

Ronald M Harden | Pat Lilley

THE EIGHT ROLES OF THE MEDICAL TEACHER

The purpose and function of a teacher in
the healthcare professions



Foreword by
John Norcini

ELSEVIER

The Generic Competencies of the 21st Century Health Professionals

Vishna Devi Nadarajah
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Setting the Scene

Factors affecting Healthcare and Health Professions Education Workforce

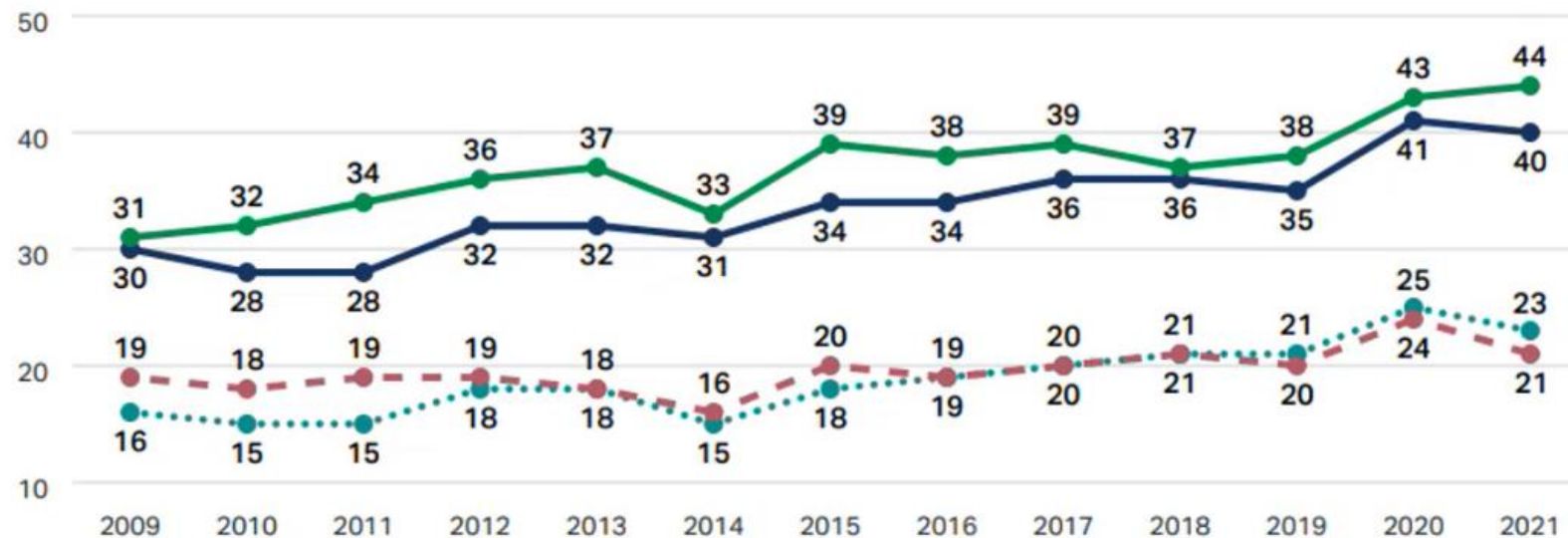
- Exit from Workforce
- Wellbeing
- Digital Transformation

State of the Global Workplace: 2022 Report

Daily Negative Emotions

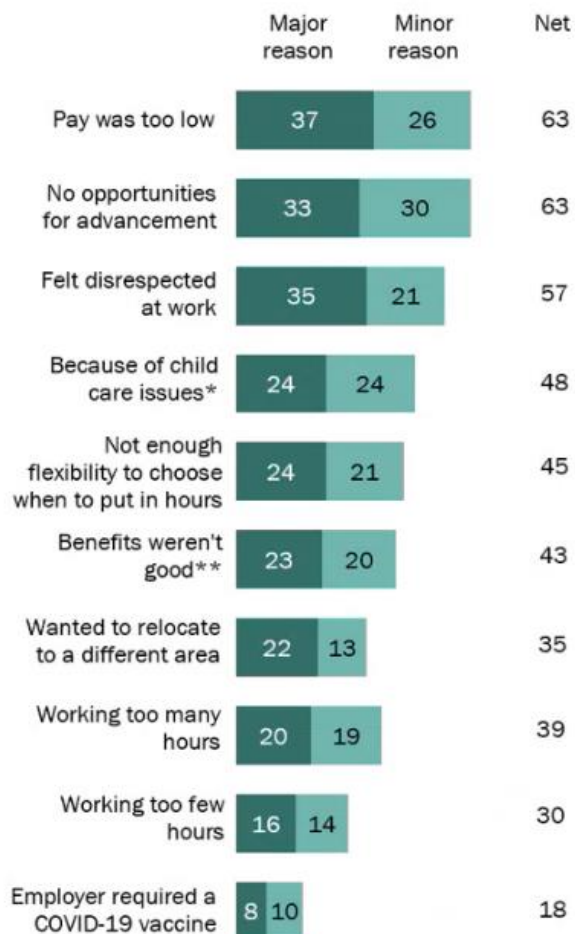
Did you experience the following feelings during A LOT OF THE DAY yesterday? How about [worry, stress, anger, sadness]?

