PAIS Annual Conference – 2020
New MUSC Children's Hospital and Ashley Hall

Wednesday –

Dr. Donna Kern, Senior Associate Dean for Medical Education, MUSC –

Dr. Kern reported that medical data had previously been projected to double every 73 days by 2020. Computing analytics is important in making meaning out of data chaos. Intelligent drug discovery uses genetic data to address a person's specific illness; AI predictive modeling can use data from a patient on the other side of the world to design treatment. AI visual systems has 99% accuracy to see things human eyes can't see. Med students of the future need to know how to process lots of info to make decisions that aren't right or wrong but use judgement to make decisions that are "more right" or "less wrong." Students need to be empathetic and know how to work with cultures or populations they are not familiar with because most can't relate to patients who don't have medical insurance or who can't afford to buy medicine. Mathematics is the language of the universe and med students need math and logic skills to interpret the data. One day, AI might be better at being "human" and making ethical decisions or communicating empathetically. Diversity of thought and outside interests are very important for new medical students.

Resources provided – Dr. Kern's PowerPoint – Welcome to the Medical University of SC

Dr. Mark Scheurer, Chief Medical Officer - MUSC Shawn Jenkins Children's Hospital –

The planning process for the new hospital took 2 years and 26 design teams. The design of the building was very intentional and very thoughtful – the goal was for patients to say "you made us feel like family." Historically, hospitals have been designed for the convenience of the doctors and nurses. Their goal was to build the new hospital for the convenience of the families. They've changed the philosophy from "come to us" and one central location to dispense services to "take it to the patients" and have locations in the outlying areas. Kids want to feel "normal" so they want things to look "normal." Purposefully, there are no paintings or drawings of clouds, stars or moons because of their cancer work – kids don't want to think of heaven. Tremendous focus on serving the needs of the family – they don't separate the mother and child at birth and have them in separate wings; they have them in same room and make the different doctor and nurse specialties come to them. They didn't want technology to be a barrier to communicating with families so there are no computers on carts being rolled from room to room to physically separate the patient and doctor; the TVs on the wall are the computers and no longer a barrier to the patient and doctor talking. Families were willing to increase the risk to their child for the sickest patients to have their own family rooms vs having to share large spaces with medical teams and other very sick families. ***The design team listened to their customers and designed the facility around their customers' needs, not the perceived efficient delivery of medical care.***

Resources provided – Dr. Reves' whitepaper on the construction of the Ashley River Tower, 2005 (whether to build new or renovate)

Thursday –

Panel of 3 Heads and an Ashley Hall senior –

Wow for the panelists – planning process was different for different illnesses; embrace and acknowledge history; dream big and understand what it will mean for the city and the state. Dr. Scheurer said every decision came back to creating a seamless experience for the families. What would a seamless experience mean for independent schools? Will the answer be different for 2 year olds vs 6 year olds vs 17 year olds? Schools should focus on new student transition and making it easy, exciting, and accepting to be a new member of the student body – focus on the student and making the student comfortable. Be willing to increase risk to improve the patient / learning experience. Our environments need to support students (OCD, depression, etc.). Dr. Kern noted med students need to know how to think – not necessarily that the answer is A or B, but how to think. Should AP classes not be allowed until 11th grade so 9th and 10th grade teachers can continue to teach how to think critically vs learn to know an answer for a test? Students need to learn to "let go" and be wrong because 75% of the time the answer is "more right." Need to focus on nimbleness and critical thinking and collaboration on ethical issues – some things haven't changed over the evolution of teaching. Empathy and collaboration are long time buzzwords in independent schools but now also in medical school. Dr. Kern mentioned the love / hate relationship between doctors and drug supplements – what are the "drug supplements" in the school world? College admissions? Schools should advise students based on what is the best fit for them, not which college is more reputable. Students shouldn't be encouraged to be on the debate team just for their college application. Parents shouldn't let college reputations drive the college selection process – it needs to be more a question of fit.

PAIS lesson learned – ALWAYS include a student at our Annual Conference and on our panels!

Jefferson Burnett – National Association of Independent Schools

Last year we discussed AI and robotics / automation. BMW hired employees to manage robots; BMW considered themselves to be a technology company, not an automotive company. There used to be a 3 stage career (college, career, retirement). 375 million workers will have to be repurposed because jobs will be automated. PPOV vs DPOV (Patient Point of View vs Doctor Point of View). 800 million people spend 10% of income on medical expenses; ½ the world's population cannot obtain essential health services; by 2040, 25 trillion will be spent on healthcare. Patients have their own ecosystem of healthcare; should students have their own ecosystem of learning? 2 key take aways – leaders need to be digitally savvy and leadership norms that worked in the past won't work in the future. Depth of knowledge is no longer good enough, there also needs to be a breadth of knowledge. Job market will be more focused on credentials than on degree – college is becoming a waypoint to 4IR – is college still worth it? Need to teach students to be "AI bilingual." Are schools getting 4IR fit? Time to rebook, rethink, rekindle.

