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Lessons Learned in Health Professions Education during the COVID-19 Pandemic: Closing Session

May 25, 2021
1:00 pm – 2:00 pm EDT

12-1pm CDT & 10-11am PDT & 7pm CEST

WORKSHOP 1&2 PLANNING COMMITTEE CO-CHAIRS

Session Facilitator: Zohray Talib, IHPE Forum Co-chair

Workshop Part 1

- Mary Jo Bondy, Physician Assistant Education Association
- Darrin D'Agostino, Texas Tech University Health Sciences Center

Workshop Part 2

- Jody Frost, National Academies of Practice
- Miguel Paniagua, Medical Advisor, National Board of Medical Examiners

Workshop Series

- Workshop Part 1 (Dec 20, 2020)
- Scenario-based planning (Apr 7, 2021)
- Breakout group discussions (Apr 21, 2021)
- Workshop Part 2 (Apr 22, 2021)
- Closing Session (May 25, 2021)

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What did we learn in Workshop 1?

LOTS BUT ARGUABLY NOTHING NEW!

- COVID brought to light the long-standing weaknesses in HPE
- Some of these weakness have been around for decades

HPE has an unsustainable business model (lack of experiential training sites; increasing costs to the learner; HPE students do not value online education over in-person learning)

There is no coordination body bringing all HPE together for shared learning and future planning, so what happens with the next unforeseen crisis?

Pivot to virtual learning was rapid but haphazard – lots of sharing but done haphazardly and not consistently with the necessary support and infrastructure

Regulators/accreditors are a key: pivoted to telehealth/online education was rapid with inconsistent support from regulators

Vulnerable populations are more susceptible than realized (low SES, elderly, minority)

Many students forced back into precarious or chaotic home environments (on-campus schooling provided calm, stability, and a socially & educationally supportive environment)

Social isolation is negatively impacting the mental health of many students

Educators moved mountains to assist students but students often felt neglected – repeatedly canceled high-stakes tests, pulled from clinical learning

Educators were stressed and overwhelmed at first but eventually fell into a rhythm – work and life were often conflated

The pandemic had a disproportionate impact on female faculty

Educators in the clinical learning environment were and remain challenged for engaging students

Overarching Messages – Workshop 1

Systems that had emergency planning, institutional support, and infrastructure in place were more easily able to pivot to online learning and telehealth

Now—in the midst of the pandemic—is the time to begin assessing and planning ahead

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"What seems to be a good thing from a narrow perspective might actually have unintended, negative consequences in the system."
- Workshop 1 Presenter, Pinar Keskinocak

"We need better visibility about the impact of an action in one part of the system on other parts of the system and we also need to combine these with proper incentives and effective communication to ensure that the choices of individuals or subgroups align with the overall system's objectives."

Scenario-based Strategic Planning

Overarching Objective

To learn lessons in HPE during the COVID-19 pandemic and apply those lessons to grand challenges in HPE

Lessons led to Key Questions

1. How do we prepare for the next crisis in HPE when we don't know what that crisis will be?
2. How do we address long standing challenges in HPE that reached a tipping point during the pandemic?

Identified Needs (scenario planning)

Interprofessional communities of practice	for sharing ideas and research
Education research	gather data and evidence & identify platforms for sharing findings
Communication	among leadership, faculty, and students; and between education & practice; and between education & community members
Community-engaged education	for reaching underserved populations & to build public trust
Policy & advocacy	accreditation; licensure

Impacts & Opportunities (breakout groups)

HPE Stakeholders

- Students
- Faculty/preceptors
- Patients/communities
- Administration/institutions

Mary Jo Bondy, D.H.Ed., MHS, PA-C
CEO, Physician Assistant Education Association

Impacts on HPE Stakeholders

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Impacts on HPE Stakeholders

Jody Frost, PT, DPT, Ph.D., FAPTA, FNAP

Immediate Past President, National Academies of Practice

Opportunities

- Virtual platforms for learning and collaborating

- Re-think high stakes tests

- Focus on stress & burnout among faculty and students

- DE&I, and safe learning environments, and equity

- Incorporate Social determinants into HPE

What is needed?

