



# Lessons Learned in Health Professions Education from the COVID-19 Pandemic

A Virtual Workshop of the Global Forum on  
Innovation in Health Professional Education

Thursday, December 3, 2020

11:00 AM – 2:30 PM EDT

Online



Global Forum on  
**INNOVATION** in  
**HEALTH PROFESSIONAL EDUCATION**



**#IHPEGF**

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## Webinar Notes

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- Please type your questions into the Q&A Box and indicate whom the question is directed to if needed.
- Please use the hashtag #IHPEGF to tweet about this event.
- Soon after the meeting, an archive of the video and presentations will be available on our webpage.
- A proceedings of the workshop will be published by the National Academies Press.
- If you are unable to connect or have a technical question, please email [HGoodtree@nas.edu](mailto:HGoodtree@nas.edu).

## Contact

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If you have questions about the workshop on Health Professions Faculty for the Future, please email [IHPEGlobalForum@nas.edu](mailto:IHPEGlobalForum@nas.edu).

Please [visit our webpage](#) to learn more about the Global Forum on Innovation in Health Professional Education. If you are interested in becoming a member-sponsor of the Global Forum, please contact Forum Director Patricia Cuff at [PCuff@nas.edu](mailto:PCuff@nas.edu).

## Workshop Statement of Task

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A planning committee of the National Academies of Sciences, Engineering, and Medicine will organize and conduct a 1-day public workshop to explore lessons learned in grand challenges facing health professions education (HPE) stemming from the COVID-19 pandemic and how those positive and negative experiences might inform development of sustainable improvements in the value, effectiveness, and impact of HPE. The planning committee will bring together educators, students, administrators, and health professionals to share ideas, stories, and data in an effort to discuss the future of HPE by learning from past experiences. Invited presentations and discussions will involve global audiences in topics such as:

- Examples and evaluation of online education;
- Innovations in interprofessional education and learning opportunities within the social determinants of health and mental health;
- Impacts on pre-clinical and clinical education;
- Regulatory and accreditation changes affecting HPE; and
- Stress and workload on students and faculty.

The planning committee selected and invited speakers and discussants, to 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.

## Agenda

# Lessons Learned in Health Professions Education from the COVID-19 Pandemic: A Workshop December 3, 2020

Online

**WORKSHOP OBJECTIVE:** To discuss positive and negative experiences in HPE during COVID that could shift HPE toward 21st century best practices in learning for a more effective health workforce

**DESIRED OUTCOME:** To explore the desirability of continued discussion on creating a new framework for health professional education

OPENING SESSION	
11:00am	<p><b>Welcome &amp; Setting the Stage</b></p> <p><b>Workshop Co-Chairs:</b></p> <ul style="list-style-type: none"> <li>Darrin D'Agostino, Kansas City University</li> <li>Mary Jo Bondy, Physician Assistant Education Association</li> </ul>
LOOKING BACK & MOVING FORWARD	
11:15am	<p><b>Using the past to inform the future</b></p> <p>Facilitator: Valerie N. Williams, University of Oklahoma Health Sciences Center</p> <ul style="list-style-type: none"> <li>Poll Questions: <ul style="list-style-type: none"> <li>What were your top 3 concerns before the pandemic disrupted HPE</li> <li>What are your top 3 concerns now, during the pandemic</li> <li>What are your top 3 concerns for the future of HPE</li> </ul> </li> <li>Speakers: Skylar Stewart-Clark, Charleston Southern University</li> </ul> <p><b>A systems approach to informing the future</b></p> <p>Pinar Keskinocak, Georgia Institute of Technology</p> <p><b>From survive mode to thrive mode: Developing actionable evidence</b></p> <p>David Daniel, James Madison University</p>
12:20pm	<b>[10min intermission - do not exit the webinar]</b>

## INNOVATION BROUGHT BY COVID

12:30pm

### Showcasing Innovation

#### Public Health

- Jim Buehler, Drexel University & Susan Choi, Health Care Improvement Foundation
    - Academic Public Health Volunteer Corps  
Neil Maniar, Northeastern University
    - Dornsife School of Public Health  
Jennifer Kolker, Drexel University
- Discussion

