CALL FOR ARTICLES

Journal of Health Administration Education

Special Issue: Managing the COVID-19 Disruption: Online Learning Innovations, Leadership Models, and Teachable Moments for Health Administration Education

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Background and Rationale
The corona virus pandemic has vaulted the world and educational organizations into unprecedented times. Not since the pandemic of 1918 has there been such a global health crisis. Few of us lived through the Great Depression in the US or a World War. Horrific terrorist attacks from foreign and domestic actors effected select cities, towns, and places. Natural disasters of wind and water, fire, and quakes effected states and regions. In these past calamities, lives were lost, things were ruined, and life changed for many in significant ways. However, the effects of the COVID-19 Pandemic reached every person in the US, in everyplace where we live, work, and play. It has changed how we relate to each other from the most mundane encounters, to neighborly hellos, to how we care for our love ones. Every sector was rocked (government, private, nonprofit). All systems (economic, political, social, religious, familial) either slowed down, stutter stepped, or closed—all of this within an aura of uncertainty. The result has been an unprecedented jolt to post-secondary education that has created complex challenges on many fronts for both undergraduate and graduate programs. The main disruption of traditional face-to-face learning to remote instruction came fast and furious, yet faculty and programs did respond.

Purpose of Theme Issue
The purpose of this theme issue is to present and share health management programs’ COVID-19 responses and solutions for maintaining the continuity of instruction, transitions to effective and interactive online learning, and course content changes and revisions. Academic leaders, program directors and faculty are encouraged to provide examples of COVID-19 teachable moments that may have occurred in multiple and diverse courses, such as legal issues, ethical and policy decision-making, population health perspectives, and financial and economic curriculums. In managing the uncertainty of this pandemic crisis, which leadership models and ongoing monitoring strategies were used to ensure program sustainability and course delivery. What techniques and initiatives emerged as viable opportunities to keep students engaged and learning? How did faculty and students adapt to the abrupt transition to virtual learning, and what findings were documented from programs’ ongoing monitoring and assessment of student, faculty, program, and community changes over time?

Suggested Topics
Articles may address integration of diverse topics including perspectives on health values, social relationships and functions of various health sector entities and their leadership roles during crisis. Manuscripts representing program transitions, transformations, and innovations tailored to one or more of the following categories are encouraged.

A. Managing Student Concerns
   • Given the rapid shift from face-to-face to remote learning, how were teaching, learning, or advising practices modified to address students concerns focusing on the uncertainty of academic progress, financial anxieties, and opportunities and changes in future career pathways?
   • What type of solutions and strategies emerged to successfully support a “healthy approach” to learning amidst unconventional stress on student work/home/social balance?

B. Supporting Faculty, Advisors and Staff
   • Which activities became essential to maintain colleague’s health and safety and sustain morale while working remotely?
   • As faculty completed course revisions and integrated teachable moments, which methods best facilitated interactive online teaching with a focus on student face time?
   • Were alternative options provided for faculty to sustain research projects and publications, and how were contingency plans developed and utilized?

C. Program Challenges- Immediate and Long Term
   • Which Leadership Models (crisis management, contingency planning and others) did program directors adopt or adapt to manage the closure of face-to-face classes and the conversion to online teaching? What communication strategies emerged to ensure continuity of learning and teaching? How were ethical issues such as substitutions for internship requirements and/or “on site” experiences and syllabi changes addressed to maintain program fidelity?
   • Which monitoring strategies were initiated to track and assess integration of new knowledge or crisis-related teachable moments?
   • Which solutions for disruptions to the accreditation pipeline activities proved useful?

D. Disruption with Community Stakeholders
   • Which action steps proved valuable for maintaining Community Service Projects and other external relationships?
   • How were preceptor relationships handled when experiential activities were curtailed or cancelled? Which options emerged as successful alternatives for transitioning practicums, internships/residencies to virtual or hybrid?
Types of Submissions

✓ Course-based innovations including teachable moments;
✓ Faculty/student scholarship/collaborations
✓ Case studies of program solutions, practices, and responses to the various and diverse challenges
✓ Reflective, impressions, and coaching articles

The special issue of JHAE will include articles of varied length; longer articles of 5,000 words, and shorter articles, akin to the Journals Teaching Tools and Tips of 2,500 words. All manuscripts will undergo a rigorous peer review process. Guest editors may solicit articles from select authors for topics germane to the issue.

Submission Process

To begin the process, author(s) must submit a 300 word abstract by May 15, 2020 to editorjhae@gmail.com. The abstract should include the article title, the overall purpose of the article, the problem or situation, how the problem or situation was managed and solved, and a brief summary of your interpretations and conclusions. In addition, the abstract should include author(s) names, affiliation(s), addresses and contact information including email.

The corresponding author will receive notification by June 15, 2020 of the editors’ decision regarding the abstracts. Only invited manuscripts will be considered for publication to provide a range of articles to address the several areas mentioned above, and final manuscripts will be due by August 15, 2020. Invited manuscripts should follow the general instructions for submitting manuscripts at the AUPHA website: http://www.aupha.org/publications/journalofhealthadministrationeducation

Publication date for this themed issue is anticipated to be early 2021.