- Changes in policy
- Evaluate impacts of learning strategies and educational models
- New testing modalities
- Design flexible solutions
- Enhance faculty development
- Empower Leadership to prioritize critical areas for integration into institutional culture
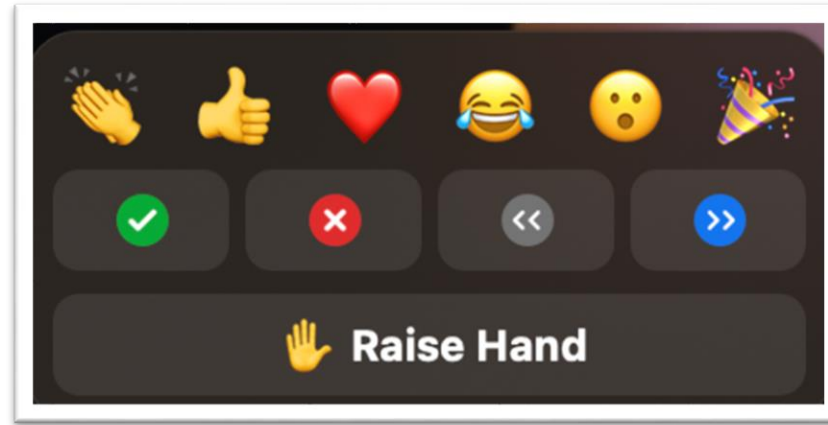
Sylvia Trent-Adam, Fmr Deputy Surgeon General

Darrin D'Agostino DO, MPH, MBA

Provost and Chief Academic Officer, Texas Tech University Health Sciences Center
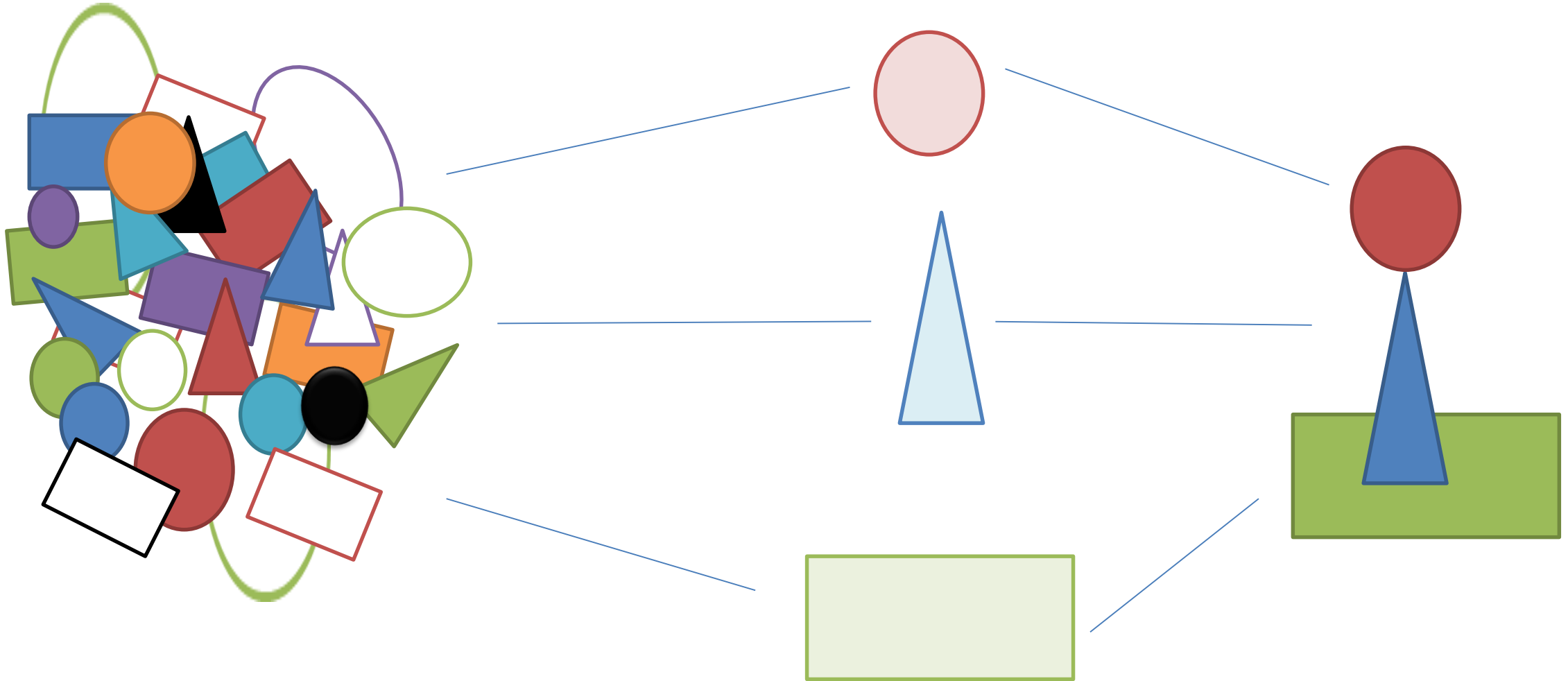
Participant Reactions (Post-Workshop, Part 2)