● % Stress ● % Worry ● % Anger ● % Sadness



Top reasons why U.S. workers left a job in 2021: Low pay, no advancement opportunities

Among those who quit a job at any point in 2021, % saying each was a ____ why they did so



*Among those with children younger than 18 living in the household.

**Question provided health insurance and paid time off as examples.

Note: Figures may not add to subtotals due to rounding.

Source: Survey of U.S. adults conducted Feb. 7-13, 2022.

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Reasons

College graduates who quit a job are more likely than those with less education to say they're now earning more, have more opportunities for advancement

Among employed U.S. adults who quit a job in 2021, % saying that, compared with their last job ...

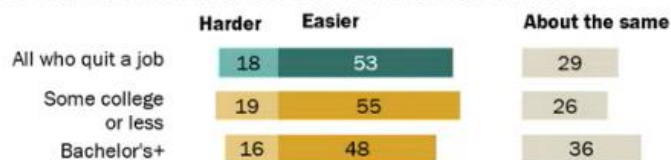
They are now earning ____ money



They now have ____ opportunities for advancement



It is now ____ for them to balance work and family responsibilities



They now have ____ flexibility to choose when they put in their work hours



They now have ____ benefits, such as health insurance and paid time off



Note: Share of respondents who didn't offer an answer not shown. "Some college" includes those with an associate degree and those who attended college but did not obtain a degree. Source: Survey of U.S. adults conducted Feb. 7-13, 2022.

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Outcomes

Factors Affecting Work-life balance of Faculty in Higher Education

- Lack of tenured positions (contractual limitations)
- Discrimination or harassment and lack of transparency in decision making.
 - Gender or sociocultural inequality,
- The level of stress and tension due to:
 - Lack of career progression opportunity
 - Classroom workload,
- Pressure of publication of scientific articles, research funding
- Compliance with deadlines and performance constants by the programs.

Challenges faced by Health Professions Educators

Tensions common to both active PG Health Professions Educator Students and graduates

