>
<td>46</td>
<td>15</td>
<td>29</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>What is your parents’ national origin?</td>
<td>83</td>
<td>4</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Questions related to age?</td>
<td>90</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Special Considerations for Applicants with Disabilities

- Accommodation is required during the hiring process itself.
- Don’t ask questions that might elicit information about a disability.
- OK to talk about accommodations if a disability is apparent or is disclosed by applicant.
- Post-offer can inquire if new hire requires workplace accommodation.
Job-Related Interviewing
Define the skills and behaviors required for the job

- **Skills:**
  - Academic qualifications
  - Relevant experience

- **Behaviors:**
  - Work environment
  - Work team dynamics

Outline your questions before you begin. Use a script. Keep your notes for a minimum of three years.
Exercise Due Diligence to Avoid Negligent Hiring Claims

- OK to look for red flags and follow-up:
  - Attendance at more than one medical school
  - Participation in more than one training program
  - Failure to complete program
  - Chronological gaps in education/training
  - Lack of references from particular program

- OK to ask about any prior discipline/probation/suspensions/terminations
REFERENCES
The Give and Take

- Statements Must be:
  - True
  - Based upon facts that are documented in the resident’s evaluations or file.

- Avoid Statements that are:
  - Incomplete/Misleading
  - Based on Unsubstantiated Facts
  - Motivated by ill-will
Hey Dr. Colleague, Hope all is well. Sorry to make this such a short email. I'm about to catch a flight.

Joe is the worst resident I've ever worked with. He's lazy, he dumps on other residents, he leaves call early, he shows up for call late, he forgets when he is pulled to other services, and he calls in sick when he isn't sick. I'm chief resident for another month and he has made my life a nightmare this year.

He originally was going to do KM fellowship here but the KM department told him to look elsewhere (but they weren't going to write him any letters of recommendation b/c it would embarrass them). He was trying to work something out with the psych department but word of his laziness got around there too. He is terrible. You do not want him in your program.

I'll forward you just a few emails from this year.

Please email or call me if you have any questions. You can pass any of this on to your program director. Its all true.
Best Practices for Providing References

- Prior to providing a reference, it is best to obtain consent.
- Candidly discuss the type of reference that you will provide.
- Know that lunch discussions or “off the record” telephone conversations with prospective programs regarding a resident’s performance are actually “on the record.”
- Provide factual information, based upon personal knowledge/observation of the person that is consistent with how you have evaluated them.
References

- Respond to direct and specific inquiries about the resident.
- Don’t guess or speculate. If someone asks you questions regarding protected characteristics about which you have no knowledge, state that you have no knowledge.
- Do not disclose protected class information in a reference.
- Do not include information that might indicate the individual’s race, age, religion, national origin, disability, or marital/parental status.
QUESTIONS
Questions are guaranteed in life; Answers aren't.