


Post-traumatic creative destruction – a lesson from the COVID-19 pandemic

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Letter to Editors

Dear Editors,

The COVID-19 pandemic, undoubtedly, has taught us that change is absolute. People need to change their tune, following what the coronavirus has done to the world. Financially, there was a substantial declining curve in the economic sector. For example, China's gross domestic product (GDP), the world's second-largest economy, fell 6.8% year-over-year in January-March, exceeding economists' predictions of a 6.5% decline and the reverse of the 6% gain in the fourth quarter of 2019. According to a Reuters survey, the country's economic growth was anticipated to slip to 2.5% in 2020, the lowest rate in nearly 50 years (Hutt, 2020).

As a result, the unemployment rate is increasing, and authorities worldwide are rushing to undertake fiscal and monetary measures to reduce the financial burden and stabilize economies under severe stress. Taking an example, in April, the unemployment rate in the United States reached a post-war high of 14.7%, as over 20 million Americans lost their jobs (Cox, 2020). However, the above portrayal of the horrific circumstance brought on by the COVID-19 pandemic reminds us of one of our best capacities as living beings: *the ability to adapt*.

Adaptation is defined as the process of continuous interaction between man and his ever-changing environment. It is comparable to a complicated dynamic that articulates the various acts of the subject as well as the various processes that allow for the emergence of transformation views (Jakubowicz, 2002). The ability

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to receive stimuli, analyze, understand, and then respond to the stimuli empower humans to adapt under various contexts and conditions, with or without pressure. In the context of the pandemic, post-traumatic growth is a word to describe how individuals adjust constructively to become better after such a terrible circumstance (Tedeschi & Calhoun, 2004). Post-traumatic growth is the best way to get back up when individuals are faced with just two options in the face of adversity: *falling or getting back up* (Naik & Khan, 2019).

An example of post-traumatic growth comes from a world-famous painter, Van Gogh. While suffering from psychological stress, he could produce his astonishing masterpiece, *Starry Night* (Gogh, 2019). In contrast, other creative breakdowns are nuclear, plastic surgery, and antibiotics, related to post-traumatic events in World War 2. During the COVID-19 pandemic, numerous creative innovations have emerged and are expanding rapidly, including online shopping, online learning, and a number of personal service-based applications. These events have pictured how the concept of creative destruction, which is common in economics, could be implemented.

Creative destruction is an evolutionary process that revolutionizes the system from within by continually eliminating the old and producing the new (Pfarrer & Smith, 2015). Creative destruction exists as a response to the stagnation of change, which, in essence, must occur constantly. This strategy eliminates old, repetitive, sluggish-appearing routines to facilitate creative and colossal change.

However, the idea of creative destruction is required in the context of healthcare education and administration in order to keep up with the challenging times. In reflection, the COVID-19 pandemic has made us realize that the pattern of healthcare education we have been exposed to so far is monotonous, particularly seen in healthcare workers' performances who are typically unable to or slowly adjust to shifting circumstances (Tadesse & Muluye, 2020). Thus, healthcare education and administration should adapt more to changes.

To summarize, the COVID-19 pandemic reminds us that we must confront the changes that occur with their numerous catalysts (Gunawan, 2022). Moreover, reflection on the learning process we encountered throughout this pandemic reveals that healthcare education and administration must evolve regardless of the obstacles, *move forward, or fall far behind*.

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COVID-19; posttraumatic growth; creative destruction; humans; healthcare education; administration

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Author's Biography

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