

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

Session 3 of a Workshop Series: Cultural Safety

November 22, 2021

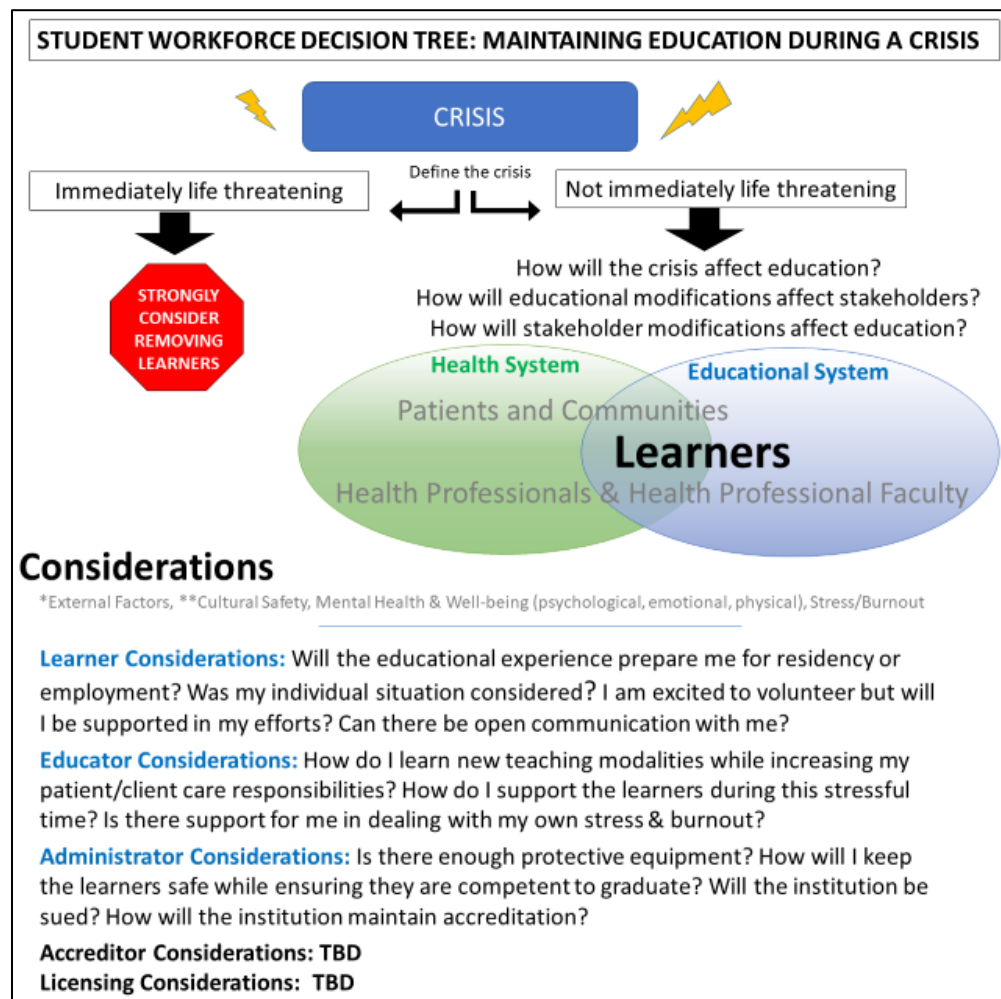
Workshop Objective: To facilitate discussions around the development of a decision tree, applicable across all the health professions, to guide health professions leaders in creating a local strategy for the role of trainees in the health system

Session Objective: To discuss external factors decision-makers need to be aware of when selecting paths for the role of learners in the health system during a crisis