#### Clinical Education

- Kimberly Lomis, American Medical Association
    - Lessons Learned from the AMA Accelerating Change in Medical Education Consortium  
Kimberly Lomis, AMA
    - Practice/Academic Partnership Model  
Nancy Spector, The National Council of State Boards of Nursing
- Discussion

#### Students

- Emilia Iwu, Rutgers School of Nursing
  - Londyn Robinson, Medical Student, University of Minnesota Medical School
  - Angela Wilbon, Social Work PhD Student, Howard University
  - Gusna Hoque, Nursing Student, Rutgers University

## EXPLORING A DYNAMIC FRAMEWORK

1:45pm

### An Interprofessional Framework for the Future

**Facilitators:** Mary Jo Bondy & Darrin D'Agostino, Co-chairs

#### Students Assist America

- Robert Cain, American Association of Colleges of Osteopathic Medicine

**Interprofessional learning at the point of care: Salvage, sustain & re-package post COVID**

- Interview with Vineet Arora, University of Chicago Medicine

2:30pm

**ADJOURN**

## Planning Committee Biographies

### Co-Chairs

**Mary Jo Bondy DHEd, MHS, PA-C** (*co-chair*) is the Chief Executive Officer at the Physician Assistant Education Association (PAEA). A distinguished clinician, educational leader, and innovator, in February 2020 she became the first PA to serve as the CEO of PAEA, where she leads a staff of 40 in serving the more than 250 member programs and meeting the needs of more than 3,000 individual faculty. Following her graduation from the Duke University PA Program in 1993, she worked in many clinical settings and specialties, including in family medicine, emergency medicine, internal medicine, and orthopedics. She also served as a clinical preceptor for PA students for many years and was awarded the Duke University PA Program Preceptor Award in 2001. She began her career as an educator as a regional clinical coordinator for the Duke PA Program, in this role she helped recruit and develop potential students and preceptors for the South East Area Health Education Center (SEAHEC) in Wilmington, NC. In 2003 she moved to Maryland to become academic coordinator of the Anne Arundel Community College PA Program, and in 2007 she became the program director. Dr. Bondy earned the doctor of health education degree from AT Still University in May 2011.



**Darrin D'Agostino, D.O., M.P.H., M.B.A.**, (*co-chair*), is currently the Executive Dean of the College of Osteopathic Medicine and Vice President of Health Affairs at the Kansas City University of Medicine and Biosciences. Darrin does research related to Healthcare issues and Population Health as well as the influence on disease progression. Dr. D'Agostino comes to KCU from the University of North Texas Health Science Center in Fort Worth, where he served as associate dean of Community Health and Innovation, and professor of medicine. He was also chairman of the Department of Medicine at UNT for eight years. Prior to that, Dr. D'Agostino held positions as program director for the Osteopathic Internal Medicine Residency and director of Osteopathic Medical Education for both the University Of Connecticut School Of Medicine in Farmington, Connecticut, and Hartford Hospital in Hartford, Connecticut.





## Members

**James W. Buehler, M.D.**, is a Clinical Professor and Interim Chair of the Department of Health Management and Policy and an affiliate of the Drexel Urban Health Collaborative. Prior to joining the Drexel faculty in 2013, Dr. Buehler had over two decades of government public health service at the federal Centers for Disease Control & Prevention (CDC) in Atlanta and Georgia's state health department, where his work spanned general field epidemiology, maternal and child health, infectious diseases (particularly HIV/AIDS, sexually transmitted diseases, and tuberculosis), population health surveillance, public health ethics, informatics, and emergency preparedness and response. During the final 18 months of Mayor Michael Nutter's administration, Drexel granted Dr. Buehler a leave-of-absence to serve as Philadelphia's health commissioner, where he directed the Philadelphia Department of Public Health. In that capacity, he was responsible for a broad spectrum of public health and safety-net clinical services and for leading the health department's response to the threat of Ebola virus in 2014-15 and its preparations for the Pope's visit to Philadelphia in 2015. In addition to his position at Drexel, Dr. Buehler was formerly a research professor in the Department of Epidemiology at the Rollins School of Public Health at Emory University. His research interests focus on advancing public health systems, including the interface between public health and health care services. He is a graduate of the University of California at Berkeley, the School of Medicine of the University of California at San Francisco, and CDC's Epidemic Intelligence Service program; and he is board-certified in Pediatrics and General Preventive Medicine.



