



EAB

Credential Design Lab: Health Care Education

August 4th, 2020

Professional & Adult
Education Forum

Meet Our PAE Forum Expert Team



Max Milder
Director



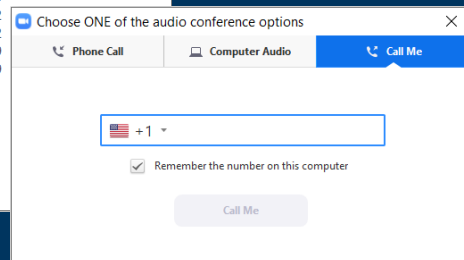
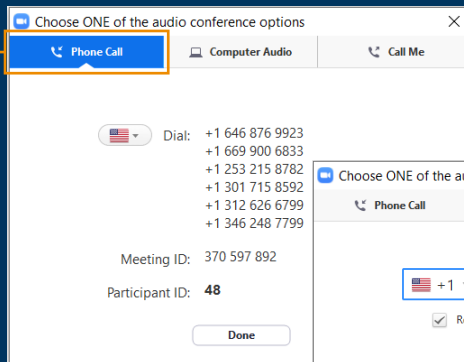
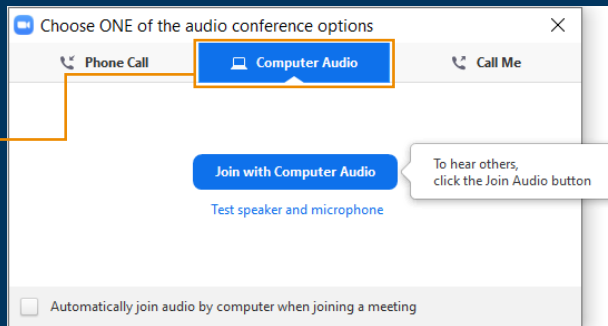
Lauren Edmonds
Director



Brynna Morgan
Analyst

Audio

- We suggest using your computer's audio and microphone through Zoom
- Or dial in using your phone
- Do not use both—it will cause feedback



Audio Mute/Unmute and Video Stop/Start

The screenshot displays a Zoom meeting window. At the top, the EAB logo is visible. The main content area shows the text "EAB Virtual Session" on a blue background with a geometric pattern. A large, semi-transparent black control bar is overlaid on the bottom half of the screen. This bar contains four icons: a microphone with a red slash, an up arrow, a video camera with a red slash, and another up arrow. Below these icons are the labels "Unmute" and "Start Video". A third callout points to the second up arrow. At the bottom of the Zoom window, a smaller toolbar includes icons for Mute, Stop Video, Invite, Participants (with a count of 3), Share, Chat, Record, and a red "Leave Meeting" button.

EAB

EAB
Virtual Session

Red slashes mean your microphone is muted and your camera is off

Unmute Start Video

Access audio and video options by clicking the up arrow next to the Mic and Camera icon

Mute Stop Video Invite Participants 3 Share Chat Record Leave Meeting

Update Your Name

The screenshot displays a Zoom meeting window. The main content area shows a presentation slide with the EAB logo and the text "EAB Virtual Meetings 2020". On the right side, there is a "Participants (2)" panel. In this panel, the "Test Participant (Me)" entry has a "Rename" button next to it. An orange line points from this button to a "Rename" dialog box that is open. The dialog box prompts the user to "Enter a new screen name:" and shows the current name "Jane Doe - Institution" in a text field. Below the text field are "OK" and "Cancel" buttons. Another orange line points from the "Participants" icon in the bottom toolbar to a text box at the bottom of the slide.

