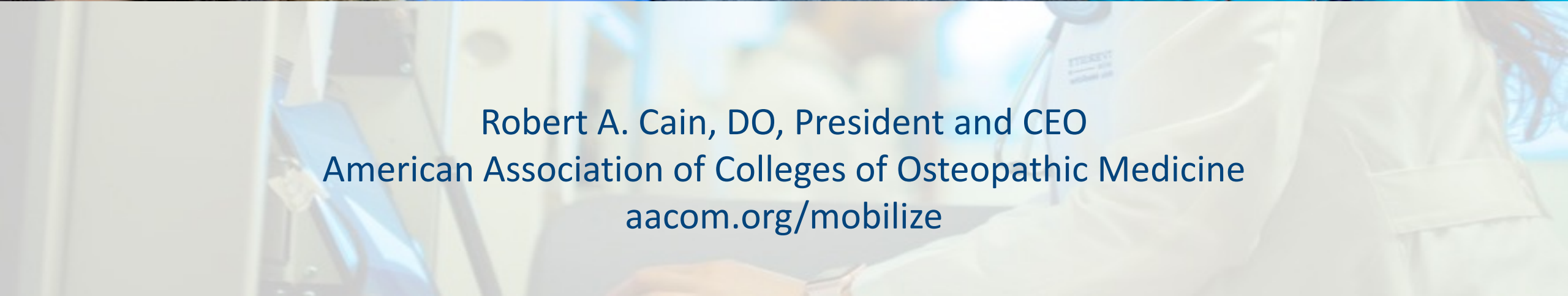




Mobilizing the Future Healthcare Workforce: Students Assist America



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COLLEGES OF OSTEOPATHIC MEDICINE

- March 2020: Problems identified within osteopathic medical education
 - There were challenges to continuing clinical medical student education during the pandemic
 - There was a need to describe a meaningful and safe role for medical students within the healthcare system response to the pandemic
 - There were unmet public, community, and mental health needs arising out of the crisis
 - There was an understandably reactive posture among hospital leaders and public officials wanting to add medical students to the pandemic response
 - There was no organized response to the pandemic in terms of the medical student workforce at the system level
 - These issues went well beyond medical education and were impacting the entire health education system

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1. Enable students to move forward on their clinical education path while traditional methods of learning are disrupted



2. Create meaningful opportunities for students with valuable skills and knowledge to help during the pandemic

The Initial Concept

The Osteopathic Philosophy



Students Assist America Approach

Public Health Community Health Mental Health

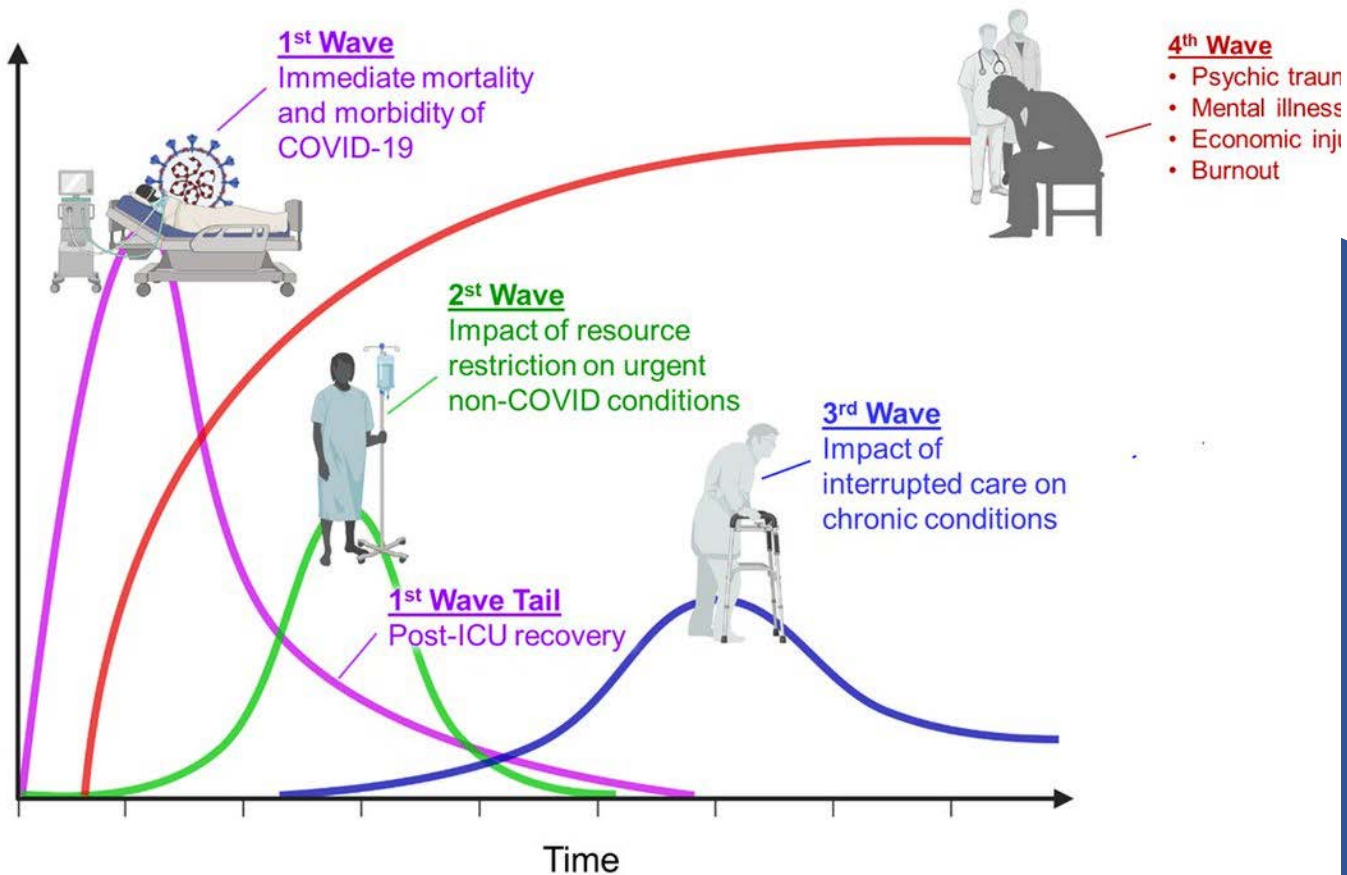
At the Table: Expanding to 11 Organizations



