

Exploring the Role of Health Professional Students and Trainees as Members of the Health Workforce

Session 3 of a Workshop Series: Cultural Safety

November 11, 2021

Workshop Objective: To facilitate discussions around the development of a decision tree, applicable across all the health professions, to guide health professions leaders in creating a local strategy for the role of trainees in the health system

Session Objective: To promote open dialogue on cultural safety considerations across professions, that decision-makers need to be aware of when selecting paths for the role of learners in the health system during a crisis.

WELCOME	
11am ET	<p>Welcome & Introductions</p> <ul style="list-style-type: none"> Erin Patel, Veterans Health Administration & Robert Cain, American Association of Colleges of Osteopathic Medicine, Co-chairs
11:10am	<p>Defining cultural awareness versus cultural safety for the educational system</p> <ul style="list-style-type: none"> Lisa VanHoose, Associate Professor and Program Director in the Physical Therapy Department at the University of Louisiana
BREAKOUT SESSIONS	
11:25am	<p>Identifying factors that support or do not support cultural safety</p> <p>List considerations related to cultural safety when making decisions about the role of learners in the health system during a crisis</p> <ul style="list-style-type: none"> Group 1 Leaders: Jasmine Garland-McKinney, Family Solutions Doctoral Student, University of North Carolina at Greensboro & Yoni Siden, University of Michigan Medical School & Ford School of Public Policy, M.D./M.P.P. Candidate, Class of 2022 & Tiffany Mathis, Masters of Social Work Student, Morgan State University Group 2 Leaders: Reena Karani, Icahn School of Medicine at Mount Sinai & Jessica Johnson, Learner, Kentucky College of Optometry, Class of 2023 Group 3 Leaders: Kenya Beard, Social Mission and Academic Excellence, Chamberlain University & Joanne Michelle Ocampo, 3rd year Doctor of Public Health, Columbia University
12:00pm	<p>Roundtable discussion with the Group Leaders</p> <p>Moderator: Lisa VanHoose, Associate Professor and Program Director in the Physical Therapy Department at the University of Louisiana</p> <p>Panelists: Group Leaders</p>
12:25pm	<p>Closing remarks from co-chairs</p>
12:30pm	<p>Adjourn</p>

BACKGROUND

Statement of Task:

A planning committee of the National Academies of Sciences, Engineering, and Medicine will organize and conduct a series of public workshops to explore whether students and trainees should be viewed as members of the health workforce, particularly in times of emergency as was experienced during the COVID-19 public health crisis. Topics to be explored will include issues such as:

- Identifying evidence on value-added roles for students to serve in the delivery of care and in a public health capacity
- Building greater working-learning integration for a stronger learning health system
- Balancing the role of learners as consumers (paying tuition) and not licensed providers versus members of the health workforce

The planning committee will bring together educators, students, administrators, and health professionals to share ideas, experiences, and data in an effort to discuss the role of learners during a crisis by drawing upon past experiences. The planning committee will select and invite speakers and discussants, and moderate the discussions at the workshop. Following the workshop, a proceedings of the presentations and discussions will be prepared by a designated rapporteur in accordance with institutional guidelines.

Workshop Planning Committee Members

- Robert Cain, American Association of Colleges of Osteopathic Medicine (co-chair)
- Erin Patel, Veterans Health Administration (co-chair)
- Jonathan Amiel, Columbia University
- Kenya Beard, Chamberlain University
- Jasmine Garland-McKinney, Family Solutions
- Reena Karani, Mount Sinai
- Mark Merrick, Commission on Accreditation of Athletic Training
- Casey Shillam, University of Portland
- Lisa VanHoose, University of Louisiana Monroe

Panelists & Speakers:

Kenya V. Beard, EdD, AGACNP, CNE, ANEF, FAAN, is a 2012 Macy Faculty Scholar and Associate Provost at Chamberlain University. Dr. Beard is also a Faculty Scholar for the Harvard Macy Institute, Program for Educators in Health Professions and shares her expertise on creating environments that propel discourse on race, bias, and healthcare disparities. As a past-Senior Fellow at the Center for Health Policy and Media Engagement, she co-produced health care disparity segments for HealthCetera, on WBAI and Little Water Radio.

