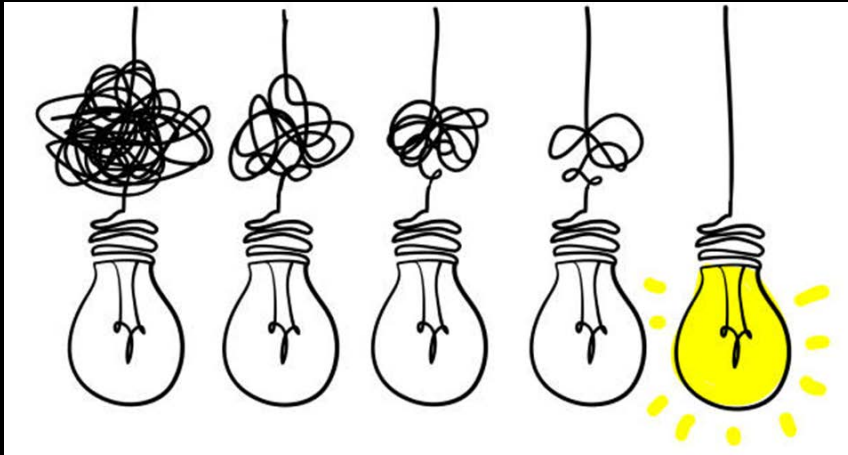


Lessons Learned in Health Professions Education (HPE) from the COVID-19 Pandemic

An Exploratory Conversation



Part 1: LOOKING BACK & MOVING FORWARD

Valerie N. Williams, PhD, MPA, University of Oklahoma Health Sciences Center | Facilitator

Skylar Stewart-Clark, PhD, PA-C, Charleston Southern University | Speaker

Pinar Keskinocak, PhD, Georgia Institute of Technology | Speaker

David Daniel, PhD, James Madison University | Speaker

Part 1: Looking Back and Moving Forward

CONFLICT OF INTEREST DISCLOSURE

Valerie N. Williams, Ph.D., has no
conflicts of interest

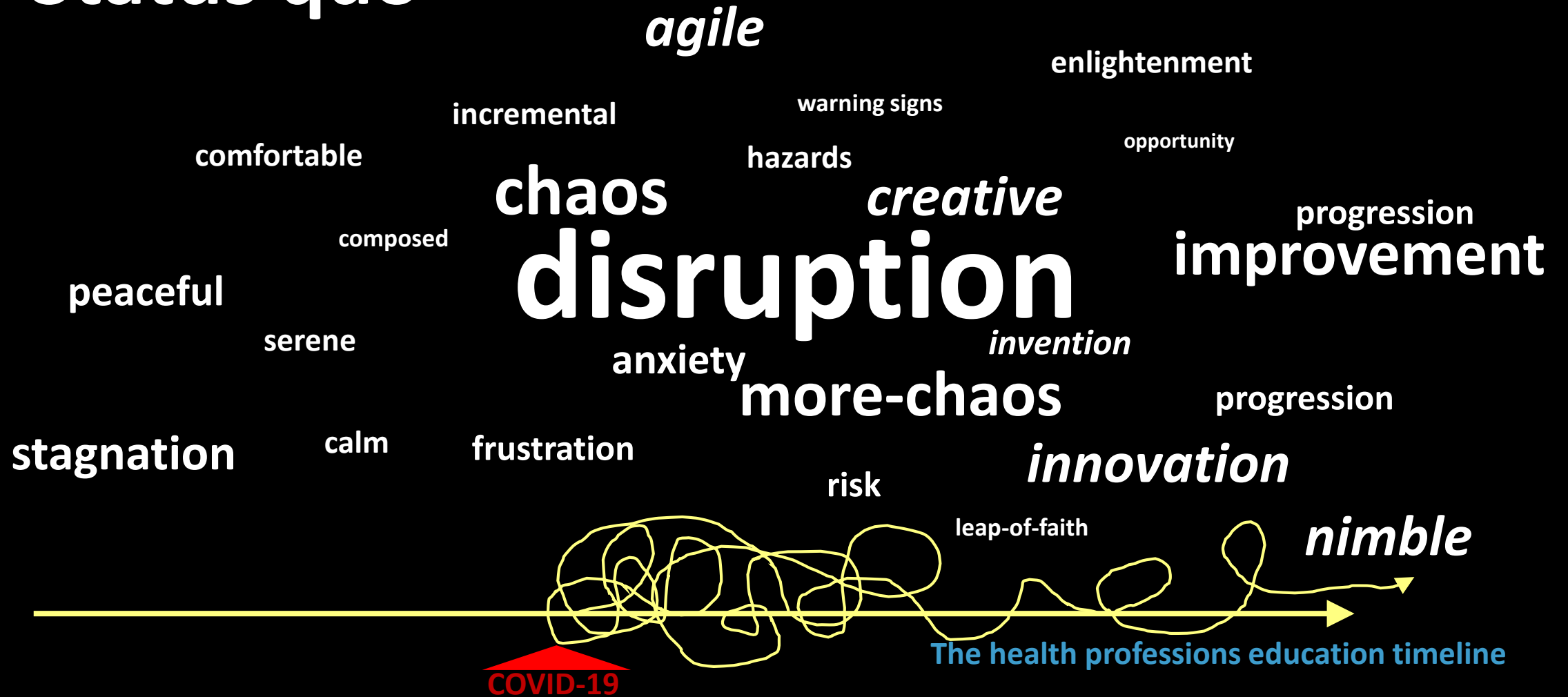
(add disclosures for each speaker)

