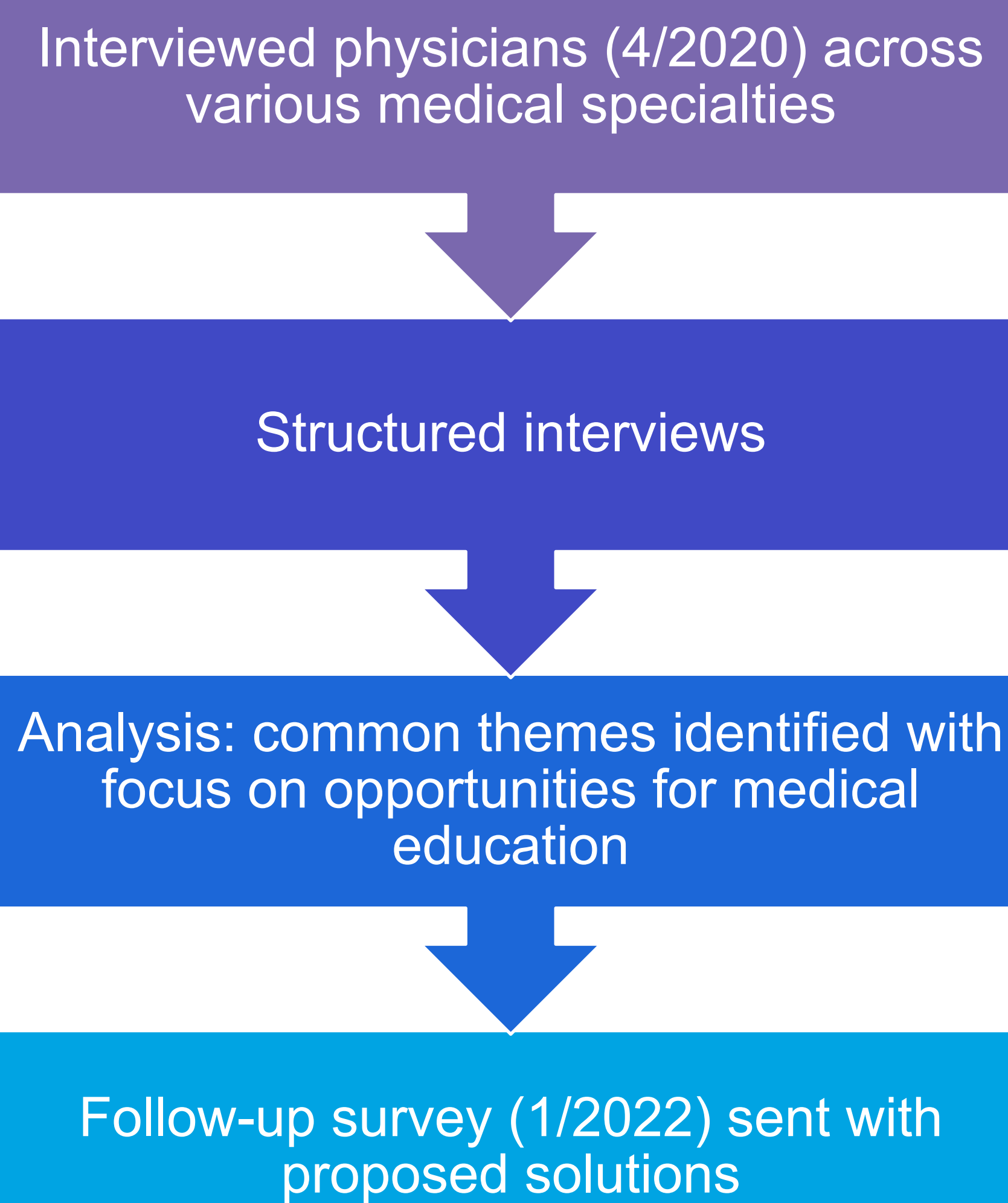


## Background

- March 2020
  - WHO declares COVID-19 a pandemic
  - President declares state of National Emergency
  - Non-emergent procedures put on hold
  - PPE shortage
- Challenges from pandemic demonstrated existing flaws in healthcare
- Sought to explore these challenges as opportunity to improve medical education