**Susan Choi, Ph.D.**, is the senior director of population health at the Health Care Improvement Foundation. Since joining HCIF in 2012, Dr. Choi has directed learning collaboratives addressing a variety of topics, including health literacy, palliative care, and early identification management of hypertension and diabetes. She is currently responsible for the facilitation of two community health improvement collaboratives, Montgomery County Hospital Partnership and Collaborative Opportunities to Advance Community Health (COACH), that engage health systems in Southeastern Pennsylvania to address pressing community health needs. Dr. Choi previously worked as a Consultant and Research Associate for the Institute for Community Health and the Cambridge Health Alliance in Cambridge, Massachusetts. In these roles, she conducted evaluations of a variety of health promotion programs and led several quality initiatives focused on improving health equity, language services, and HIV care. She earned her BA in Psychology and PhD in Social Psychology from Harvard University.



**David B. Daniel, Ph.D.**, is currently a professor of Psychology at James Madison University and an award-winning teacher with over 25 years of classroom experience. A Fellow of the Association for Psychological Science, David has been honored numerous times for his teaching and translational efforts. In addition to earning many university/college level teaching awards, his national honors include the Society for the Teaching of Psychology's Teaching Excellence Award, the Transforming Education through Neuroscience Award



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and being recognized as one of the top 1% of educational researchers influencing public debate in the US. He was recently appointed to a select panel of the National Academy of Sciences to update and extend the influential NRC report *How People Learn: Brain, Mind, Experience, and School* and featured in the Princeton Review's 300 Best Professors.

Dr. Daniel's dedication to facilitating student learning extends from higher education contexts to the K-12 classroom and across a wide variety of disciplines. He regularly consults with schools, districts, teaching and learning centers, publishers, education-oriented companies, policy-makers and non-profit foundations on the development of high-impact pedagogy, including the targeted use of appropriate technologies.

Dr. Daniel's scholarship and related activities focus on translating findings from the Science of Learning and the Scholarship of Teaching and Learning to useable knowledge, particularly for educational practice, policy, and student learning. He works to infuse the design of pedagogy and systems, including digital tools, with learning science and stake-holder usability to maximize learning impact and engagement.

**Emilia Iwu, Ph.D., R.N., APNC, FWACN**, completed her basic nursing and midwifery education in Nigeria. She obtained a BA Degree in School Health Services from Rowan University of New Jersey; BS, MS and Ph.D. in Nursing from Rutgers University, New Jersey. Before joining University of Maryland's Institute of Human Virology and School of Nursing in 2006 as Technical Advisor for the Presidential Emergency Program for AIDS Relief (PEPFAR) grant in Nigeria, she worked as a Family Nurse Practitioner in Infectious Diseases Clinic at Cooper Hospital University Medical Center and Healthcare for the Homeless Program, both in Camden, New Jersey. Her key interests have been capacity development of nurses and community health workers through education and practice. As Assistant Professor at the School of Nursing, University of Maryland, Dr. Iwu helped design a postmaster's global health certificate program that involves clinical and research rotations for US-based nursing students in Nigeria and other resource-constrained countries. She is an alumnus of Robert Wood Johnson and Jonas Foundation Faculty/Leadership programs. As Clinical Faculty at Rutgers University, School of Nursing Newark since 2014, she continued her global HIV work in Nigeria. Her research interests include HIV nursing; patient access and retention; and nursing roles in changing health care delivery systems especially in resource limited settings.