Status quo

hope
enlightenment
warning signs
incremental
chaos
hazards
opportunity
comfortable
leap-of-faith
composed
anxiety
disruption
stagnation
progression
hope
peaceful
serene
frustration
anxiety
frustration
disruption
stagnation
progression
calm
frustration
hope
leap-of-faith

The health professions education timeline

Status quo



We have witnessed **awesome resolve and commitment** among our health professions and HP educator colleagues! In the face of tremendous adversity they have shown the world....

compassion strength

We must remember to turn the care and concern shown to others inward as well.

We can and should recognize and respect the anxieties, fears, and personal traumas health professionals and HPEs are experiencing during COVID. We help each other through loss and grief, we help each other build resilience. We help each other celebrate small wins. We do these things when compassion and caring are present in our treatment of each other.

**When we share these values, ideals, principles, and practices –
that makes us stronger together.**

change

desired *new state*

change

intentional



incidental



incremental



Perhaps only two types of *people like change*:

People who designed the change

...see the natural beauty or logic of the change. These innovators and early adopters of change see possibilities beyond what is happening now and appreciate the role of intentional action to achieve a desired result.

Most (but not all) other people see neither beauty, nor logic in the proposed change. Some are comfortable with the status quo; others are attending to other matters and do not want to be distracted. Some like the cliché, “**If it ain’t broke don’t fix it.**” Some recognize that change may be needed but see the impending discomfort to a secure routine that change will create.

People caring for the wet baby

...realize that without a change matters are only going to get worse!

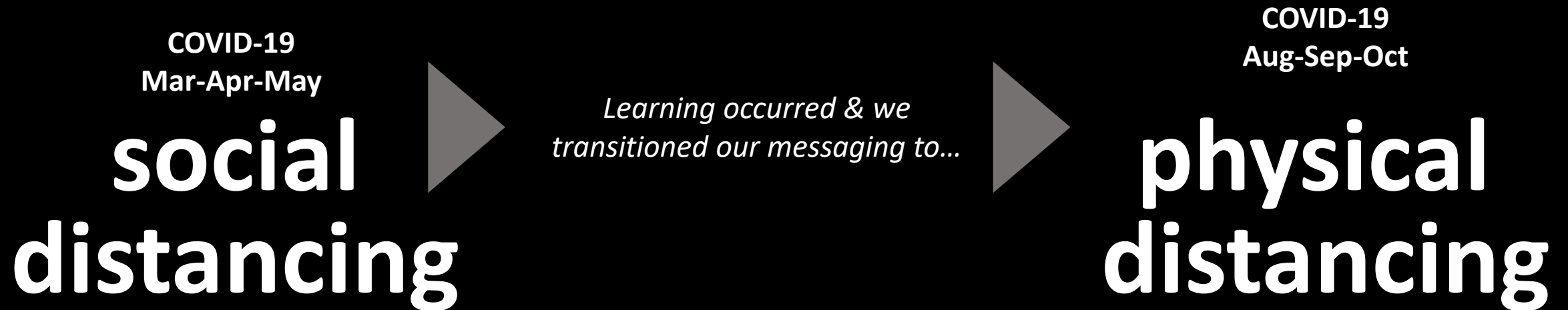
Metaphorically speaking, *a wet baby, gets it about the need for a change.* The wet baby is already uncomfortable with the current situation and knows not being wet is a better state.

