

Moving Forward through teaching Uncertainty Tolerance: Lessons from Humanities and Social Science Tertiary Educators, a qualitative study.

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Uncertainty tolerance (UT), how individuals perceive and respond to uncertain stimuli, is increasingly gaining attention across healthcare. While the COVID-19 pandemic generated collective healthcare uncertainty, uncertainty is unavoidable throughout clinical practice; complexities and ambiguities exist in clinical presentations, differential diagnoses, patient responses and prognoses. Research suggests links between healthcare providers' UT and a variety of healthcare outcomes, with low UT tied to burnout and increased health expenditure. Healthcare education is responding by incorporating UT as a graduate-attributed competency, with some beginning to evaluate UT at a programmatic level.

Practical guidelines for educators interested in developing UT pedagogy, however, are noticeably lacking. Given the widespread recognition that humanities and social sciences (HASS) are core for effective clinical care, and that HASS educators are well known for embedding uncertainty into their teaching practices, our study sought to explore HASS academics' UT educational approaches using a qualitative, exploratory study design. Our research question was: What teaching practices do HASS educators engage in for helping students develop UT, and how do they accomplish this?

Mapping themes onto the prevailing conceptual model for healthcare uncertainty, we identified teaching practices which foster, and hinder, learner UT. These practices translate well beyond the HASS discipline, informing UT pedagogy more broadly.

Importantly, this study adds to the growing literature that UT is a teachable, changeable, contextually-driven construct. Thus, being aware of, and purposefully addressing classroom moderators, healthcare educators are empowered to pedagogically foster healthcare students UT – preparing them for their future careers on the frontline.

With this in mind, this PeArL will engage participants to come together to explore practical curriculum design for introducing uncertainty/uncertainty tolerance into their classrooms, teaching activities and assessments. This PeArL will include many opportunities to interact with both the facilitators and peer participants.