Balancing multiple intersecting identities

Educator careers are undervalued

Educator careers are less well defined

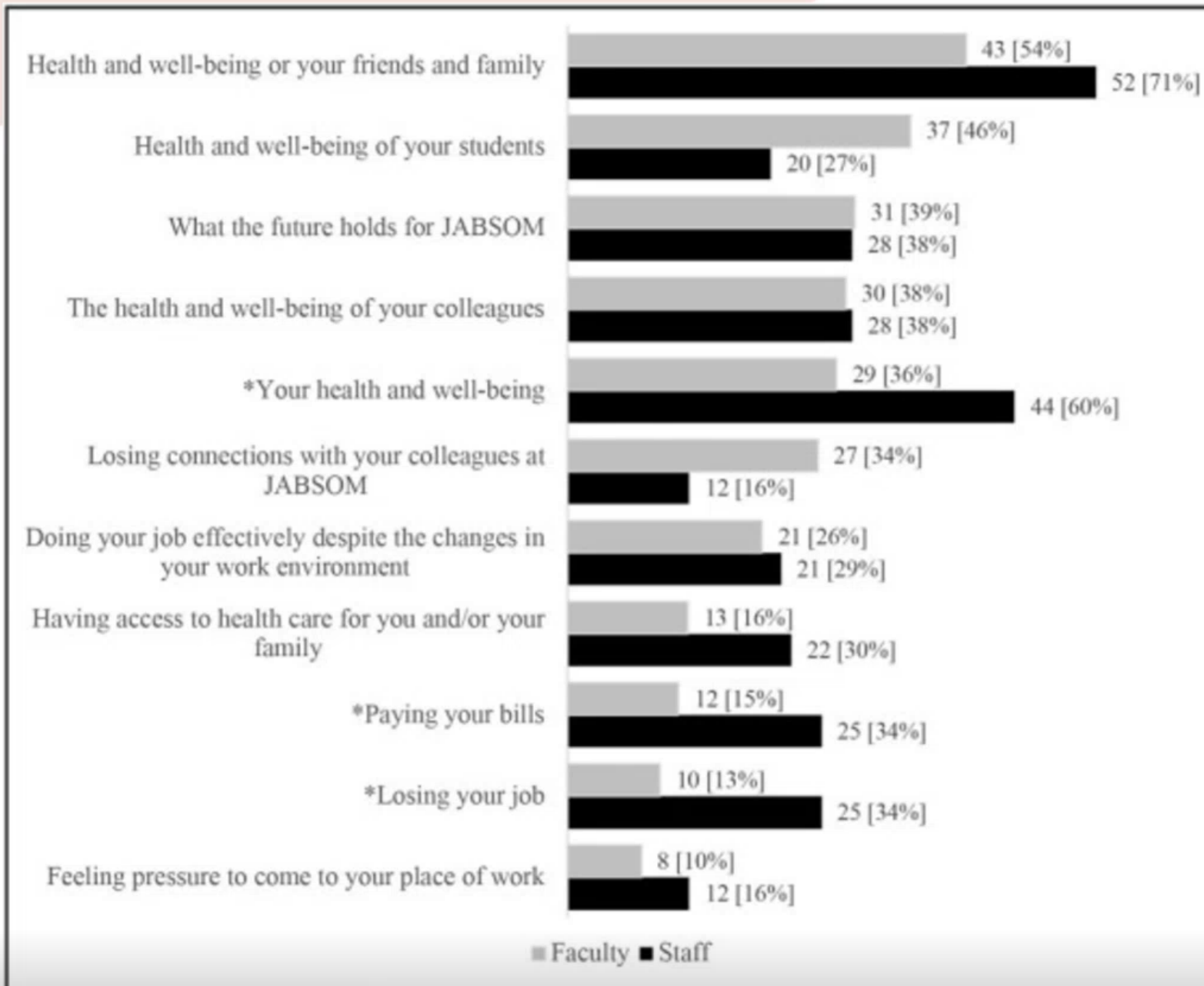
Translating theory to practice

Educator careers are financially disadvantaged

Challenges towards further development and staying up to date