## Methods



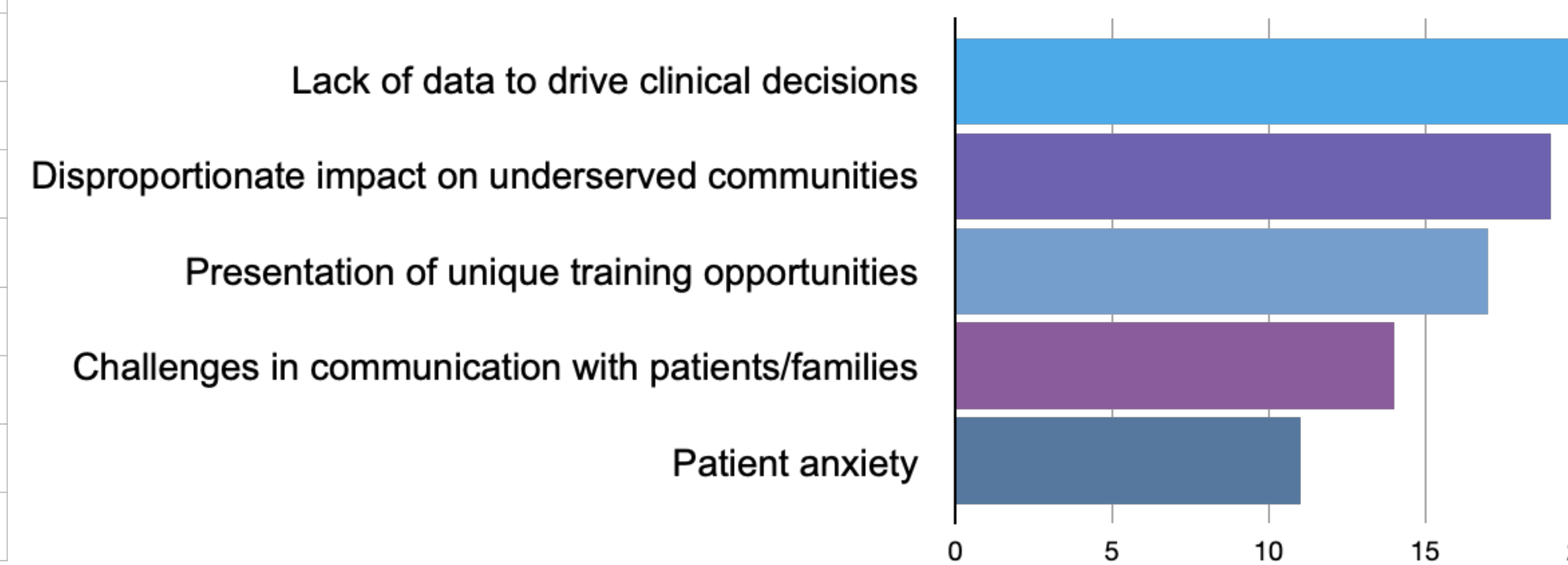
IRB Approval #20-1072

## Results

### Physicians interviewed and their specialties

|                    |   |                    |           |
|--------------------|---|--------------------|-----------|
| Addiction medicine | 1 | Oncology           | 1         |
| Anesthesiology     | 1 | Ophthalmology      | 1         |
| Critical care      | 4 | Orthopedic surgery | 1         |
| ED                 | 1 | Palliative care    | 2         |
| Family medicine    | 2 | Pediatrics         | 4         |
| Family planning    | 1 | PM&R               | 1         |
| Gastroenterology   | 1 | Psychiatry         | 2         |
| Infectious disease | 1 | Radiology          | 1         |
| Internal medicine  | 2 | Rheumatology       | 2         |
| OB/GYN             | 2 | <b>TOTAL</b>       | <b>31</b> |

### Tally of themes in April 2020 Interviews



### Representative quotes from April 2020 interviews:

“All of the [health disparities](#) that are there are even now more obvious.”

“I think this is another [opportunity](#) to show the issues with our [healthcare system](#) and [how can we change it](#), so it works better for everyone involved.”

### January 2022 follow-up survey results

| Theme                                              | Proposed Solution                                                                                                                                                                                                                   | “Strongly agree” with theme & proposed solution | Regarded issue as “very important” |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------|
| Lack of data to drive decisions                    | Challenge students to navigate cases that may lack <b>absolute answers</b> to emphasize critical thinking and problem solving.                                                                                                      | 57.1%                                           | 71.4%                              |
| Mental health impact                               | Provide <b>more integrated training on mental health disorders</b> to ensure future physicians treat patients as a whole and consider mental health regardless of specialty.                                                        | 42.9%                                           | 71.4%                              |
| Challenges in communication with patients/families | Incorporate <b>more training and practice with virtual health visits</b> and communication via phone calls.                                                                                                                         | 42.9%                                           | 50%                                |
| Disproportionate impact on underserved communities | Provide more <b>education on</b> the healthcare system in the US and topics such as <b>health policy and health economics</b> to give students the knowledge base needed to be able to make actionable change as future physicians. | 42.9%                                           | 85.7%                              |

## Conclusions

- Opportunities for positive change in medical education include:
  - Encouraging students to grapple with lack of data
  - More training in telehealth
  - Healthcare policy and reform
  - Integrating mental health training across all specialties
- Additional educational topics mentioned in follow-up survey:
  - Concept of triage
  - Training in preventive care

## Implications

- COVID-19 pandemic illuminated many opportunities to better prepare medical students to be physicians of the future, and students should be taught to:
  - Be adaptable in the face of uncertainty
  - Address healthcare inequities
  - Promote agility with new methods of healthcare delivery
- Changes to medical education now will have positive impacts on healthcare well beyond the pandemic

**Disclosures** None

## References

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