Dr. Beard is a national speaker who is driven by a scientific passion for providing meaningful ways to eliminate health care disparities through a diverse, well-prepared workforce. Many have benefitted from her webinars, blogs, workshops, research, and publications that speak to the complexities of diversity and emphasize critical ways to advance health equity. Her national workshop “Diversity & Inclusion: Facilitating Race-Related

Discourse that Matters” mitigates bias in health care and is supported by the National League for Nursing. As a proponent for eliminating disparities in academia, she led the New York State Action Coalition in constructing the 2014 Workforce Diversity Toolkit for New York. In 2016 she was called upon by the National League for Nursing to assist with the development of their 2016 Diversity Vision Statement and recently helped co-create the Josiah Macy Foundation’s 2018 groundbreaking document Improving the Environment for Learning in the Health Professions. Her work has earned her numerous awards and honors.

Dr. Beard is currently a fellow of the New York Academy of Medicine, Academy of Nursing Education and American Academy of Nursing and serves on the editorial board for the American Journal of Nursing.

Tiffany R. Tutman Mathis received her Bachelor of Arts in Human Services Administration and Master’s Certificate in Non-Profit Management from Notre Dame of Maryland University. She attended Loyola of Maryland Selinger School of Business and is currently pursuing her Masters of Social Work at the Morgan State University, Baltimore, Maryland. Her focus is integrated clinical mental health and public health. She is passionate about decriminalizing mental illness and reducing the mass incarceration of African Americans who lack access to quality affordable mental healthcare. Tiffany is a transformative healthcare technical leader for over twenty years, including leading the Centers for Medicare and Medicaid Services (CMS) Fraud Prevention program based on predictive models and analytics. Tiffany is the Co-Founder, former President, and current Board Chair for The Journey Continues, a Breast Cancer Survivor Support non-profit organization, providing education, advocacy, and peer mentoring for those African American women and their loved ones disproportionately impacted by breast cancer. She is an active member of The Johns Hopkins Center to Reduce Cancer Disparities-Community Advisory Group and was appointed by Governor Larry Hogan to the Maryland Cancer Council. Tiffany was one of several Morgan MSW students who served as graduate assistants to Baltimore Mayor Brandon Scott’s Transition Team in 2020.

Jasmine L. Garland McKinney was born and raised in Rocky Mount, NC. Jasmine received her Bachelor of Arts in Sociology from North Carolina State University and her Master of Science in Counselor Education from East Carolina University where she also received a graduate certificate in Substance Abuse Counseling. She is currently pursuing her PhD in Counseling and Counselor Education at the University of North Carolina at Greensboro (UNCG). Jasmine is recognized as a Licensed Clinical Mental Health Counselor Associate, Professional School Counselor, and Nationally Certified Counselor in North Carolina. Jasmine has clinical experience working with college students, children ages 11 and younger, and their families. Jasmine is passionate about decreasing mental health stigma and health disparities in historically underrepresented populations. As a 2019 National Board of Certified Counselors (NBCC) Fellow, Jasmine was an active participant in school-university-community partnerships to increase access to mental health care in rural, predominantly African American communities. Jasmine is currently recognized as an interdisciplinary fellow through the American Psychological Association (APA). Her research focuses on Black women’s experiences with maternal mental health – particularly the ways in which gender racism impacts mothering, pregnancy, and childbirth.

Jessica Johnson, is a third year Doctor of Optometry student at the Kentucky College of Optometry (KYCO) in Pikeville. She earned a Bachelor’s in Biology from Campbellsville University in 2019, minoring in Chemistry and English. She worked as an Exam Technician at Abney Amstutz Eye Center during her undergraduate summers prior to beginning optometry school in the fall of 2019. Going into her fourth year, Jessica will be completing externship rotations in Campbellville (KY), Pikeville (KY), and Wilmington (NC). She is scheduled to graduate from KYCO in May of 2023 and hopes to join a private practice serving the people of rural Kentucky. Jessica is passionate about representing the unheard voices of her peers, serving on both Student Government Associations at her undergraduate and graduate programs. During the 2019-2020 school year, she served as the President of KYCO’s Student Government Association, leading with the theme of Enthusiastic Involvement. She played an instrumental role in the communication between the University of Pikeville and

Pikeville Medical Center to establish student volunteers for covid-19 vaccination administration, and has served as a volunteer herself. She is also honored to be a Student Ambassador for KYCO, assisting with student recruitment, public relations, tours, and interviews. Jessica will obtain her Student Fellowship from the American Society of Optometric Surgeons this year, representing her devotion for bringing advanced healthcare to underserved communities. The advanced scope of practice for optometrists in Kentucky allows her to provide care for her patients outside of the realm of stereotypical refractions, giving her the privilege of administering medications, diagnosing and monitoring ocular disease, performing minor surgical procedures like the removal of “lumps and bumps”, as well as her personal favorite - performing anterior segment laser procedures. She one day hopes to give her patients the option of having laser procedures performed in their home office for comfort and convenience.”

