STORIES FROM THE FRONT LINE
DEALING WITH MILLENNIALS IN THE CLINICAL ENVIRONMENT

Bobbi J. Kowash MHSc RDMS RVT
Association of Educators in Imaging and Radiologic Sciences
As we continue to see the impact of the Millennial individual in the workplace, we are confronted with the presence of a disconnect that has emerged between the expectations of the clinical workplace and the understanding and actions of these individuals. We will explore situations that exemplify this disconnect as well as methodologies on how to address these arising situations. When implementing these tools, we have seen a direct change and cohesiveness occur between the student and clinical site. This presentation will include tools currently used within Oregon Tech’s imaging programs to address and resolve any deficiencies. These tools the audience can take back to their programs to help their students be successful in their clinical journey.

Resources:
Nevid, J. (2011). Teaching the Millennials
Personal conversation Rick Hoylman, 2018

Thank you to AEIRS for this opportunity

“Don’t Cry Because it’s Over, Smile Because it Happened”

-Dr. Seuss

I have no conflicts to disclose
Student Issue – Attitude

ACTIVITY:
Situation with student–
Your Response-
Outcome

Communication Techniques
Define Expectations

Bobbi J. Kowash MHSc. RDMS, RVT
Clinical Coordinator/
Assistant Professor
Diagnostic Medical Sonography
Program
Medical Imaging Technology
Oregon Institute of Technology
bobbi.kowash@oit.edu
ACTIVITY:
Define Professionalism

**Strategies**

Identify Expectations

Homework/Feedback

Our profession is inherent to one on one interactions with patients, colleagues & supervisors...emotional intelligence is imperative!!

**We can work across generations to unlock strengths**

“Education is not the filling of a pail, but lighting of a fire”

W.B. Yeats
In Conclusion

- Identify and communicate expectations clearly at the beginning. “Acknowledgement of Expectations”

- Perform professional evaluations regularly

- Implement competency assessments regularly

- Utilize progress reports for valuable feedback

- Most important – give honest feedback regularly – the good and the bad – both are necessary – “Friday Follow Ups/Monday Motivations”
<table>
<thead>
<tr>
<th>Solutions</th>
<th>Professional Evaluation Assessment Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Standards</td>
<td>• Organizational skills</td>
</tr>
<tr>
<td></td>
<td>• Quantity of Work</td>
</tr>
<tr>
<td>Professional Evaluations</td>
<td>• Quality of Work</td>
</tr>
<tr>
<td>Probation Period</td>
<td>• Comprehension of lab procedures</td>
</tr>
<tr>
<td></td>
<td>• Performance under pressure</td>
</tr>
<tr>
<td></td>
<td>• Judgement and critical thinking</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>• Perseverance</td>
</tr>
<tr>
<td></td>
<td>• Self confidence</td>
</tr>
<tr>
<td>Competencies</td>
<td>• Professional Ethics</td>
</tr>
<tr>
<td></td>
<td>• Initiative</td>
</tr>
<tr>
<td></td>
<td>• Attitude toward Criticism</td>
</tr>
<tr>
<td></td>
<td>• Punctuality and Attendance</td>
</tr>
<tr>
<td></td>
<td>• Appearance</td>
</tr>
<tr>
<td></td>
<td>• Interpersonal; relationship with peers and faculty</td>
</tr>
<tr>
<td></td>
<td>• Teamwork</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of lab/classroom policies and procedures</td>
</tr>
</tbody>
</table>