



JOSIAH MACY JR. FOUNDATION

COVID-19 and the Impact on Medical and Nursing Education

December 1, 2021



COVID-19 and the Impact on Medical and Nursing Education

July 12 – 15, 2021

Lepaine Sharp-McHenry, DNP, MS, RN

Conference Co-Chair

Dean, Simmons University College of Natural,
Behavioral, and Health Sciences

Alison Whelan, MD

Conference Co-Chair

Chief Academic Officer, Association of American
Medical Colleges

Holly J. Humphrey, MD, MACP

President, Josiah Macy Jr. Foundation

Preview of Webinar

- Background, overview, & vision statement
- Conference themes & recommendations
- Concluding comments
- Discussion

Background

- The COVID-19 pandemic highlighted persistent challenges in health professions education (HPE) and heightened the need to make transformative change
- Practical and logistical challenges in HPE encountered during the pandemic led to the evolution of innovative solutions that evolved in response
- To help improve HPE learning environments, the Josiah Macy Jr. Foundation hosted a virtual conference in July 2021: *COVID-19 and the Impact on Medical and Nursing Education*

Conference Overview

- 53 leaders in health professions education, health care delivery, learners, and educational accreditors
- 11 commissioned papers and 6 case studies
- 4 days of deliberations generated consensus recommendations
- Recommendations refined by the planning committee
- Final product reviewed and approved by all conferees
- Special *Academic Medicine* issue consisting of the conference recommendations and commissioned papers



Conference Vision Statement

To improve the health of people and communities, we—the people who work and learn in health professions learning environments—will build on the lessons learned from and the momentum created by the COVID-19 pandemic. We commit to transforming health professions education so that it continuously adapts, achieves equity for all, and enriches the human experience of giving and receiving care.

Conference Themes

- Health care inequities and disparities
- Mental health and well-being of frontline healthcare workers
- Weaknesses exposed in traditional HPE models
- Adoption of technology-based solutions
- Traditional hierarchies in HPE which inhibit the contributions and autonomy of learners

Recommendation I

Leaders and educators in academic health systems and health professions education institutions must collaborate with their learners to enhance HPE by redesigning learning environments to prioritize anti-racism, diversity, equity, inclusion, and cultural humility; working with learners to co-create HPE learning experiences; and defining meaningful roles for learners in the local community.

Action Step for Recommendation I



Recommendation II

Health system and HPE leaders and educators must facilitate adoption of competency-based and interprofessional education across the HPE continuum from matriculation to licensure to career-long continuing education.

Action Step for Recommendation II



Recommendation III

HPE leaders, educators, and learners—together—must examine and eliminate the detrimental effects of the social determinants of education on HPE learners and build equitable learning environments for everyone.

Action Step for Recommendation III



Recommendation IV

HPE leaders, educators, and learners must work together to build learning environments that nurture professional identity formation and foster personal integrity, mutual respect, compassion, personal well-being, and belonging among those who work and learn within them.

Action Step for Recommendation IV



Recommendation V

Leaders of national and state agencies that influence HPE as well as leaders of academic health systems and HPE schools must identify and eliminate racism, oppression, harmful biases, and inequities in all HPE policies, procedures, and practices. The objective should be to adopt and continually refine anti-racist, anti-discriminatory curricula and practices, including those in patient care and in all academic health systems and health professions institutions.

Action Step for Recommendation V





Questions & Responses

Please use the Q & A function to ask questions

https://journals.lww.com/academicmedicine/Citation/9000/Josiah_Macy_Jr__Foundation_Conference_on_COVID_19.96470.aspx



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- [Maine May Require All Healthcare Workers to Get Flu Shots](#), Bangor Daily News, October 5, 2020. Mike Simons/Tulsa World, via Associated Press
- [Some Medical Students Celebrate with COVID Vaccine Selfies as Others Wait in Line](#), New York Times, January 14, 2021. Jacob Ford/Odessa American, via Associated Press
- [Medical Education During COVID-19: Lessons from a Pandemic](#). BCMJ, vol. 62, No. 5, June 2020, Pages 170-171 Special Feature COVID-19.
- [Alumni Association Resources Help Support Medical Students](#), Loma Linda University School of Medicine.
- [Medical Students Step Up to Support the COVID-19 Effort](#), UCL Medical School, January 29, 2021.