A group of four diverse healthcare professionals (three women and one man) are smiling and standing together. The woman on the left is wearing blue scrubs and a pink stethoscope. The woman in the middle is wearing light blue scrubs. The woman on the right is wearing a grey t-shirt. The man on the far right is wearing a teal shirt. They are all looking towards the camera.

What Can We Learn From Each Other?

- Online pedagogy best practices
- Content: COVID-19, Mental Health, Public Health
- Curricula: replacing clinical rotations with distance learning
- PPE access
- Student/faculty safety protocols
- Student anxiety: creating sense of control and agency
- Community health: meaningful clinical experiences and related activities through SAA

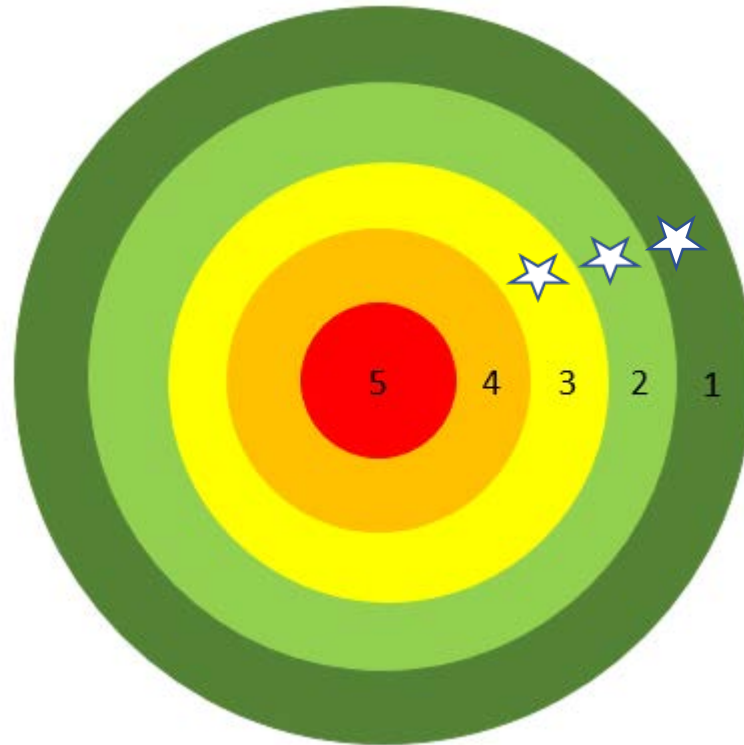


Where Could
Students Fit in
the Cycle of a
Pandemic?

And What Could We Do with 1,000,000 Extra Sets of Hands?



- 1. No-contact
- 2. Low-risk
- 3. PPE required



The Greatest Impact? Expand the Vaccination Workforce

"It's great to have a vaccine, but vaccines don't save lives. Vaccinations save lives. And that means you've got to get that vaccine into people's arms all over this country."