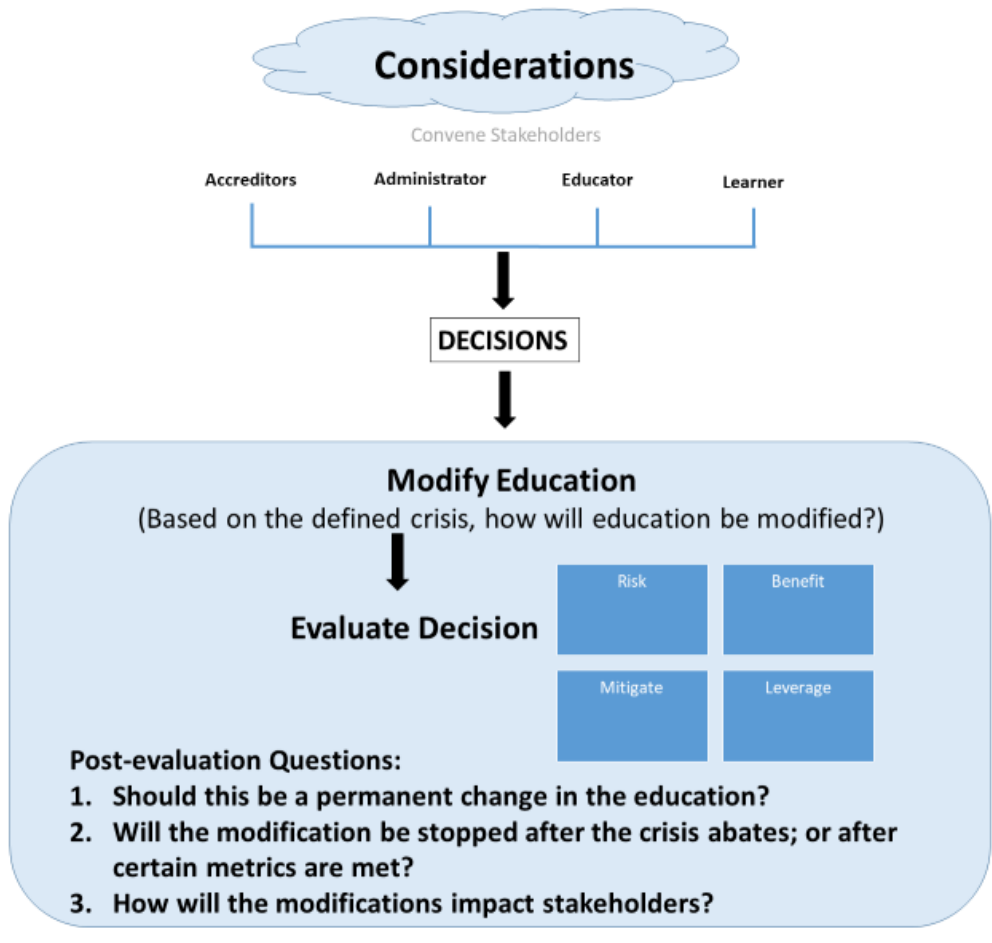
WELCOME	
2pm ET	Welcome & Introductions <ul style="list-style-type: none"> Erin Patel, Veterans Health Administration & Robert Cain, American Association of Colleges of Osteopathic Medicine, Co-chairs
LAYING OUT THE ISSUES	
2:10pm	What are the external factors decision-makers need to consider? <ul style="list-style-type: none"> Mark Merrick, College of Health and Human Services, The University of Toledo
2:20pm	Panel Discussion: Patient and public protection during a crisis Moderator: Mark Merrick, College of Health and Human Services, The University of Toledo Accreditation <ul style="list-style-type: none"> Barbara Barzansky, LCME Co-Secretary, American Medical Association Veronica Catanese, LCME Co-Secretary, Association of American Medical Colleges Eric L. Sauers, President, Commission on the Accreditation of Athletic Training Education Licensure & Regulation <ul style="list-style-type: none"> Nancy R. Kirsch, President, Board of Directors of the Federation of State Boards of Physical Therapy, New Jersey Nancy Spector, Director of Regulatory Innovations, The National Council of State Boards of Nursing Alex M. Siegel, Director of Professional Affairs, Association of State and Provincial Psychology Boards
BREAKOUT SESSIONS Round Robin	
2:50pm	Group 1: How do we protect the <u>learner's</u> educational experience to ensure learner readiness for practice after graduation?