Resources provided – Jefferson Burnett's PowerPoint – The 4IR – 2030 and Beyond

Debra Wilson – Southern Association of Independent Schools

Initial thoughts from yesterday - grateful for the challenges we ***don't*** have. What is possible if we changed what works for us? What is possible if we engaged families in our work for them? How do we help parents and students articulate what "success" and "healthy" are for each student? What do those "treatment" plans look like? Fastest growing area in our schools – learning specialists. MUSC removing the COWS to remove the barriers between patients and doctors – what are our COWS in parent / teacher meetings? College counselor meetings? Kids have no privacy – parent knows they failed a test before they even get home. How can we be seamless for our families (admissions testing use SC map test scores vs require more tests?). What does success look like? What makes for a happy child? Too much research showing anxiety, depression, loneliness, suicides, sexual assault, sexually active students, etc., particularly for students of affluent families and students in our schools. What if we made changes like MUSC to benefit the student and not the school (reorganize the school calendar, combine class years together, not provide grades senior year, etc.)? How would we redesign high school to address the various student pressures?

Resources provided – Debra Wilson's PowerPoint – Shift Ahead; Clayton Christensen article – How Will You Measure Your Life?

Farrar Richardson – Spartanburg Day School, Middle School Head

Farrar opened her presentation by playing a song and having everyone sit back, relax and enjoy the music. How continue the conversation about student wellness? How unpack everything Debra just shared that is scary for our students? How do we do like MUSC and change our practices to meet the needs of our students? Farrar recounted a nagging conversation she had with a parent where the dad said "you have my child from 7:30 am – 6:00 pm and then there is homework – can I have them for a little while each night?" Faculty helped her design Wellness Wednesdays that allow teachers and students to have unique activities on Wednesday afternoons with the promise of no Wednesday homework and no Thursday assessments. It allows families to have dinner together on Wednesday nights, it gives students something to look forward to that breaks up the monotony of the week, it gives faculty a chance to do something different, it gives students an opportunity to learn new skills in a non-threatening manner that doesn't require a long term time commitment, etc. Examples include Lego robotics, origami, volleyball with college players, chess, sewing and cooking, garage band, disc golf games, etc. Additionally, Farrar shadows a student every Wed from 8:00 – 12:00 and says it is the best part of her week. She has provided that same gift to a faculty member each week and they are loving it as well.

Resources provided – Farrar Richardson's PowerPoint – What About Wednesdays

University School of the Lowcountry Student Panel –

Jason Kreutner introduced a panel of students covering a wide range of ages from University School of the Lowcountry and guest Norva Myles from Royal Missionary Baptist Church. The

students presented on USL's work with various houses of worship in the Charleston area and throughout the southeast. The students talked about what they have learned from various religions, visiting various houses of worship, understanding various points of views, tolerance, etc. Ms. Myles discussed the value of having the students experience their church, their traditions, their values, etc.

Resources provided – University School of the Lowcountry – Exploring Faiths / Learning Outside the Classroom listing of houses of worship they have visited

Idea Sharing Presentations -

Carolyn Newton - Ashley Hall Academic Program Coordinator – Faculty Professional Development Program -

Carolyn presented on the Ashley Hall faculty professional development program. Ashley Hall values learning in community and believes the best teachers are curious, innovative, and eager to educate themselves. The faculty professional development program is designed for educators who seek to stretch their knowledge, hone their skills, and model life-long learning for their students. That's why one size doesn't fit all! Each Ashley Hall teacher designs their own professional development plan each year in consultation with their division director and department chair. They craft experiences that deepen their knowledge base and support best practices in the classroom. In addition to annual professional development plans, faculty are encouraged to engage in deep scholarly research through our Amethyst and Pearl projects. These year-long self-directed endeavors have been transformative to our academic program and school community, and they serve to encourage leadership, creativity, and innovation in our teaching community.

Meghan James and Dan McNamee - Mason Prep - Mini Golf Challenge - A Design Thinking Process Project

Meghan and Dan presented on Mason Prep's Design Thinking Project that allowed students to utilize their design skills in a timed format to design and build a mini golf course. Students were intentionally not given much advanced notice to prepare for the project and it was done the day before the Thanksgiving holiday (this first year was such a huge success, they are confident student attendance the day before the Thanksgiving holiday will be considerably higher in the future). Challenges included collaboration, creative resource use, problem solving, time management, etc. Throughout the morning, students were given unique obstacles (golf hazards) that caused them to modify their plans on the fly. The conclusion of the event was that the younger students actually came and played the mini golf holes that the various student teams designed. Plans are already underway for Year 2 and the teachers and students are excitedly anticipating next year's theme and challenges.

Resources provided – Mason Prep PowerPoint – Mini Golf Design Challenge