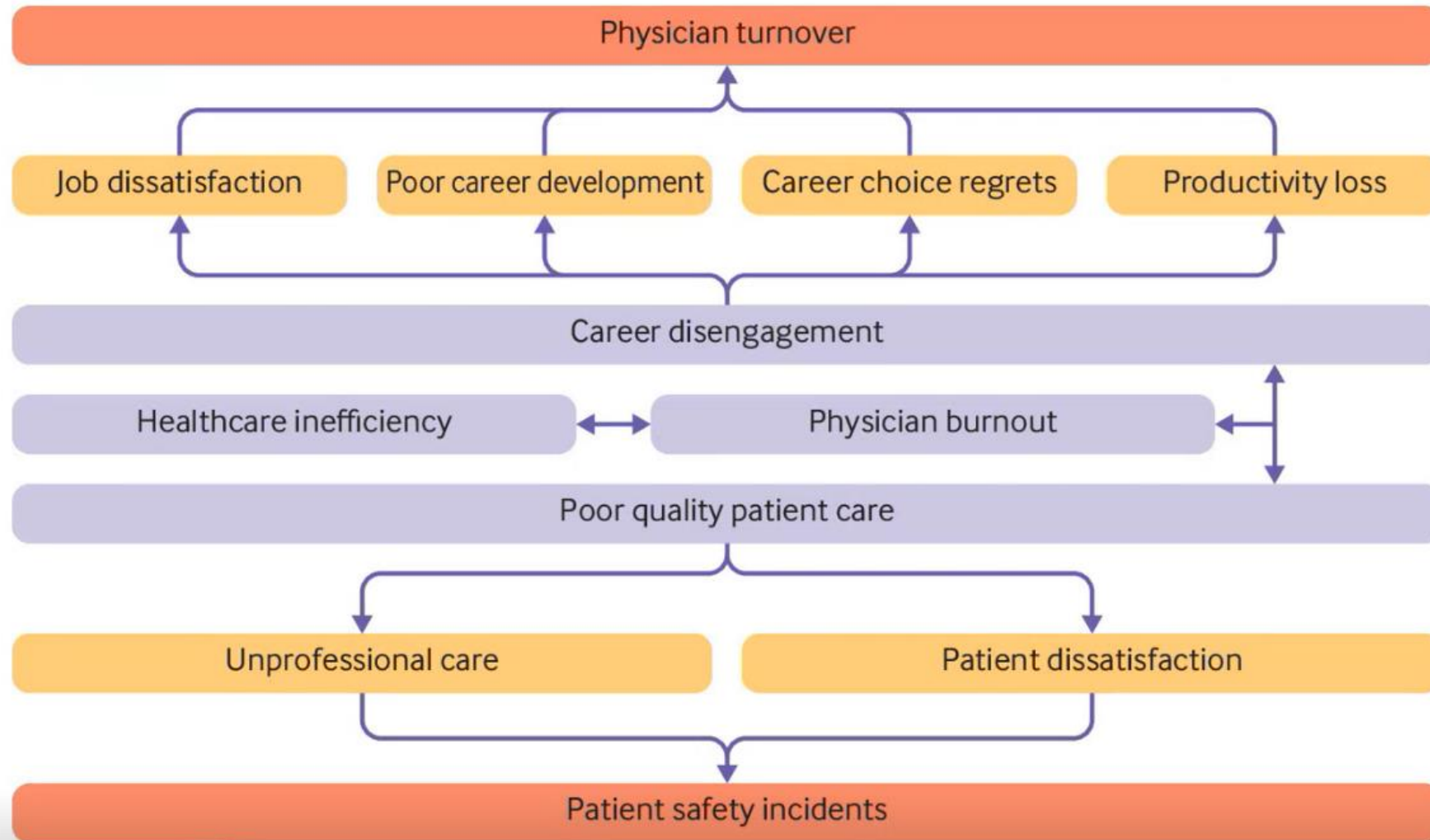
HPE CONTEXT : WHAT ARE THE WELLBEING
CONCERNS & CHALLENGES?



Medical Faculty and Staff Concerns (Early phase pandemic)

- Health and wellbeing
- Career /Job
- Community

IMPACT OF LOWER FACULTY WELL-BEING





Impact to Higher Education (Medical or Health Professions Education)