Reena Karani, MD is the Associate Dean for Undergraduate Medical Education and Curricular Affairs at the Icahn School of Medicine at Mount Sinai. In this role, Dr. Karani ensures that the curriculum and all assessments evolve to meet the needs of patients and the community, the mission of the Icahn School of Medicine and the learning needs of students. Dr. Karani has been integrally involved in educating learners at all levels. She has been a faculty member in the Art and Science of Medicine course, the Integrated Internal Medicine-Geriatrics Clerkship, the Internal Medicine Residency Program and the Geriatrics and Palliative Medicine Fellowship Programs. Dr. Karani has served as a course co-director of the Donald W. Reynolds Foundation’s Master Clinician-Educator Program in Geriatrics, the Mini-Fellowship in Geriatrics for the Non-Geriatrician and the Investigator Education Skills Training (INVEST) Program.

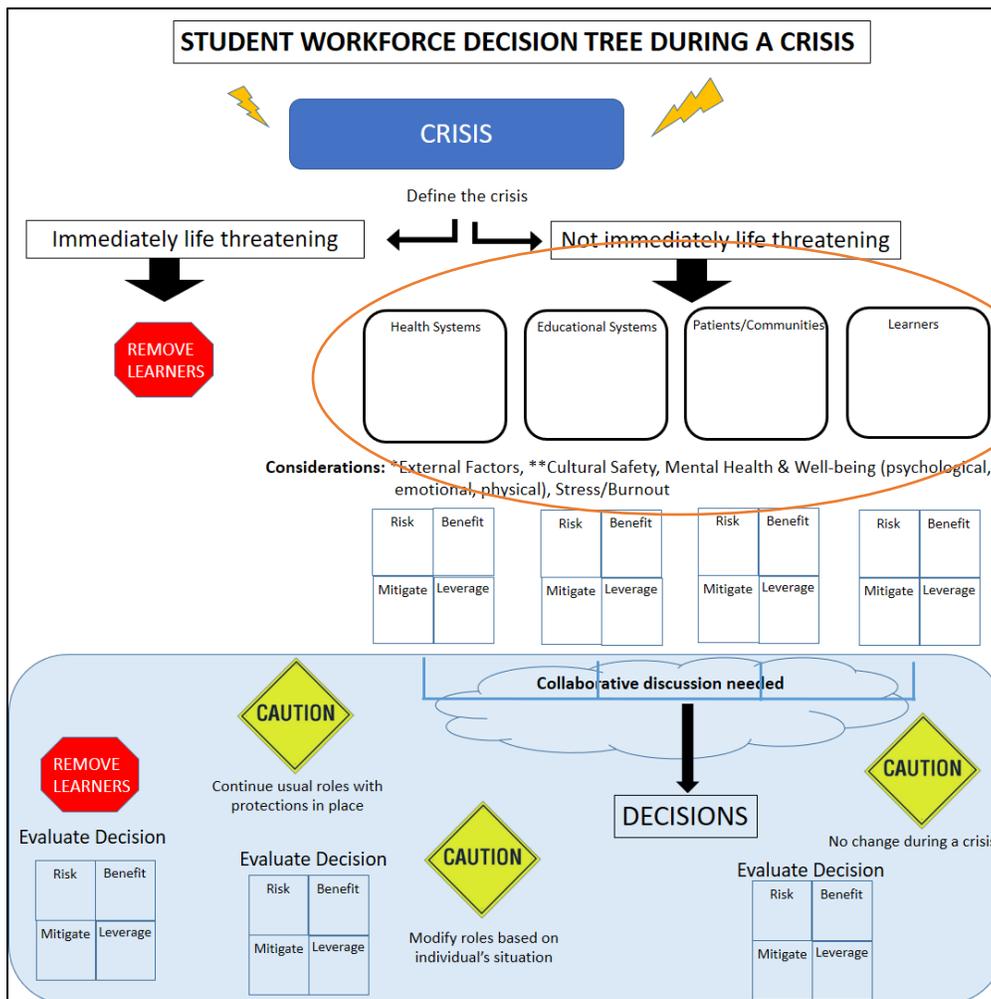
Dr. Karani received her B.S. in Biology from Brown University and her M.D. from the Albert Einstein College of Medicine. She completed her residency and chief residency in Internal Medicine at Montefiore Medical Center and her fellowship, chief fellowship and research fellowship in Geriatrics at Icahn School of Medicine. She is board certified in Internal Medicine, Geriatrics and Palliative Medicine. Dr. Karani also holds a Masters in Health Professions Education from the University of Illinois at Chicago.