Update your name and add your institution

Zoom Meeting ID: 841-573-482 You are viewing Meeting Host's screen View Options

Speaker View

Participants (2)

Test Participant (Me) Mute Rename

Meeting Host (Host)

Rename

Enter a new screen name:

Jane Doe - Institution

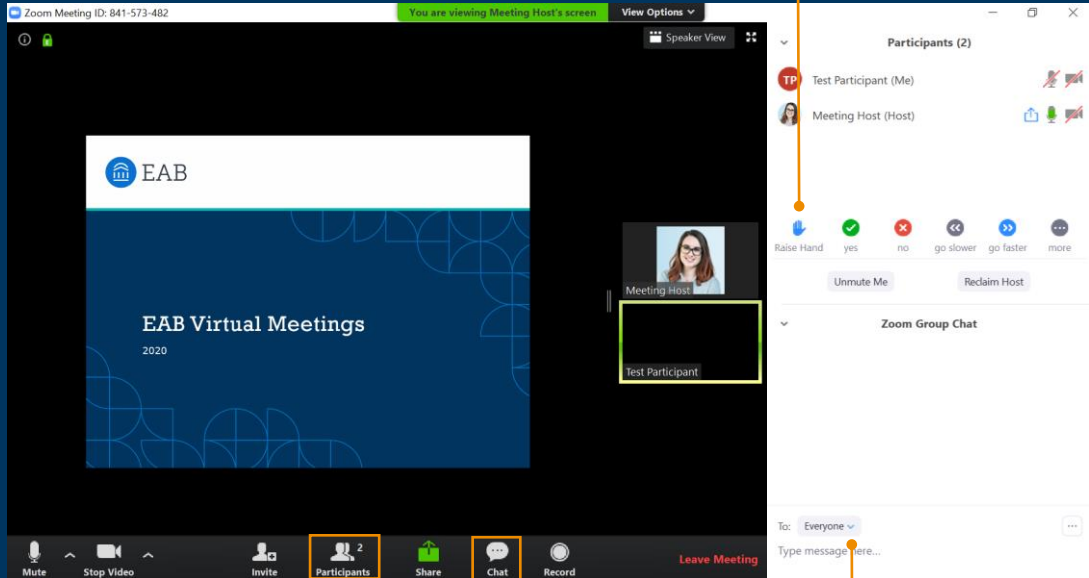
OK Cancel

Mute Stop Video Invite Participants Share Chat Record Leave Meeting

Open Participants menu

Chat and Nonverbal Feedback

Use icons to communicate answers and signals to presenter



Open Participants and Chat

Select whether you want to chat with everyone or a specific person

Introduction

How would you describe your current health care portfolio at your institution? How are you thinking about your health care portfolio strategy since the COVID-19 pandemic?

Will COVID-19 Disrupt Industry Trends?

8

What We've Heard From You:

"The COVID-19 pandemic is going to bring huge employer and student demand for health care jobs and programs"

1



Program Launch

"This is the perfect opportunity to launch a health administration program"

2



Employer Demand

"Employer demand for health informatics skills is going to skyrocket"

3



Student Demand

"More students than ever are going to enroll in public health or epidemiology programs"

Clinical Health Care: Temporary Disruption

9

Short-Term Declines in Hiring Reflect Complications of COVID Crisis

-9%

Decline in job postings for physician assistants from early 2019 to early 2020

-25%

Decline in job postings for physical therapists from early 2019 to early 2020

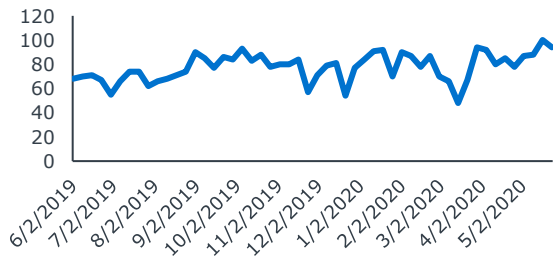
Licensure Delayed By Displacement of Clinical Rotations

“We won’t be able to graduate individuals with associate degrees or baccalaureate degrees eligible for licensure. We’ll be reducing the R.N. workforce.”