- Ron Klain, Chief of Staff to
President-elect Joe Biden
Nov. 15, 2020



An Expanded Vaccination Workforce: 3 Steps to Success

1

Gubernatorial Action

Liability waivers

Institutional
agreements

2

Priority access to COVID-
19 vaccine for health
professions students in
clinical settings

3

Federal Leadership

Focused MRC Recruitment
CDC expanded definition of
vaccine “provider”

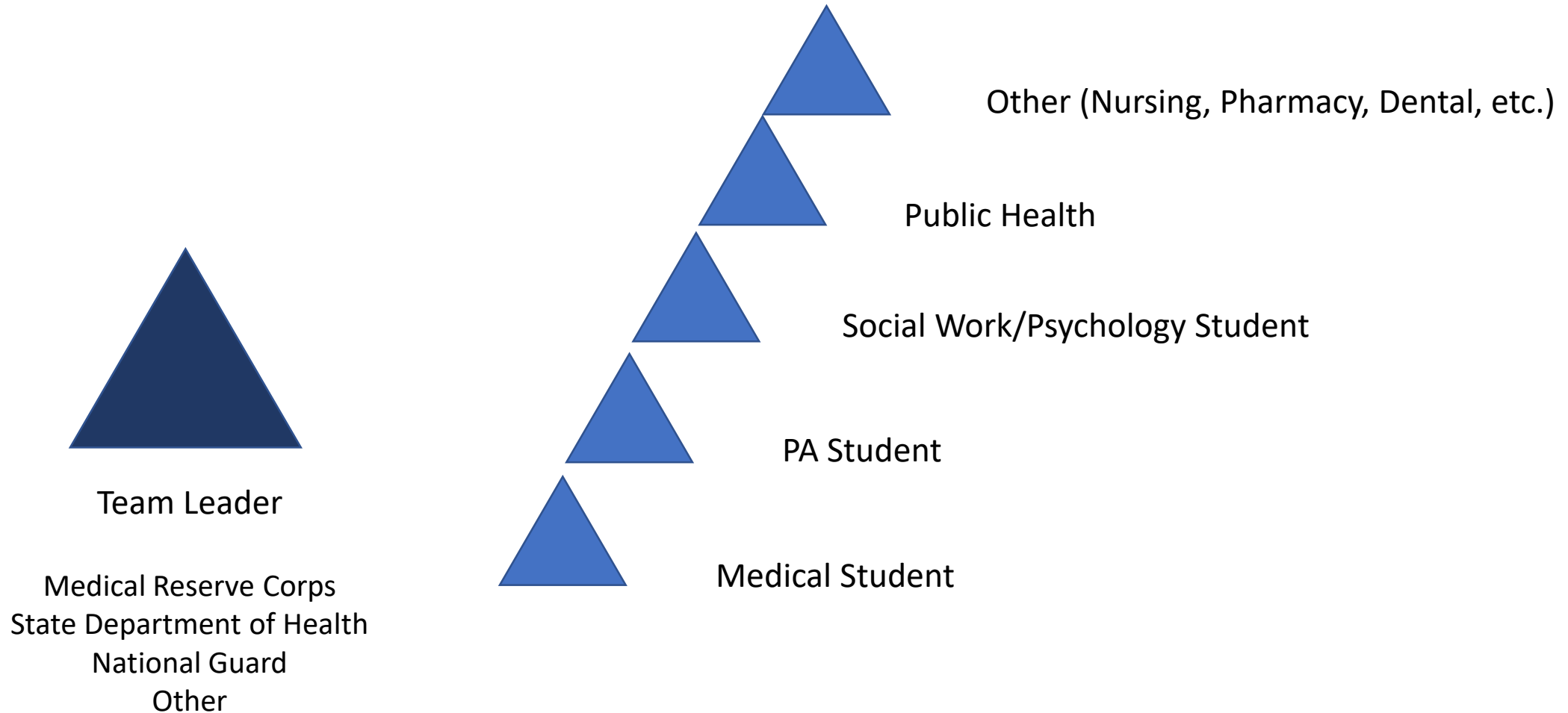
Biden-Harris COVID-19 Task
Force coordination

Lessons Learned

- PPE access (priority #1)
- Address liability (priority #2)
- National, replicable approach to pandemic response not possible
- Medical Reserve Corps inconsistently positioned across states/communities
- Mental health warrants higher priority
- H1N1 experience valuable
- Bias against certain providers/students preventing greater mass vaccination
- HPE should integrate public health and vice versa
- Commitment to work interprofessionally is real

Looking Ahead: an Opportunity for Imprinting

Creating Interprofessional Community Health and Wellness Teams



Conclusion: Students across the health professions can contribute in expanded ways to the U.S. healthcare system in times of both crisis and stability



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