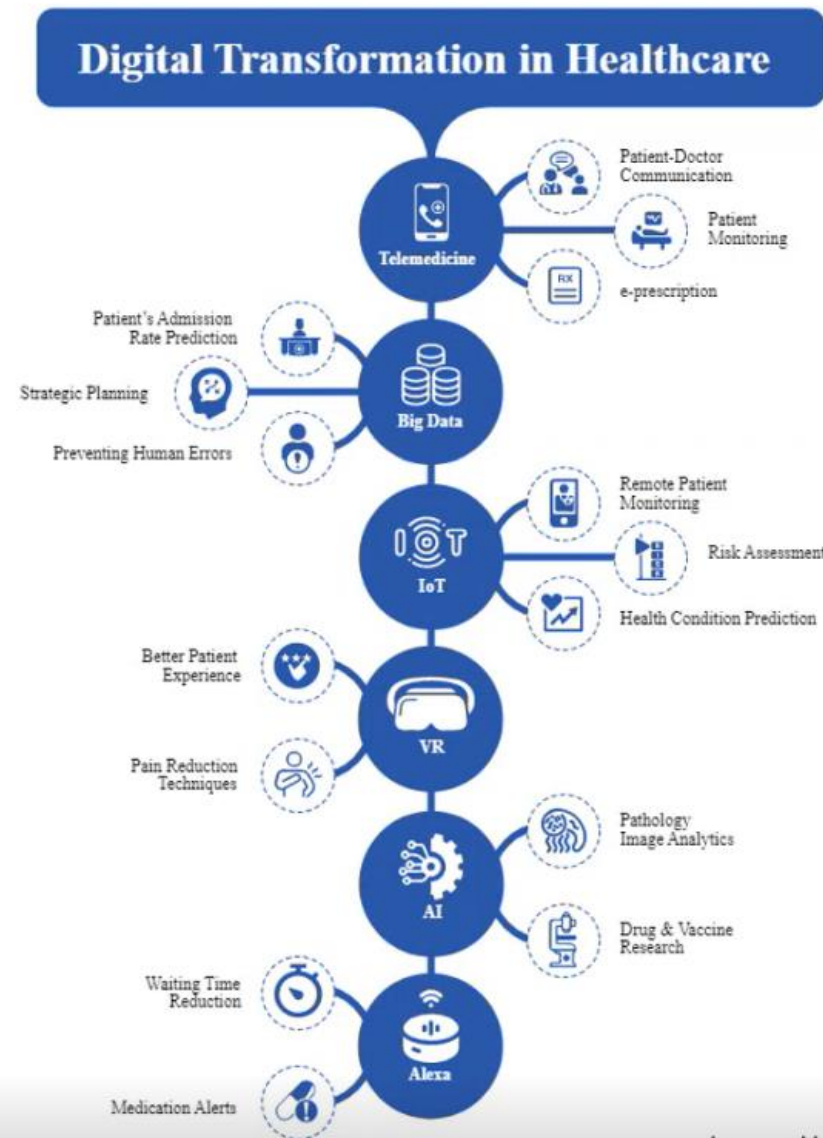
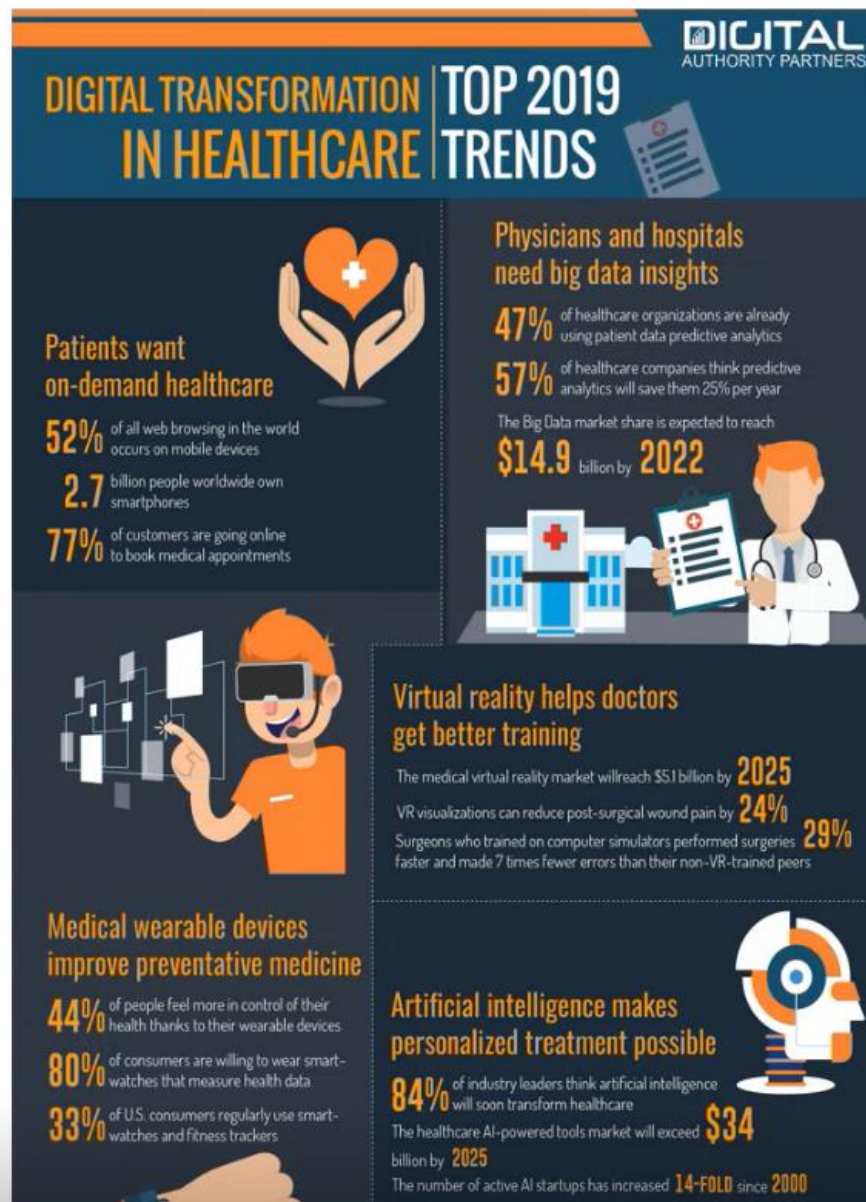
- Faculty and Professional Staff Attrition
- Educational, Clinical , Community Services offer by university disrupted
- More workload for existing staff
- Accreditation and Ranking can be impacted
- Higher costs / time for rehiring, retraining and assimilation