	<ul style="list-style-type: none"> Facilitator: Jonathan Amiel, Columbia University <ul style="list-style-type: none"> Subject Matter Experts: Veronica Catanese, LCME Co-Secretary, AAMC Alex M. Siegel, Director of Professional Affairs, ASPPB
	<p>Group 2: How do we protect the <u>public/patients</u> by ensuring competency is attained by the learner?</p> <ul style="list-style-type: none"> Facilitator: Reena Karani, Mount Sinai <ul style="list-style-type: none"> Subject Matter Experts: Nancy Spector, Director of Regulatory Innovations, NCSBN & Barbara Barzansky, LCME Co-Secretary, AMA
	<p>Group 3: How do we balance the needs of <u>institutions</u> with the needs of learners, educators, and the public/patients?</p> <ul style="list-style-type: none"> Facilitator: Lisa VanHoose, University of Louisiana Monroe <ul style="list-style-type: none"> Subject Matter Experts: Eric L. Sauers, President, CAATE & Nancy R. Kirsch, President, Board of Directors, FSBPT, New Jersey
3:20pm	Summary & Closing
3:30pm	Adjourn

BACKGROUND



MAINTAINING EDUCATION DURING A CRISIS



*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](#)).

Previous Workshop Sessions:

- **Session 1:** Understanding the decision-making process of choices made by educational leaders who removed learners from the in-person training during the COVID-19 pandemic
- **Session 2:** Learning from decision-makers who did not remove learners from the in-person training
- **Session 3:** From the learner's perspective, considerations decision-makers need to be aware of when selecting paths for the role of learners in the health system during a crisis
- **Session 4:** Cultural safety considerations across professions when considering the role of learners in the health system during a crisis.

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

Panelist Biographies:

Barbara Barzansky, PhD, MHPE, LCME Co-Secretary and Director, Undergraduate Medical Education, American Medical Association. Barbara Barzansky received her PhD in Developmental and Cell Biology from the University of California-Irvine and did postdoctoral work in the Department of Anatomy at the University of Wisconsin. She served as a faculty member in the Department of Anatomy at the Medical

University of South Carolina. Dr. Barzansky then received a master's degree in Health Professions Education from the University of Illinois-Chicago and remained at that institution as a faculty member in the Center for Educational Development (now Department of Medical Education). She then moved to the American Medical Association (AMA), where she now serves as Director of the Division of Undergraduate Medical Education and AMA Co-Secretary of the Liaison Committee on Medical Education (LCME). Dr. Barzansky's research has focused on factors that influence the ability to bring about change in medical education.

Veronica Catanese, MD, MBA, LCME received her undergraduate degree from Wellesley College, MD degree from the NYU School of Medicine, and MBA degree from NYU's Stern School of Business. After residency training in internal medicine and a clinical fellowship in endocrinology, diabetes, and metabolism at NYU, she spent two years as a research fellow at the Joslin Diabetes Center of Harvard Medical School. She then returned to NYU as a faculty member in the departments of medicine and of cell biology, eventually becoming the medical school's senior associate dean for education and student affairs.

In 2008, Dr. Catanese joined the founding team of the Donald and Barbara Zucker School of Medicine at Hofstra Northwell, where she served as vice dean, dean for academic affairs, and principal business officer. In 2016, Dr. Catanese assumed the position of Co-Secretary of the Liaison Committee on Medical Education and Senior Director, Accreditation Services, at the Association of American Medical Colleges.

Throughout her professional life, Dr. Catanese has maintained a visible national profile in academic medicine, having served as president of the American Federation for Medical Research and editor-in-chief of the *Journal of Investigative Medicine*. She also has served as a member of the Institute of Medicine's Clinical Research Roundtable, co-chair of the training subcommittee of the NIH Clinical Research Roadmap working group, and chair of an NIH biotechnology transfer study section.

