

Series

COVID-19 Healthcare Education Series: A Global Perspective



Overview

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Description

In response to the outbreak of the highly infectious novel coronavirus and the world-wide spread of the COVID-19 pandemic, we identified a need to support our healthcare community in the areas of medical, continuing and global health education. Therefore, the Division of Continuing Professional Development of Weill Cornell Medicine–Qatar is launching a new COVID-19 Healthcare Education Series (Live Webinar). Leading experts will discuss the global impact brought about by the COVID-19 pandemic on healthcare education and evaluate new educational strategies for delivery of medical education during a crisis.

Learning Objectives

1. Discuss the global impact brought about by the COVID-19 pandemic on healthcare education.
2. Evaluate new educational strategies for delivery of medical education during a crisis.
3. Outline challenges and strategies to transform healthcare education during a crisis.

Target Audience

Physicians, Nurses, Dentists, Pharmacists, Allied Health Professionals, Students, Researchers, Educators.

Identified Practice Gaps/Educational Needs

There is no doubt that the rapidly evolving COVID-19 pandemic has had a huge global impact on healthcare education as academic institutions shutdown and transformed from face-to-face to online delivery modality. Additionally, the suspension of clinical clerkships, which provide opportunities for gaining the necessary clinical and communication skills, is expected to create serious issues that will need to be resolved¹. Hence, faculty and students were challenged with how best to adapt to these changes and how to reconcile them with their career development plans, especially since the long-lasting impact of COVID-19 on medical education remains unknown¹. There is concern about the impact that the loss of collaborative experiences through attending face-to-face classes and engaging in back and forth feedback and discussion would have on the education of students and that faculty need to be provided with standards to mimic these experiences online to adequately prepare students for clinical work. Furthermore, the cancellation of medical education conferences also pose an additional question on how students will learn to adapt and integrate themselves into the healthcare community.

Educators were faced with a need to rapidly identify innovative and impactful strategies for teaching and learning as they were challenged with delivering an effective curriculum without the ability to have students gathered in lecture halls or in small groups².

Educators were also faced with a need to identify alternative experiences to inpatient and outpatient rotations or being creative with the curriculum by frontloading lectures in anticipation of a later entry into the clinical environment². What is uncertain is the impact of these innovative strategies on the competency of students, as educators were challenged with providing authentic patient experiences.

A recent survey provided insight into the transition that faculty and students undertook during the imposed lockdown by the pandemic³. A majority of academic institutions transitioned to online modalities with the support of their faculty through the utilization of learning management systems and video technology. However, only 50% of faculty had previous experience with online delivery³. What was alarming was how some faculty lowered course requirements, reduced the amount of material they delivered and simplified exams to accommodate the pandemic. It was not surprising that faculty recognized the need for support in best evidence-based practice for online delivery and how to better support their students' remote learning.

During these unprecedented times, there is a critical need for the healthcare education community to come together to learn from this experience, to reflect and evaluate and to disseminate best evidence-based practice to support advances in this area.

- Ferrel M.N., Ryan J.J. The impact of Covid-19 on medical education. *Cureus*. 2020;12:e7492.
- Rose S. Medical student education in the time of COVID-19. *JAMA*. 2020;323:2131. doi: 10.1001/jama.2020.5227.
- Lederman D. (2020). How Teaching Changed in the (Forced) Shift to Remote Learning. *Inside Higher Ed*.

Accreditation

Planners and Faculty

Course Directors

- Thurayya Arayssi, MD
- Jenny Saman, PhD

Scientific Planning Committee

- Dana Al-Ali, Medical Student
- Deema Al-Sheikhly, MEHP
- Thurayya Arayssi, MD
- Nathan Bertelsen, MD
- Janet Hafler, PhD
- Adriane Lopez
- Phyllis Sui Muffuh Navti, DHSci
- Alcyr Oliveira, PhD
- Bruno Mourao Pacheco, Medical Student
- Houry Puzantian, PhD
- Angela Requena, MPH
- Jamunarani S, PhD
- Jenny Saman, PhD
- Julie Youm, PhD
- Sumeja Zahirovic, MD

Course Faculty

- Thurayya Arayssi, MD
- Abebe Bekele, MD
- Lorenzo Dagna, MD
- Gerardo Guiter, MD
- Jessica Evert, MD
- Sean Holroyd, PhD
- Amina Kunnummal, Medical student
- Bruno Mourao Pacheco, Medical

Course Administrator

- Aameena Abdul Rahim

The Course Directors, Scientific Planning Committee Members, Course Faculty, Course Administrator

- Have no relevant financial relationships to disclose.
- Will not be discussing unlabeled/unapproved use of drugs or products.