COVID introduced Health Professions Educators to both roles at the same time—

Designers of change &

Caretakers of the wet baby

Designers and **caretakers** can each employ rapid cycle learning to facilitate the change process. We are seeing it in COVID and adaptations to higher education communications about mitigating risk...





Quick Poll

3 questions



PAST

- What were **your top 3 concerns before** the pandemic disrupted HPE

PRESENT

- What are your **top 3 concerns now**, during the pandemic

FUTURE

- What are your **top 3 concerns for the future of HPE**

Part 1: Looking Back and Moving Forward

- **Skylar Stewart-Clark, PhD, PA-C**
Charleston Southern University

Using experience to inform intervention

- **Pinar Keskinocak, PhD**
Georgia Institute of Technology

Using a systems approach to inform the future

- **David Daniel, PhD**
James Madison University

Moving from Surviving to Thriving: Developing Actionable Evidence

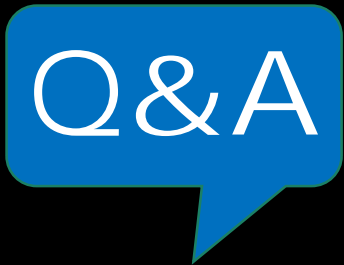
Part 1: Looking Back and Moving Forward

- **Skylar Stewart-Clark, PhD, PA-C**
Charleston Southern University

Using experience to inform intervention

- **Pinar Keskinocak, PhD**
Georgia Institute of Technology

Using a systems approach to inform the future



- **David Daniel, PhD**
James Madison University

Moving from Surviving to Thriving: Developing Actionable Evidence

Thank you for joining this first session in today's workshop. We are embarking on this exploratory conversation—to highlight our “experiences in HPE during COVID” because we are wondering – are these experiences enlightening our thinking in ways that could lead to a **“shift in HPE toward 21st century best practices in learning for a more effective health workforce?”**

In this session we highlighted experiences shared by faculty who have been meeting each challenge of COVID as it emerged; we've been anchored in a systems perspective about COVID as an incident-based opportunity for rapid cycle learning; and we've opened our perspectives on assessing and measuring changes that we intend and those that will influence us due to the scope of the disruption to HPE that COVID introduced.

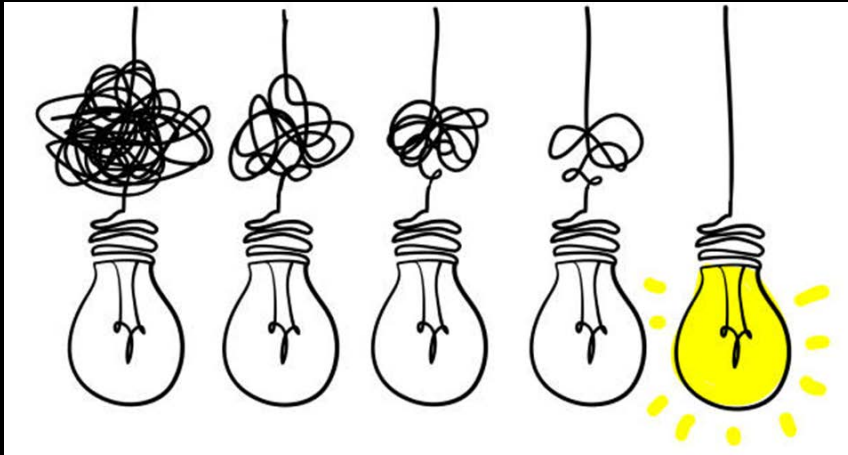
Thank you Skylar, Pinar and David for excellent contributions to this conversation *and* thank you workshop participants!

I'll turn things back over to our Workshop co-chairs, Dr. Mary Jo Bondy and Dr. Darrin D'Agostino to introduce the next segment.



Lessons Learned in Health Professions Education (HPE) from the COVID-19 Pandemic

An Exploratory Conversation



Part 1: LOOKING BACK & MOVING FORWARD

Valerie N. Williams, PhD, MPA, University of Oklahoma Health Sciences Center | Facilitator

Skylar Stewart-Clark, PhD, PA-C, Charleston Southern University | Speaker

Pinar Keskinocak, PhD, Georgia Institute of Technology | Speaker

David Daniel, PhD, James Madison University | Speaker