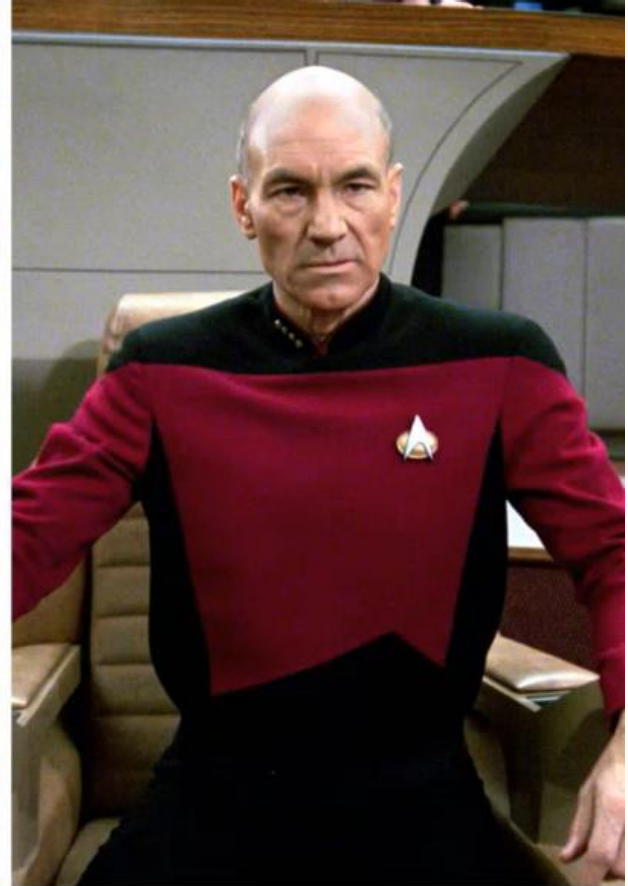
CAREER WELLBEING A PRIORITY

- Career wellbeing : an integral part of sustainable organizational growth, beyond income and linked to workplace purpose and happiness.
- The covid-19 crisis a pivotal turning point: How higher education and healthcare leaders respond will determine the future and sustainability of health professions educators' wellbeing.
- What is the HPE Context for Career Wellbeing ?
 - Consider the many roles we play including being supervisors and students