**Pinar Keskinocak, Ph.D.**, is the William W. George Chair and Professor in the School of Industrial and Systems Engineering and the co-founder and Director of the Center for Health and Humanitarian Systems at Georgia Institute of Technology. She is the lead faculty advisor for the MS Health Systems at Georgia Tech and also leads the Health and Humanitarian Supply Chain Management Professional Education certificate program. Previously, she has served as the College of Engineering ADVANCE Professor and interim associate dean for faculty development and scholarship.

Dr. Keskinocak's research focuses on the applications of quantitative methods and analytics to have a positive impact in society, particularly in healthcare and humanitarian systems. Her recent work has addressed a broad range of topics such as infectious disease modeling (including pandemic flu, Covid19, malaria, Guinea worm, polio), evaluating





intervention strategies, and resource allocation; catch-up scheduling for vaccinations; decision-support for organ transplant; hospital operations management; and disaster preparedness and response. She has worked on projects with a variety of governmental and non-governmental organizations, and healthcare providers, including American Red Cross, CARE, Carter Center, CDC, Children's Healthcare of Atlanta, Emory Healthcare, Georgia Department of Public Health, Grady Hospital, and Task Force for Global Health.

Dr. Keskinocak is the president-elect of INFORMS (The Institute for Operations Research and Management Sciences), and has served in various other roles within the society over the years, including INFORMS Secretary, INFORMS Vice President for Membership and Professional Recognition, President of the Women on OR/MS Forum, President of the Public Sector OR Section, and Department Editor for Operations Research. She is an INFORMS Fellow.

**Kimberly D. Lomis, M.D.**, is Vice President for Undergraduate Medical Education Innovations at the American Medical Association. In that capacity, she guides the Accelerating Change in Medical Education (ACE) consortium of 37 medical schools, impacting approximately 25,000 medical students across the United States. Dr. Lomis is invested in competency-based medical education. She previously served as Associate Dean for Undergraduate Medical Education at Vanderbilt University School of Medicine, where she guided a major revision of the medical school curriculum that included implementation of a comprehensive competency-based assessment program. Dr. Lomis also served as director of the national pilot of the Association of American Medical Colleges Core Entrustable Professional Activities for Entering Residency. Dr. Lomis trained in general surgery at Vanderbilt University Medical Center from 1992-1997 and practiced until 2012. She retains appointment at Vanderbilt as adjunct Professor of Surgery and of Medical Education & Administration.



**Valerie N. Williams, PhD, M.P.A.**, is Vice Provost for Academic Affairs and Faculty Development at the University of Oklahoma Health Sciences Center (OUHSC). In this role she has responsibility for campus-wide academic affairs, academic integrity and faculty development issues. The Office of VP Academic Affairs and Faculty Development includes Academic Affairs, Admissions and Records, Academic Technology, Faculty Development and Interdisciplinary Programs, and the Robert M. Bird Health Sciences Library. A year after joining the OUHSC College of Medicine faculty in 1989 Dr. Williams created the Health Sciences Center Faculty Leadership Program, an interprofessional faculty development and mentoring program. Following nomination, faculty participants representing the six health professions colleges and interdisciplinary graduate college participate in an 11-month program focused on the teaching and research mission and leadership knowledge and skill development. The program is sponsored by the OUHSC Deans and Provost. As program director Dr. Williams has served as a mentor or coach for over 350 OUHSC faculty and over 500 faculty participating in summer institute or nationally sponsored faculty development programs.



The Office of Academic Affairs at the OU Health Sciences Center includes academic program and academic policy oversight. The office hosts the faculty led Academic Program Council, provides

admissions data and manages an on campus online application. Student data and reporting is handled through the Office of Institutional Research, and student records are overseen by the HSC Registrar. In addition, Dr. Williams serves as an adviser to the Student Government Association Academic Integrity Council.