Scott Ziehm, Associate Dean, University of San Francisco School of Nursing

Future Demand Likely to Remain Strong as Economy Recovers

Search trends for “nursing degree”



200K

Total graduate-level health degree conferrals, 2018

48K

Annual increase in graduate-level clinical health degree conferrals, 2013-2018

Source: EAB Analysis of Emsi Data (Jan-Apr 2019 and Jan-Apr 2020); [Clinical Training for Nursing Students Sidelined](#), Inside Higher Ed; Google Trends; IPEDS

Health Administration: Stabilizer Program

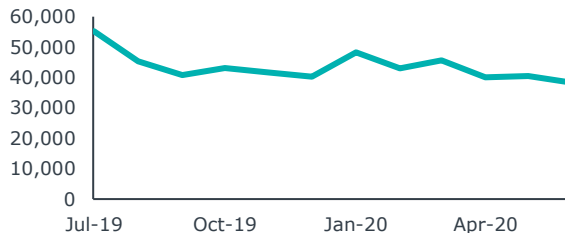
10

Employer Demand for Health Administration Professionals Declined Less than Demand for All Professionals in the Past Year

-2.7% Average decline in demand for medical and health services managers over last 12 months

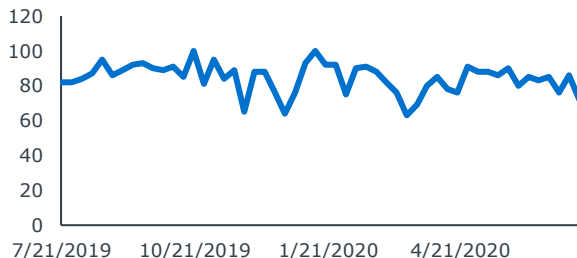
Slower decline than the **-4.2%** average decline in demand for all professionals

National demand over time for medical and health services managers



Employer and Student Demand Likely to Remain Steady in the Future

Search trends for "health administration"



Average growth in health admin completions, 2014-2018

+7%

Bachelor's Completions

+6%

Master's Completions

Health Informatics: Accelerating a Decline

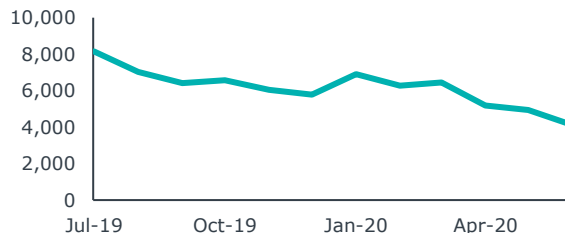


Decline in Employer Demand for Workers with Health Informatics Skills Intensified by COVID-19 Crisis

-5.5% Average decline in demand for professionals with health informatics skills over last 12 months

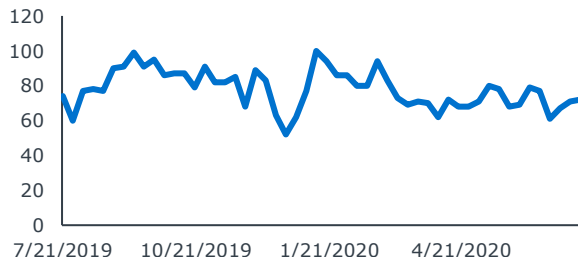
Faster decline than the **-4.2%** average decline in demand for all professionals

National demand over time for professionals with health informatics skills



Student Demand for Health Informatics Likely to Remain Varied in the Future

Search trends for "health informatics"



Average growth in health informatics completions, 2014-2018

-0.3%

Bachelor's Completions

+20%

Master's Completions

Public Health: Unlikely to Surge

12

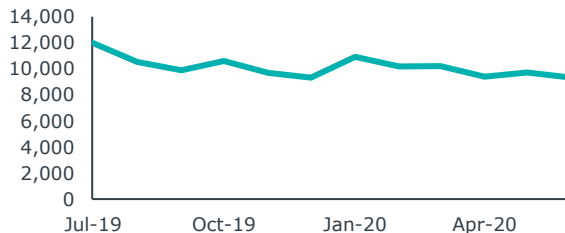
Employer Demand for Professionals with Public Health Skills Remained Steady During the COVID-19 Crisis

-1.9%

Average decline in demand for professionals with public health skills over last 12 months