CHANGES IN HEALTHCARE

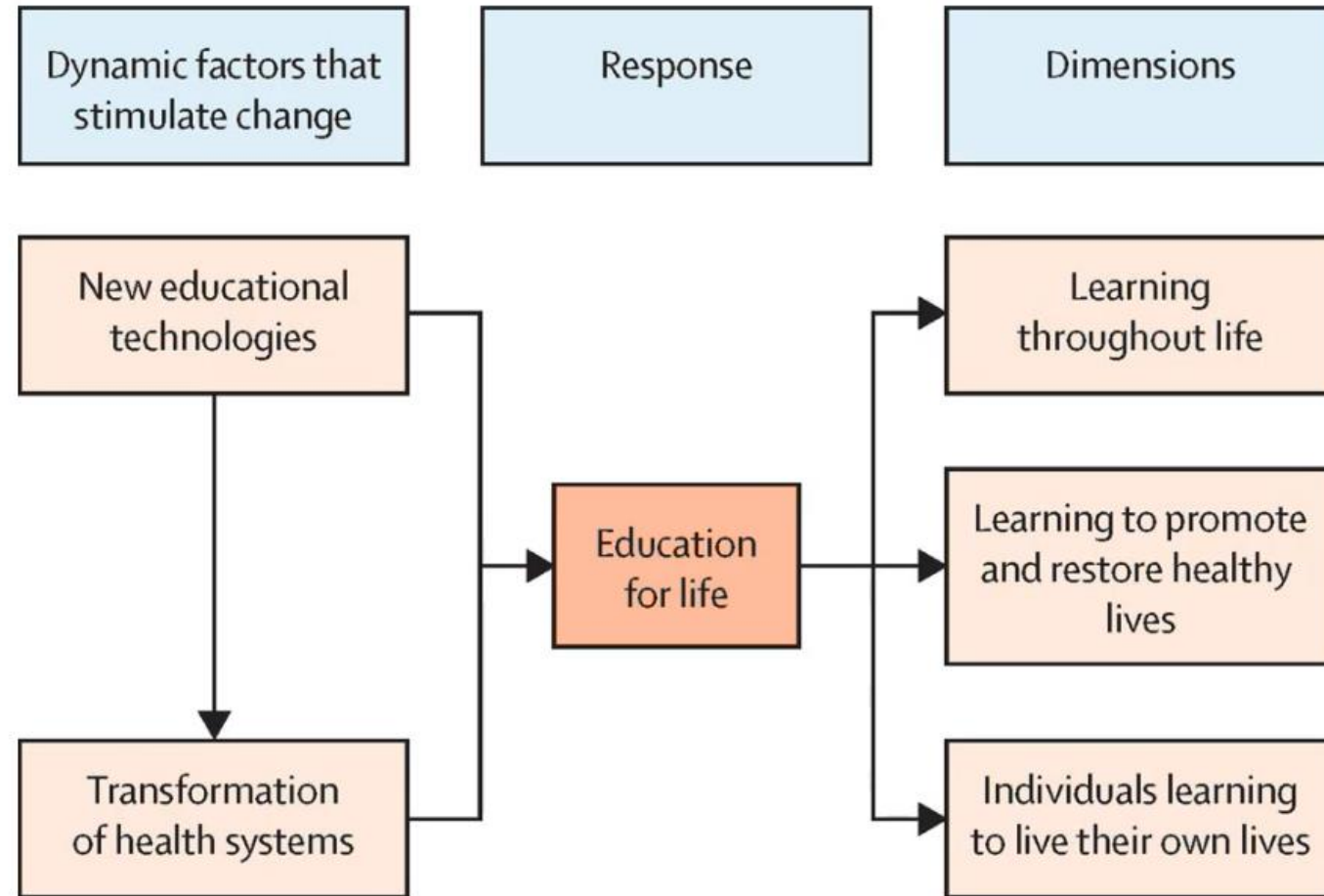




What does Digital Transformation Mean for Humans?

- Part of a collective
- Clones who are sentient
- Enhanced Individuals with assimilated technologies
- Enhanced Life Expectancy