Disclosure of Relationships/Content Validity

It is the policy of Weill Cornell Medicine-Qatar to adhere to Qatar Council for Healthcare Practitioners (QCHP) and Accreditation Council for Continuing Medical Education (ACCME) Criteria, Policies, and Standards for Commercial Support and content validation in order to ensure fair balance, independence, objectivity, and scientific rigor in all its sponsored programs. All faculty participating in sponsored programs are expected to disclose relevant financial relationships pertaining to their contribution to the activity, and any discussions of off-label or investigational uses of approved commercial products or devices, or of any products or devices not yet approved in the United States and elsewhere. WCM-Q CME/CPD activities are intended to be evidence-based and free of commercial bias.

Evaluation

An evaluation will be conducted online post activity. All participants are required to complete the Evaluation Form in order to qualify for a certificate. The evaluation allows us to assess the degree to which the activity met its objectives. It will also guide the planning of future activities and inform decisions about improving the educational program.

Accreditation:



QCHP Accreditation and Credit Designation Statements:

Weill Cornell Medicine-Qatar is accredited as a provider of Continuing Medical Education (CME) and Continuing Professional Development (CPD) by the Qatar Council for Healthcare Practitioners (QCHP) of the Ministry of Public Health.

This activity is an Accredited Group Learning Activity (Category 1) as defined by the Qatar Council for Healthcare Practitioners-Accreditation Department and is approved for a maximum of 1.5 hours.



ACCME Accreditation and Credit Designation Statements:

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of Weill Cornell Medicine-Qatar and Association of American Medical Colleges.

The Weill Cornell Medicine-Qatar is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The Weill Cornell Medicine-Qatar designates this live activity for a maximum of 1.5 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Program

COVID-19 Healthcare Education Series: Managing Medical Students' Education in the Time of COVID: An International Perspective
October 5, 2020

Timing	Presenter
4:00 PM – 4:10 PM	Introduction by Dr. Janette Samaan Senior Director, Visiting Student Learning Opportunities (VSLO) at Association of American Medical Colleges (AAMC) Unites States
4:10 PM– 4:25PM	Dr. Abebe Bekele Deputy Chancellor of Academic and Research Affairs, Dean School of Medicine University of Global Health Equity Rwanda
4:25PM – 4:40PM	Dr. Thurayya Arayssi Professor of Clinical Medicine/Senior Associate Dean for Medical Education and Continuing Professional Development Weill Cornell Medicine-Qatar Doha, Qatar
4:40PM – 5:00 PM	Dr. Dagna Lorenzo Associate Professor of Internal Medicine Vice-Coordinator, San Raffaele International MD program Vita-Salute San Raffaele University School of Medicine Milano, Italy
5:00 PM- 5:15 PM	Ms. Amina Kunnummal Student, Weill Cornell Medicine-Qatar Doha, Qatar
5:15PM – 5:30 PM	Questions and Answers from Audience

**COVID-19 Healthcare Education Series: Virtual Electives for
Student Exchange Programs
October 19, 2020**

Timing	Presenter
4:00 PM – 4:10 PM	Introduction by Dr. Janette Samaan Senior Director, Visiting Student Learning Opportunities (VSLO) at Association of American Medical Colleges (AAMC) United States
4:10 PM – 4:30 PM	Dr. Jessica Evert Executive Director Child Family Health International United States
4:30 PM – 5:00 PM	Dr. Gerardo Guiter Assistant Professor of Pathology & Laboratory Medicine Weill Cornell Medicine-Qatar Doha, Qatar
5:00 PM- 5:15 PM	Mr. Bruno Mourao Pacheco Student, Weill Cornell Medicine-Qatar Doha, Qatar
5:15PM – 5:30 PM	Questions and Answers from Audience

Faculty



Thurayya Arayssi, MD, FACP, FACR, FRCP

Senior Associate Dean for Medical Education
and Continuing Professional Development
Professor of Clinical Medicine
Weill Cornell Medicine-Qatar