## Speakers

**Vineet Arora, MD, MAPP**, is an academic hospitalist who specializes in improving the learning environment for medical trainees and the quality, safety and experience of care delivered to hospitalized adults. She is an internationally recognized expert on patient handoffs in health care and also has extensive expertise using technology such as social media to improve the workplace learning in teaching hospitals on a variety of topics. Her educational videos on handoffs, supervision, professionalism and costs of care have been used by numerous educators around the country and have been featured on NPR and in the New York Times.



Through her leadership roles, Dr. Arora enables incoming medical students to participate in longitudinal mentored scholarly projects. She also is working to ensure residents from all specialties are integrated into hospital quality initiatives.

An accomplished researcher, Dr. Arora has served as the principal investigator of numerous federal and foundation research grants. Most notably, Dr. Arora has developed tools to evaluate handoff quality among hospitalists and residents. She also is investigating the effect of sleep loss on hospitalized patients and working to create novel interventions to optimize patient experience in hospitals through workplace learning and systems change. Through R-01 funding, Dr. Arora is studying the impact of a novel social media intervention to boost interest of minority youth into medical research careers. Dr. Arora's work has been funded by the Agency for Healthcare Research & Quality, the National Institutes on Aging and the American Sleep Medicine Foundation.

Dr. Arora's academic work has resulted in dozens of peer-reviewed publications and has been recognized with awards from the Society of Hospital Medicine, Society of General Internal Medicine, Association of Program Directors of Internal Medicine, and the Association of American Medical Colleges. She has also testified to Congress on the primary care crisis as well as to the Institute of Medicine on residency duty hours and handoffs. For her work, she was been recognized as ACP Hospitalist Magazine's Top Hospitalist in 2009, one of "20 People Who Make Healthcare Better" by HealthLeaders Magazine in 2011, and as a Master to the Academy of Distinguished Medical Educators at the University of Chicago.

**Robert A. Cain, DO, FACOI, FAODME**, joined the American Association of Colleges of Osteopathic Medicine (AACOM) as President and CEO in July 2019. Prior to assuming this position, he served as the Associate Dean for Clinical Education at the Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) where he oversaw business development and relationship management for clinical experiences associated with undergraduate and graduate medical education (GME). As part of his GME related duties, Dr. Cain functioned as the Chief Academic Officer for the Ohio Centers for Osteopathic Research and Education (CORE), a statewide medical education consortium.



Prior to this university appointment he served as the Director of Medical Education (DME) at Grandview Hospital in Dayton, Ohio (2006-2014) and as the director of the internal medicine residency program at the same facility (1999-2007).

Over the past two decades, Dr. Cain has served on a number of local, state, and national committees, task forces, and boards in a variety of roles, including the American Osteopathic Association (AOA) Council on Postdoctoral Training Institutions (COPTI), the AOA Council on Postdoctoral Training (COPT), the American College of Osteopathic Internists (ACOI) Board of Directors, the ACOI Board of Trustees and Executive Committee, the AOA and AACOM Blue Ribbon Commission on Osteopathic Medical Education, and the First Chair of the Accreditation Council for Graduate Medical Education (ACGME) Osteopathic Principles Committee. He also served as President of the Association of Osteopathic Directors and Medical Educators (AODME, now known as the AOGME).

Dr. Cain was inducted into the AOGME Collegium of Fellows in 2018 and has received many other awards for his contributions to osteopathic medical education, including the Association of Osteopathic Directors and Medical Educators Leadership Award in 2014, Ohio University Heritage College of Osteopathic Medicine Master Clinical Faculty in 2011, Ohio University Heritage College of Osteopathic Medicine Standard of Excellence Award in 2009, and the ACOI Teacher of the Year in 2004.

As a specialist in pulmonary medicine, Dr. Cain graduated from OU-HCOM in 1988 and operated a private practice in Ohio from 1994-2008. Originally board certified in both internal medicine and pulmonary medicine, he was recertified by the American Osteopathic Board of Internal Medicine (AOBIM) in pulmonary medicine in 2018. Dr. Cain enjoys reading, creative writing, competing as a master Olympic weightlifter, and kayaking with his wife, Gina, a dental hygienist.

