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**Global Response of Programs in Health Administration to the COVID-19 Pandemic: Interpretation, Implications, & Action**

**Zoom Webinar Chat Log**

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| Dan Gentry, PhD, MHA: | Welcome everyone! |
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| Maria Uriyo: | Will we get a copy of these slides? |
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| Dan Gentry, PhD, MHA: | Yes, recording, slides and chat will be posted to the AUPHA Network. |
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| ana maria malik: | wellll, great presentations. BUT do we have any idea of when/what will be the post pandemic? |
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| Dan Gentry, PhD, MHA: | I do think that our fully online programs in AUPHA are also learning and transitioning. This threshold of almost everyone going online/distance has sparked new technology and improvements in exiting technology. Zoom improvements, JamBoard, Padlette, podcasts, Slido, etc.Which should be helpful to all our programs. We have an AUPHA “teaching tips and tools” webinar this Thursday. Please plan to join us! |
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| Chris Calkins: | to Nancy's point about the student perspective. Our students also spoke with us about the economic impact of being able to live at home and not carry a lease for an apartment near campus, fewer travel expenses, etc. Their awareness of the non-tuition costs of attending in person increased dramatically. |
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| ana maria malik: | likewise |
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| David Hutton: | I agree our students have also become much more aware of their non-tuition costs. This year, many were interested in remote learning for purely financial reasons. |
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| Dan Gentry, PhD, MHA: | Great points about affordability. The new AUPHA-CAHME Biennial Trends Report will focus on two broad areas - healthcare industry and implications for healthcare management; and trends in higher education, which will definitely have sections of access, cost, student debt, etc. |
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| ana maria malik: | this perception was much greater in 2021; in 2020 students still missed face to face encounters |
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| Chris Calkins: | We also found our students in non-traditional settings. Hospice, Home Health, LTC, Non-Profits and Advocacy organizations. Like Steven, are evaluating those experiences to decide if they are meeting our competency goals for the students. |
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| Chris Calkins: | Question for Steven, did you have to increase engagement with preceptors for virtual experiences? |
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| Stephen Bowman: | While our students missed the face-to-face engagement, some were thrilled to avoid some of the logistical challenges like on-campus parking and time commuting from offsite employment. |
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| Tom Martin: | One question I have is on asynchronous offerings (flexible) but challenging to do right and with a focus on quality compared to IRL/F2F, Hybrid, and online. Those all have a synchronous component. |
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| Chris Calkins: | To Dan's observations, we have also seen a freeze in organizations willing to sponsor a visa for an international student post graduation. Slowly rebounding. |
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| Paulette Jolley: | Great webinar. Will you be sending out the slides? |
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| Dan Gentry, PhD, MHA: | The recording, slides and chat will definitely be posted on the AUPHA Network for all members by the end of this week. I’ll let CAHME answer this question for them, although I know many of their past webinars are on the front page of their website. ;-) |
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| Paulette Jolley: | Thank you! |
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| Dana Alexander: | Yes, we will have the recording and slides available at CAHME.org. Thanks! |
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| maria malik: | internships and courses abroad...this is far from our concerns |
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| Christopher Johnson: | I think there was maybe less change in our post-pandemic teaching delivery but big change in how we used technology to make classes more action based. Did the survey look at overall technology use changes post-pandemic? |
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| Zachary Pruitt: | Hahaha |
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| Chris Calkins: | We found an increase in requests for synchronous sessions, office hours, zoom one-on-ones, etc. with our online students who are in an asynchronous learning mode. |
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| Rutu Patel: | From a student perspective, talking to my co peers, face-to-face learning was quite missed, however we do prefer more technology being used into the mix. |
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|  | That is also what we have seen @Chris Calkins. For asynchronous classes, we met once a week (synchronously). this was especially good for analytical type work - where students worked on solving programming related questions using breakout rooms |
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| Chris Calkins: | For us too Maria, analytical and critical thinking classes had the highest demand for synchronous sessions. |
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| Carla Stebbins: | Wondering if any of the speakers have insight if global experiences will return in 2022 |
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| ana maria malik: | thank you very much for the opportunity |
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| ana maria malik: | will be happy to answer your survey.... |
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| Diane Spokus: | Thank you! |
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| Chris Calkins: | Thanks to you all and the panelists. |
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| David Hutton: | Thanks! |
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| Maria Uriyo: | thank you |
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| Miguel Mendoza: | Thank You |