Joanne Michelle F Ocampo is currently a Doctor of Public Health (DrPH) student at Columbia University, Mailman School of Public Health, where she is focusing on global public health and humanitarian crises, including how the COVID-19 pandemic affected low and middle income settings. She is currently a board member with the NGO Women of Color Advancing Peace and Security. Ocampo was formerly with the CDC Foundation, the Norwegian Institute of Public Health, and has worked for Georgetown University on NIH, NSF, and CDC-funded projects related to disease surveillance and HIV. Over the years, Miss Ocampo has worked on a number of projects across Europe and the United States, with activities leading her to parts of Asia and West Africa. In 2017, Ocampo was recognized as one the 100 Most Influential Filipina Woman in the World (Global FWN100™) by the San Francisco-based Filipina Women’s Network. She holds Bachelor of Science in Biology from Eastern Connecticut State University, a Master of Science in Biohazardous Threat Agents and Emerging Infectious Diseases, and a Professional Certificate in Business Administration from Georgetown University. Ms Ocampo is an avid painter, musician, and a business owner, a recreational diver, and has a multicultural background spanning Norway, the Philippines, and the US.

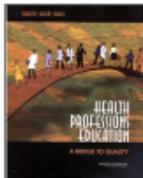
Lisa VanHoose, PT, PhD, MPH has practiced oncologic physical therapy since 1996. She is a Board-Certified Clinical Specialist in Oncologic Physical Therapy. As a NIH, PCORI, and industry funded researcher, Dr. VanHoose investigates cancer related side effects with an emphasis on minority and rural cancer survivorship using the socioecological model. Investigations of distress in cancer survivors revealed that African American women were concerned about provider bias and other racial issues during their care. She expanded that work to explore physical and psychosocial factors responsible for health disparities in diverse groups of cancer survivors. Her team published a systematic review explaining the impact of perceived racism on health outcomes for a variety of medical conditions and diseases affecting African American women. Other work

includes qualitative investigations into community identified risk factors of cardiovascular disease in African American men.

She serves on the Diversity, Equity, and Inclusion staff workgroup for the American Physical Therapy Association (APTA). She currently serves on the Special Populations: Nursing Home subcommittee for Gov. John Bel Edwards Louisiana COVID-19 Health Equity Task Force. She has been an advocate for movement of all persons, including the elimination of social policies and practices that are barriers to movement friendly environments. Dr. VanHoose received her PhD in Rehabilitation Science and MPH from the University of Kansas Medical Center. She completed fellowships at the University of Arkansas Medical Sciences Donald W. Reynolds Institute on Aging and the National Institute of Heart, Lung, and Blood Institute PRIDE Summer Institute with an emphasis in Cardiovascular Genetic Epidemiology. Her Bachelor of Science in Health Science and Master of Science in Physical Therapy were completed at the University of Central Arkansas.



*External Factors



There are an array of mechanisms and rules meant to ensure that health professionals are properly educated and competent to practice. Such mechanisms can be grouped under the rubric of *oversight processes*, and include accreditation, licensure, and certification (IOM, 2003).

- *Accreditation* serves as a leverage point for the inclusion of particular educational content in academic and continuing education curricula.
- *Licensure and certification* can serve as a lever for ensuring that practicing health professionals meet specific standards and continue to maintain competence in a given content area. This can be seen as public protection.
 - State licensing laws and related practice acts define what services health professionals can be licensed to provide
- *Organizational accreditation* serves to accredit practice institutions and health plans, but has some impact on the continuing competence of practicing professionals through the standards imposed.
- *Insurance coverage & liability* for volunteer initiatives and as essential workers
- *Safety equipment* supplies through procurement, supply chain, and purchasing departments
- *Infrastructure* includes risks associated with multigenerational housing (Nafilyan et al., 2021) and the social determinants of learning disparities to include housing, food and transportation assistance, learning technologies, and counseling services while in school (Sanderson et al., 2021)

**Cultural Safety

Cultural Safety places an obligation on the provider/educator to provide safe service as defined by those receiving the service. It involves changes in thinking about power relationships and requires self-examination, openness, and flexibility as well as a concerted effort not to blame victims of historical and social marginalization (Curtis et al., 2019).