### **Gusna Hoque, Nursing Student, Rutgers School of Nursing**

**Jennifer Kolker, MPH**, holds a Master of Public Health degree in public health policy and administration from the University Of Michigan School Of Public Health. Professor Kolker is a Clinical Professor of Health Management and Policy, the Director of the Center for Public Health Practice, and the Co-Director of the Pennsylvania Public Health Training Center, a federally funded training center for the public health workforce, operated in collaboration with the University of Pittsburgh. Prior to joining Drexel in 2004, held various positions in the non-profit world and then the Philadelphia Department of Public Health, working first in HIV/AIDS policy and planning and later in the Office of the Health Commissioner also in a health planning and policy role. Professor Kolker was also a senior policy associate with Public Works, a consulting firm that provides public policy research and analysis to government agencies and officials, non-profits and think tanks across the country. Professor Kolker teaches several courses on public policy and public health practice and advises and mentors graduate students. Her work is focused on building bridges between academic public health and public health practice within the School's mission of pursuing public health, human rights, and social justice.



**Neil Manair, Ph.D., M.P.H.**, is a Professor of Practice and the Director of the Master of Public Health in Urban Health (MPH) program in the Department of Health Sciences in the Bouve College of Health Sciences at Northeastern University. Prior to this, he was the Vice President, Health Systems, of the American Cancer Society's New England Division, overseeing cancer control efforts in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. As the Division's Health Systems leader, he led a team of 40 staff working within health care systems to increase utilization of cancer prevention strategies and cancer screening tests; to reduce barriers to care for cancer patients; to help patients navigate the cancer journey; and to engage health care organizations in fighting cancer through the Society's advocacy and community initiatives. He also served on the Division's Senior Leadership Team.



Prior to joining the ACS, he was the Director of Health Equity Programs in the Brigham and Women's Hospital Center for Community Health and Health Equity. Dr. Maniar was also the founding director of the Massachusetts Youth Violence Prevention Program at the Massachusetts Department of Public Health. He created this program through a \$200,000 CDC grant in 2004 and directed its growth into a program with \$3,500,000 in state funding by 2008. He also founded and co-chaired the Massachusetts Coalition for Youth Violence Prevention and currently serves on the Board of Directors of the Massachusetts Public Health Association.

He received his PhD from the Johns Hopkins University Bloomberg School of Public Health in 2005 and his Master's in Public Health (MPH) with distinction from the Yale University School of Public Health in 1998. He also has a Bachelor's degree from Connecticut College with a double major in English and Zoology.

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**Londyn Robinson** is a medical student at the University of Minnesota Medical School. She obtained a B.S. in genetics and human development at the University of Minnesota and started medical school in the fall of 2016. Currently pursuing a passion for medicine and scientific research while working at the Division of Rheumatic and Autoimmune Diseases at the University of Minnesota Medical School.




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**Nancy Spector, Ph.D., R.N., FAAN**, is the Director of Regulatory Innovations at the National Council of State Boards of Nursing (NCSBN). Before coming to NCSBN, Dr. Spector was a faculty member at Loyola University's School of Nursing in Chicago, where she taught at the undergraduate and graduate levels. She has worked on a number of initiatives while at NCSBN, 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. Dr. Spector was the PI on a NCSBN's multisite transition to practice study, and she was a consultant





on the National Simulation Study. Dr. Spector presents and publishes nationally and internationally on regulatory issues in nursing education.

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**Skylar Stewart-Clark, Ph.D., PA-C**, joined the faculty at the CSU PA program after three years of practice in Adult Urology and Urologic Oncology at the Medical University of South Carolina and serving as adjunct faculty in the Medical University of South Carolina (MUSC) PA program. Clark holds a Bachelor of Science and Doctorate of Philosophy in biomedical engineering from Louisiana Tech University and a Master of Science in physician assistant studies from MUSC. As part of her doctoral training, she completed a four-year Teaching Fellowship sponsored by the National Science Foundation. After completion of her PhD, she spent several years as a Postdoctoral Research Fellow in Tissue Engineering and Regenerative Medicine at MUSC, where she worked on various projects with clinician scientists to find solutions for orthopedic, dental, and cardiac clinical applications. In 2009 she served at Dream Center Clinic of Seacoast Church as a volunteer translator and assistant, and eventually this led her on the path to participating in international medical and surgical missions in Central America. Those experiences and following the prompting of a never-ending call to practice medicine led her to pursue training as a physician assistant in 2013.