Dr. Thurayya Arayssi is Professor of Clinical Medicine and Senior Associate Dean for Medical Education and Continuing Professional Development (CPD). Dr. Arayssi has been working in the area of international medical education for almost two decades and has held multiple leadership positions including Program Director of Internal Medicine Residency Program, Designated Institutional Official (DIO), Assistant Dean for Clinical Curriculum, Associate Dean for Graduate Medical Education and more recently Senior Associate Dean for Medical Education and CPD. She is the founding Dean for the division of CPD at WCM-Q. She is interested in physician work-force development and retention in less resourced countries through improvement of standards of education and training of physicians across the continuum of education. In this capacity, she has been involved in accreditation of residency programs and CPD programs

Dr. Arayssi's current research interests focus on rheumatoid arthritis (RA), for which she has received funding as the Principal Investigator and Behcet disease. She has organized the Middle East Rheumatoid Arthritis Consortium (MERAC), which brings together renowned rheumatologists from the Middle East and the United States who share the interest of investigating the genetics and the clinical characteristics of Arab patients with RA for the purpose of improving their care. She has authored more than 100 peer-reviewed articles, abstracts and book chapters in her area of expertise. She has received several teaching awards and honors including being inducted into the Alpha Omega Alpha Honor Medical Society.



Abebe Bekele, MD, FCS

Deputy Vice Chancellor of Academic and Research
Affaires and Dean
University of Global Health Equity (UGHE)
Rwanda

Dr. Abebe Bekele is Deputy Vice Chancellor of Academic and Research Affairs and Dean at the University of Global Health Equity (UGHE) in Rwanda. He is Professor of Surgery (General and Thoracic) and has served as CEO of the Black Lion Teaching Hospital in Addis Ababa, Ethiopia, and Dean of the School of Medicine of Addis Ababa University. He has a fellowship in Medical Education from the Foundation for Advancement of International Medical Education and Research (FAIMER) and has vast experience in trainee assessment, program design and evaluation. He has also served as a guest lecturer, speaker and external examiner in undergraduate and surgical education in Ethiopia, other parts of Africa, Europe and North America.

Professor Abebe is a member of the Governing Council and Chairman of the Examinations and Credentials Committee at the College of Surgeons of East Central and Southern Africa (COSECSA) and Editor-in-Chief of the East and Central Africa Journal of Surgery. He has published more than 85 articles and book chapters and is a recipient of many regional and international awards and recognitions.



Lorenzo Dagna, MD

Head, Unit of Immunology, Rheumatology, Allergy and Rare Diseases

IRCCS San Raffaele Scientific Institute

Professor of Medicine

Vita-Salute San Raffaele University

Prof. Lorenzo Dagna received his MD degree in 1999 after graduating summa cum laude from the University of Milan School of Medicine. In his early career he spent several summers working as a volunteer physician with underserved populations in Brazil, India and Uganda.

Prof. Dagna is Board Certified in Internal Medicine and has research interests in a wide variety of fields, including the pathogenesis and immunotherapy of autoimmune and autoinflammatory diseases; the immunopathology and treatment of immune-related adverse effects of cancer immunotherapy; and the role of infectious agents - particularly the human herpesviruses - in the pathogenesis of human diseases. In addition to his roles as Associate Professor of Internal Medicine at San Raffaele University School of Medicine and Vice-Coordinator of the San Raffaele International MD program, he holds teaching appointments in allergy and clinical immunology, emergency medicine, gastroenterology, anesthesia, hematology and thoracic surgery, also at San Raffaele. He is also a Co-Director and Lecturer with the European School of Internal Medicine.

Prof. Dagna is a fellow of the American College of Physicians, an honorary fellow of the European Federation of Internal Medicine, a member of the Italian Society for Internal Medicine, a member of the Italian Society for Rheumatology, and Chair of the Rare Disease Working Group of the European Federation of Internal Medicine. He also holds the position of Editor for Immunology and Rheumatology with the *European Journal of Internal Medicine*.

