



ACCESS. INNOVATION. EXCELLENCE.

ENVISION SUMMIT

NDUS HEALTHCARE EDUCATION AND TRAINING

November 1, 2023

Study Group Participants

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- Casey Ryan – SBHE
- Pamela Jo Johnson – NDSU Public Health
- Joshua Wynne – UND SMHS
- Jerry Rostad – NDUS
- Melissa Fettig – MiSU Nursing
- Darrold Bertsch – Coal Country Community Health
- Nizar Wehbi – State Health Officer
- Jacob Marley – DSU student
- Brad Bekkedahl – ND Senate
- Doug Darling – LRSC (guest)
- Mylynn Tufte – ND Nursing Association (interviewee)
- Jon Allen – UND SMHS Simulation Center (discussant)
- Andy McLean – UND SMHS (discussant)
- Alan O’Neil – Unity Medical Center (discussant)

Generations of Faculty/Staff/Students ENVISION **2035**

	<i>Baby Boomers</i> (1946-1960)	Generation X (1961-1980)	<i>Millennials</i> (1981-1994)	iGen (1994-2012)
Historical Events during Childhood	<ul style="list-style-type: none"> • Civil Rights Movement • Vietnam War • Space Race 	<ul style="list-style-type: none"> • High Divorce Rates • Watergate • AIDS Epidemic 	<ul style="list-style-type: none"> • High Loan Debt • Declining Job Market • Helicopter Parents 	Who is iGen?
Commonly Associated Characteristics	<ul style="list-style-type: none"> • Individualistic • Strong Work Ethic • Competitive 	<ul style="list-style-type: none"> • Cynical • Independent • Family Focused 	<ul style="list-style-type: none"> • Digitally Connected • Optimistic • Focused on Self 	

From: Attardi et al, Adapting Strategically to Changing Times in Health Professions Education: A Generational Workshop for Educators. MedEdPORTAL. 2021 Feb 1;17:11084.

What is distinctive about iGen (students)? ENVISION 2035

iGen

(born after 1994)

- **Characteristics**

- Integrity
 - Honesty, Loyalty
- Openness
 - Creativity, Tolerance
- Tenacity
 - Eagerness, Determination
- Care
 - Compassion, Kindness

- **Distinctive Features**

- How they spend their time
 - Ubiquitous technology (smartphones)
- How they behave
 - Cautious, Pragmatic
- How they socialize
 - Less verbal and social skills
 - Attention span deficits

Eckleberry-Hunt J, Lick D, Hunt R. Is medical education ready for generation Z? *Journal of Graduate Medical Education*. 2018;10(4):378-381.

Seemiller C, Grace M. *Generation Z: A Century in the Making*. London: Routledge; 2019.

Wells T, Fishman EK, Horton KM, Rowe SP. Meet generation Z... *Journal of the American College of Radiology*. 2018;15(12):1791-1793.

Twenge JM. *iGen: Why Today's Super-Connected Kids Are Growing up Less Rebellious...* New York: Atria Books; 2017.

Core Concepts

GROW

Get More Scholarships and Student Support
Resource Sharing
Opportunities
Working Partnerships

Commend, *Endorse*, *Call to Action*

Core Concepts - GROW

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- **Get more scholarships and student support** – To increase student interest in a healthcare delivery or other health professions career, need to optimize and incentivize the educational/training opportunities
- **Resource sharing** – There are potential major gains to be garnered by better coordinating certain educational activities across the NDUS (such as simulation training or curriculum related to artificial intelligence, for example)

Core Concepts - GROW

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- **Opportunities** – Perhaps the most attractive (albeit the most “politically” sensitive) are those opportunities that cross school or institution lines of the constituent NDUS institutions
- **Working partnerships** – Because of the close relationship between NDUS institutions and healthcare delivery organizations across the state, there has always been an essential “public-private” partnership between the various organizations; these can be further grown and encouraged, including those in rural communities
 - The various partners in this PPP share a tight alignment between student enrollment (NDUS) and subsequent healthcare workforce supply (healthcare delivery organizations)
 - Other partnerships include NDDHHS, private industry, etc.

Areas For Programmatic Focus ENVISION 2035

- Artificial intelligence and machine learning
- Limited number of in-state clinical training sites
- Difficulty in attracting and retaining faculty (especially in nursing programs)
- Enhanced education and training in virtual care medicine (telehealth, wearable devices, etc.)
- Enhanced education and training utilizing simulation
- Expanded public and population health programming
- Enhanced training in elderly care
- Enhanced training in behavioral and mental health issues
- What did we learn from the pandemic that should inform our healthcare educational and training programming going forward?

Areas For Programmatic Focus ENVISION 2035

Area	Proposed Action
Artificial intelligence/machine learning	Call to Action
Limited number of clinical training slots	Commend/Endorse
Difficulty in attracting and retaining faculty	Call to Action
Enhanced education in virtual care	Commend/Endorse
Enhanced education using simulation	Commend/Endorse

Areas For Programmatic Focus ENVISION 2035

Area	Proposed Action
Enhanced education in public and population health	Commend/Endorse
Enhanced training in elderly care	Commend/Endorse
Enhanced training in behavioral and mental health	Commend/Endorse
What have we learned from the pandemic?	Call to Action

Needs

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Area	Strategy	Who?
Artificial intelligence/ machine learning	Recruit content-expert faculty members	Campuses
Limited number of clinical training slots	Engage private partners Team-based approach	Campuses and private partners
Difficulty in attracting and retaining faculty	Augment salary levels and retention approach	More funding → SBHE/legislature
Enhanced education in virtual care	Recruit content-expert faculty members	Campuses and private partners
Enhanced education using simulation	↑ # simulation sites and cross-NDUS programing	Campuses NDUS (coordination)

Needs

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Area	Strategy	Who?
Enhanced education in public/population health	Expand curricular content/programming	Campuses SBHE/legislature for ↑ \$
Enhanced training in elderly care	Expand curricular content/programming	Campuses
Enhanced training in behavioral/mental health	Expand curricular content/programming	Campuses
What have we learned from the pandemic?	Critical need for “trusted messenger(s)”	Campuses NDUS

Specific Suggestions

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- Start more college credit training in high school for health fields
 - Draw younger students in earlier (e.g., scrub camps)
 - Start high school program for public health degree
 - Create incentives and tuition payment programs
- Fast track programs where feasible, recognizing credential requirements may be an issue
- Expand training sites with partnerships
- Start public health masters degree 4+1 program with loan repayment for graduates who stay in ND

Themes for Today

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Continue	<ul style="list-style-type: none">• Interdisciplinary training, including collaborative care• Early exposure to healthcare as a career option• Build on public/private partnerships – grants/scholarships• Focus on healthy learning and practice communities
Stop	<ul style="list-style-type: none">• Battling over guild and turf issues
Add/Change	<ul style="list-style-type: none">• Enhance experiential training• Build well-being into various curricula• Expand training of non-traditional care giver models• Leverage appropriate telehealth/simulation training• Expand cross-NDUS programming and coordination of programs• Training and support re: strengths/needs of current and future generation faculty, staff and especially students