"We can't get caught unprepared again"

- "Where to go from here as a collective, what can we do best together?"
- "How do we make including educational opportunities part of the discussion of EVERY innovation."
- "Our residents and students were shut out of clinical training opportunities during emergency of COVID, but this may become a pattern as greater changes occur in health care delivery . . . worth considering what a non-hospital based educational curriculum and experiential curriculum would look like."

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So Many Questions . . .

- Where does public health fit within all health professions training?

- What is the evidence for doing what we're doing?

- Are HP students and trainees part of the health system or observers of the health system?

- Does HPE need to shift to a competency-based model?

- Is HPE attending to the mental health stressors of learners, faculty, and leadership?

- What is the role of interprofessional and cross-sector collaboration during a crisis?

- How can faculty and leaders role model the importance of DEI?

- Can HPE be more community-engaged?

- Is there room in the curriculum to address health promotion? Or should that be the foundational training model for all the health professions?

Out of Chaos comes Clarity

In the end . . .

How do we deal with all the complexities of HPE to ensure we are prepared for the next crisis?

. . . while also strengthening HPE during non-crisis times?

One strategy . . .

Toby Brooks, PhD, LAT, ATC, CSCS

Director of Faculty Development, LevelUp Development Series, Associate Professor, Department of Rehabilitation

Texas Tech University Health Sciences Center

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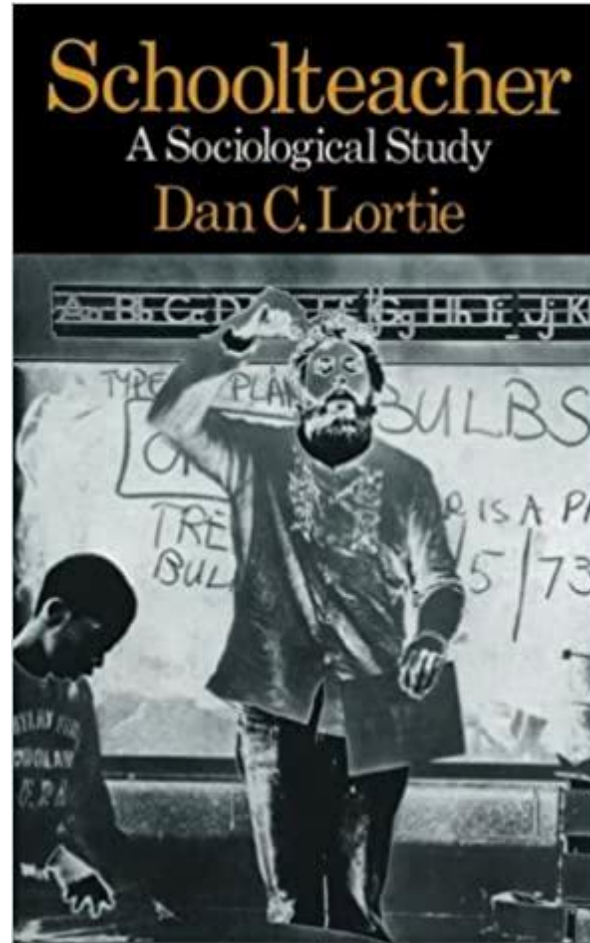SCIENCES · ENGINEERING · MEDICINE

The Know-Do Gap: The Disconnect

Knowledge/EBP

Behavior/Clinical Px

Building a Bridge...While Crossing it

All That Is Old is New Again

Plugged In

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Zohray Talib, MD, FACP

Chair, Department of Medical Education

California University of Science and Medicine School of Medicine

Bringing it All Together

- Discussion with the speaker
- Then bring it all together to close the workshop

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Thank you!