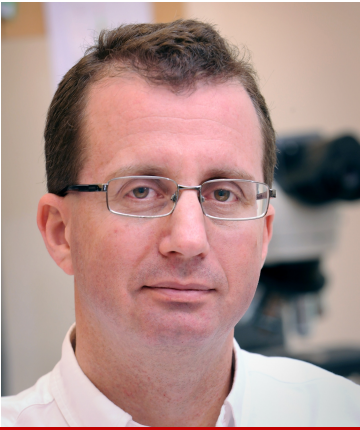


Jessica Evert, MD

Executive Director
Child Family Health International

Dr. Jessica Evert straddles international education and the medical profession. As Executive Director of Child Family Health International (CFHI) she leads one of the largest and most well-respected global health experiential learning organizations, with more than 40 programs in 11 countries, and over 200 collaborating universities. Dr. Evert is a member of the faculty in the Department of Family and Community Medicine at the University of California, San Francisco, where she instructs in global health and community-based care for underserved populations. She also helped develop, as well as completed, the Global Health Clinical Scholars residency track. Dr. Evert is a graduate of the Ohio State University College of Medicine and is a longtime advocate for health-related international education quality and ethical standards. She is author and editor of multiple chapters, articles and books on global health with a focus on education, ethics, and asset-based engagement. She helped develop the Forum on Education Abroad's Standards for Health-Related Undergraduate Programs.

Dr. Evert is a recipient of the Global Health Education Consortium's prestigious Christopher Krogh Award in recognition of her dedication to underserved populations at home and abroad. Dr. Evert's research and advocacy areas of focus are the ethics of global educational engagement, competency-based international education, health disparities, asset-based programmatics and reflection.



Gerardo Guiter, MD, MEHP

Adjunct Assistant Professor of Pathology and
Laboratory Medicine
Weill Cornell Medicine-Qatar

Dr. Gerardo Guiter joined Weill Cornell Medicine-Qatar (WCM-Q) in 2006 as assistant professor of pathology and laboratory medicine. He received his MD degree with honors from the University of Buenos Aires School of Medicine. He completed his anatomic and clinical pathology residency at the University of South Florida School of Medicine and at the New England Medical Center-Tufts University School of Medicine. This was followed by fellowships in oncologic pathology and cytopathology at Memorial Sloan-Kettering Cancer Center. Dr. Guiter is certified by the American Board of Pathology in Anatomic/Clinical Pathology and Cytopathology. In 2000, Dr. Guiter joined the faculty of NewYork-Presbyterian Hospital/Weill Cornell Medical Center, where he practiced cytopathology and surgical pathology. Three years later, he moved to Rhode Island Hospital-Brown University School of Medicine.

Dr. Guiter has held several medical education leadership positions at WCM-Q. In addition, he has been the recipient of numerous teaching awards, both at WCM-Q and Brown University School of Medicine. Dr. Guiter's research interests include the areas of endocrine pathology, immunohistochemistry, and cytopathology. He has contributed to scientific papers and book chapters in the areas of endocrine pathology and cytopathology. In addition, he has completed a master's degree in education with a concentration in the health professions, at Johns Hopkins University School of Education.

Dr Guiter returned to Argentina in 2017, and currently practices as a pathologist in Buenos Aires. Still, he maintains a part-time position at WCM-Q and therefore he periodically travels to Doha.



Amina Kunnummal

Medical Student
Weill Cornell Medicine-Qatar

Amina Kunnummal is a fourth-year medical student at WCM-Q who plans to pursue residency in Internal Medicine. She is from Louisville, Kentucky and came to WCM-Q in 2015. During her time at WCM-Q, Amina has been involved in numerous research activities including projects on stem cell treatments for brain cancer and treatment variation in pediatric orthopedic birth injuries. She has recently developed an interest in quality improvement in medical education. During the suspension of clinical education due to COVID-19, Amina partnered with Dr. Thurayya Arayssi and Dr. Ali Sultan to help create an online elective for medical students focusing on the biology, emerging research, and the global health implications of the COVID-19 virus. Outside of medicine, she is passionate about dance, politics, prestige television, and her cats.



Bruno Mourao

MD Candidate – Class of 2022
Weill Cornell Medicine-Qatar
BSc Biology & Neuroscience
Davidson College '17

Bruno Mourao Pacheco is a third-year medical student, and the current President of MSEC-Q and the Internal Medicine Interest Group. Before joining WCM-Q, he worked in a non-profit community health center in North Carolina on strategic planning and development for the uninsured and on the Medicaid coverage gap safety net. He was born in Lima, Peru, and spent much of his pre-college years studying and living in different countries in Latin America. His interests are in health equity and policy, migrant and refugee health, and emergency medicine.



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