Nancy R. Kirsch, PT, DPT, PhD, FAPTA is a professor of physical therapy and Vice Chairperson of the Department of Rehab and Movement Sciences and Director of the Doctor of Physical Therapy Programs at Rutgers, The State University of New Jersey. She currently serves on the Board of Physical Therapy Examiners, Division of Consumer Affairs in New Jersey. She is President of the Federation of State Boards of Physical Therapy, and previously served President of the New Jersey Chapter of the APTA. She also served as Chair of the national APTA Reference Committee and Ethics and Judicial Committee. She is on the faculty of PROBE a national ethics remediation program. Dr. Kirsch presents on topics in ethics and risk management on the national level at APTA and other professional meetings. Her academic and research interest is professional behavior, moral injury, ethical decision making and ethical risk factors. Dr. Kirsch writes a column in APTA Magazine, called Ethics in Practice.

Mark Merrick, Ph.D., ATC, FNATA, became the President of the Commission on Accreditation of Athletic Training Education (CAATE) in the fall of 2015. He was elected as a CAATE Commissioner in 2013 after a long history as a site visitor and site visit chair. In 2020, he became Professor and Dean of the College of Health and Human Services at the University of Toledo. Before that, he was a tenured Associate Professor in the School of Health and Rehabilitation Sciences at the Ohio State University where he served as the Director of the Division of Athletic Training since 2000. He is an NATA Fellow with extensive contributions to the athletic training profession in both scholarship and service. He has been a member of the editorial board of the Journal of Athletic Training for more than 20 years and served as an Associate Editor for more than a decade. He is also a member of the editorial board of the Journal of Sport Rehabilitation and serves as a reviewer for more than a dozen additional journals. He has held many state, district, and national service and leadership positions with the Ohio Athletic Trainers Association, Great Lakes Athletic Trainers Association, National Athletic Trainers Association, NATA Research and Education Foundation, and the Board of Certification. He holds a Bachelor's Degree in Exercise Science and Athletic Training from the University of

Toledo, a Master's degree in Athletic Training from Indiana State University, and a Doctorate in Exercise Physiology from the University of Toledo.

Eric L. Sauers, PhD, ATC, FNATA is a tenured Full Professor and Chair of the Department of Interdisciplinary Health Sciences at A. T. Still University (ATSU), in Mesa, Arizona. He also holds a joint appointment as a Research Professor in the ATSU School of Osteopathic Medicine in Arizona. Dr. Sauers is the President of the Commission on the Accreditation of Athletic Training Education (CAATE). He has previously served as the Chair of the National Athletic Trainers' Association (NATA) Post-Professional Education Committee and as a member of the NATA Education Council Executive Committee, the NATA Pronouncements Committee, and the NATA Foundation Research Committee. Dr. Sauers has been recognized for his dedication to the athletic training profession with the distinction as a *Fellow* of the NATA and recipient of the NATA *Most Distinguished Athletic Trainer Award*.

Alex M. Siegel, J.D., Ph.D. is an attorney and psychologist who specializes in regulatory and licensure issues in the professional practice of psychology. He is the Director of Professional Affairs (DPA) at the Association of State and Provincial Psychology Boards (ASPPB). Dr. Siegel was staff to the APA/ASPPB/The Trust Joint Task Force on Telepsychology and staff to the ASPPB Task Force on the regulations for interjurisdictional telepsychological practice. He is a former Chair of the Pennsylvania State Board of Psychology.

Nancy Spector, PhD, RN, FAAN, is the Director of Regulatory Innovations at the National Council of State Boards of Nursing (NCSBN). She graduated from the University of Wisconsin, Madison, with her BSN; the University of California, San Francisco with her MSN; and Rush College of Nursing in Chicago for her PhD. Before coming to NCSBN, Dr. Spector was a tenured faculty member at Loyola University's School of Nursing in Chicago, where she taught at the undergraduate and graduate levels. At NCSBN he has worked on a number of initiatives, including the regulatory implications of social media, innovations and trends in nursing education, the future of nursing program approval, regulatory issues in distance learning programs, outcomes and metrics of nursing education programs, and she was instrumental in developing the innovative Regulatory Scholars Program and the Safe Student Reports study of nursing student errors and near misses in their clinical experiences. Currently she is a consultant on NCSBN's study of the impact of COVID-19 on nursing education programs. Dr. Spector presents and publishes nationally and internationally on regulatory issues in nursing education.