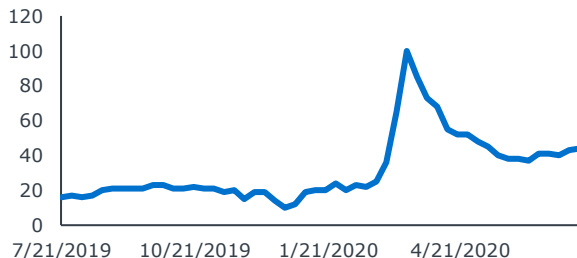
Slower decline than the **-4.2%** average decline in demand for all professionals

National demand over time for professionals with public health skills



Demand for Public Health Likely to Follow Existing Student and Employer Trends

Search trends for "public health"



Average growth in public health completions, 2014-2018

+13%

Bachelor's Completions

+6%

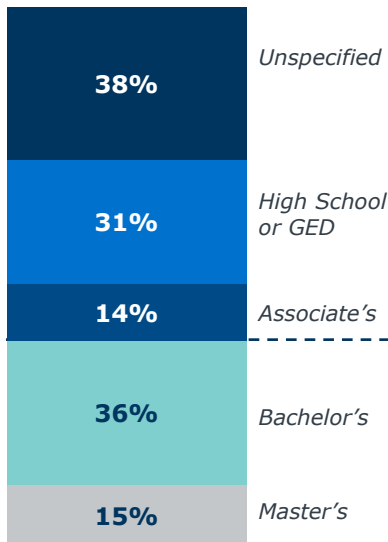
Master's Completions

Contact Tracers Needed

13

Higher Ed Primed to Serve Accelerating Demand for Public Health Frontline

*Education Requirement,
Contact Tracer Job Postings*



300K

Estimated number
of contact tracers
needed nationally

Core Segment Best to Left to Existing, Free-at Scale Offerings



JOHNS HOPKINS
UNIVERSITY

coursera



Taught by public
health faculty



5 Hours
to complete



100% Online,
asynchronous



Free

But Opportunities Remain to Train Managers and Provide Foundational Skills

Typical Skills Requested for Contact Tracers

- Interpersonal communications
- Empathy
- Data management
- People management



*Do you have faculty
outside of public
health with expertise
in these areas?*

Opportunities Remain for Regional Training

Partner with Regional Institutions and Government to Serve Local Needs



- Collaboration between UCLA, UC San Francisco, and the California Department of Public Health
- Training contact tracers statewide
- Emphasis on communication with the state's diverse population

COVID-19 Virtual Training Academy

Differentiating features



Serves unemployed gov't workers in California



Asynchronous and live components



20 hours over five days



Enrollees shadow and practice calls



Bilingual skills important

Three Scenarios

We Know There's a Need for Health Care Ed, But for Which Audience?

Objective: With your group, consider all the potential subjects and programs in the health care field. What kinds of health care programs is your institution considering for the future (i.e., degrees, certificates, short-format professional development)? What do you currently have in development and what topics are you considering for the future? What are the characteristics of the programs you are creating? What's making it difficult to launch these programs right now?

1

*Recent undergraduates
navigating an uncertain
labor market*

2

*Unemployed workers
from heavily impacted
industries*

3

*Remote or reassigned
public workers needing re-
training for essential jobs*

What to Consider

Program Characteristics

- Title
- Format/Structure
- Length
- Delivery
- Price (and who pays it)
- Topics covered
- Expertise needed

Implementation Challenges

- Hiring instructors
- Registration
- Payment
- Marketing

Hearing from Your Colleagues

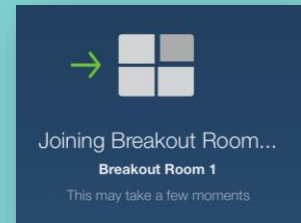
Moving to Break-Outs

Momentarily, we will move into breakout rooms

You will see a message that looks like this



Your screen will flicker for a moment and then you will be in a different “virtual” room with an EABer and just a handful of other attendees.



Consider While We Move to Break-outs:

Program Characteristics

- Title
- Price (and who pays it)
- Format/Structure
- Topics covered
- Length
- Expertise needed
- Delivery

Implementation Challenges

- Hiring instructors
- Registration
- Payment
- Marketing

Quick Poll

Where are you most likely to focus your own health care professional development efforts in the next 12-18 months?