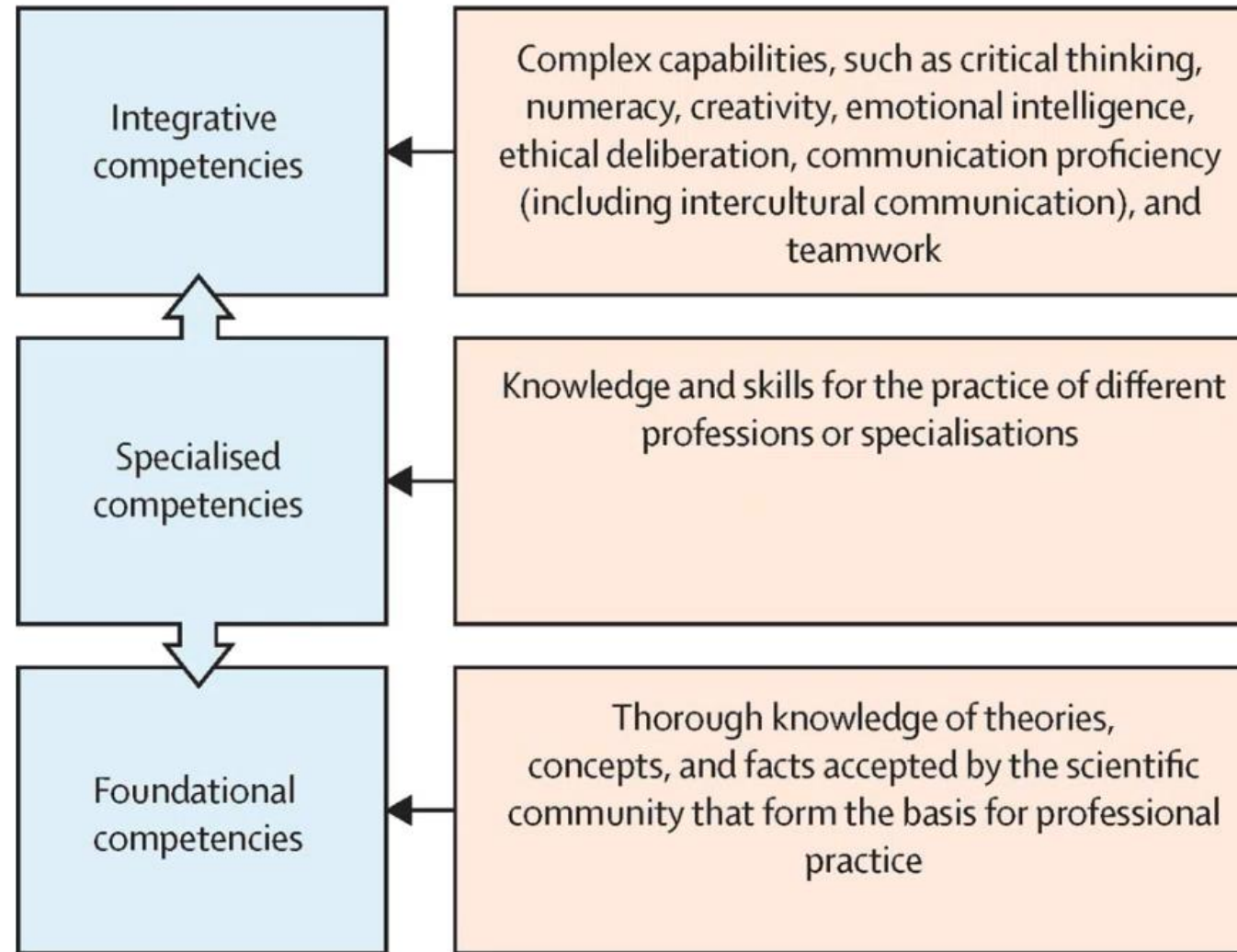
How will these factors Impact the
Healthcare Workforce?



Challenges and opportunities for educating health professionals after the COVID-19 pandemic

Julio Frenk, Lincoln C Chen, Latha Chandran, Elizabeth O H Groff, Roderick King, Afaf Meleis, Harvey V Fineberg

The Lancet, Vol. 400, No. 10362, p1539–1556



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Panel 3: Recommendations

Use education for life as a principle for health-professional education:

- Learning throughout life to maintain professional excellence in the constantly developing environment of scientific discovery, technological improvement, and environmental and social change
- Learning to promote and restore health and to improve the lives and wellbeing of individuals, families, and communities
- Individuals learning to successfully live their own lives, to balance work and other activities, and to preserve a sense of purpose, service, and mental vitality

Use competency-based education in new areas including:

- Information technology and big data interpretation
- Artificial intelligence and machine learning in health-care decision making
- Telemedicine uses and limitations
- Social determinants of health and health equity
- Climate change and health; One Health; and planetary health
- Communication using social media to increase evidence-based understanding and to counter health misinformation
- Ethical dilemmas about new technology, such as genetic engineering

- Teamwork and leadership for excellence in clinical care and progress in population health; aiming to improve health, improve the experience of care for a patient, and increase efficiency
- Interprofessional collaboration, including population health; practitioners and non-health professionals working collaboratively in health-care organisations, aiming to improve institutional and system-wide processes

Use learning technology to make health professional education effective, efficient, and inclusive; to encourage transprofessional collaboration at clinical, institutional, and systems levels; and to make the education of health-care professionals resilient to future pandemics, any similar disruption, and the changing needs of society:

- Innovate on blended educational models
- Increase institution-to-institution global education networks and consortia
- Develop enhanced robotics and simulation training
- Implement experiential learning in multiple professions and areas of expertise
- Prepare staff for success in a technology-dependent learning environment
- Rigorously assess educational interventions to improve learning and teaching

Education for life

Competency based education

Using learning technologies to enhance HPE

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Are we ready as educators ?

What are our roles as teachers ?

What competencies would be need?

Solutions:



- Educator Competencies