Clark is an active member of the South Carolina Academy of Physician Assistants, where she served as chair of the ASPIRE (pre-PA) committee for two years. She is passionate about unconscious bias and diversity in medicine and has guest lectured on these topics. She continues to volunteer with the Seacoast Dream Center Clinic and organizes and chairs the annual community health fair every October. She is thrilled to be part of the CSU PA program, where she can not only share her knowledge, but also her faith with fellow faculty and PA students.

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**Angela Wilbon, M.S.W.**, is a Licensed Clinical Social Worker. She received her BSW and MSW from the University of Iowa. She currently is a doctoral student at Howard University School of Social Work. Her research areas of interests are HIV, health equity, and integrative health.



Ms. Wilbon has provided clinical services for children, adolescents, and families for more than 20 years. Angela is a psychotherapist in a private practice serving the DC metropolitan area. Since 2007, Angela has served as a medical social worker at Children's National Hospital (CNH) providing mental health and supportive services to pediatric patients and their families. Prior to CNH, she was an in-school psychotherapist for middle-school students in Alexandria, VA for nearly five years. At the Center for Child Protection and Family Support Angela designed and implemented a successful Office of Juvenile Justice and Delinquency Prevention (OJJDP) at-risk youth mentoring program in Southeast Washington, DC for approximately three years. She has worked for various non-profit organizations over her career span including Second Story (formerly Alternative House), The Women's Research and Education Institute, Community Horizons and Foundations for Families.

Ms. Wilbon has served as a volunteer with several local and national agencies. She volunteered as a parent education facilitator for SCAN (Stop Child Abuse Now) in Alexandria, Virginia. She

volunteered as a mentor to City of Alexandria youth. Lastly, she was a United States Peace Corps volunteer in Namibia as a Regional Youth Development Officer.

Ms. Wilbon has facilitated workshops and trainings for a plethora of agencies including childcare facilities in Virginia, DC and Maryland. She has conducted parenting classes with the Arlington County Department of Social Services for several years. She has trained social workers, educators, health professionals and numerous other disciplines in a range of topic areas.



## Mind – Body Resources

Mind - Body Resources	
SAMHSA's Disaster Distress Helpline	1-800-985-5990 Provides 24/7, 365-day-a-year crisis counseling and support to people experiencing emotional distress related to natural or human-caused disasters.
CIP was created to help college and university faculty infuse brief, science-based content into existing substance use disorder-related course syllabi (e.g., foundation of addiction courses, ethics, counseling courses, etc.). Each slide contains notes for the instructor to provide guidance as necessary.	<a href="#">5-part Curriculum Infusion Package (CIP) on Compassion Fatigue and the Behavioral Health Workforce</a>
WHO aims messages at different target groups (including health care workers & their facility managers)	<a href="#">Mental health and psychosocial messages during the COVID-19</a>
International Federation of Red Cross And Red Crescent Societies-	<a href="#">Remote Psychological First Aid Guidance during the COVID-19</a>
Relaxation videos (free):	<a href="https://blog.calm.com/take-a-deep-breath">https://blog.calm.com/take-a-deep-breath</a>
Neck/back pain exercises	<a href="#">3 Easy Exercises (10min video)</a>
A Practical Toolkit for Health Systems Responding to COVID-19	<a href="#">Rush Wellness Toolkit</a>



*"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. It's a giant logistical project."*

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

November 19, 2020  
(by email)

To the Members of the Biden-Harris COVID-19 Task Force,

Congratulations on your recent appointment, and thank you for the important work you are doing for the health and welfare of our country. On behalf of [Students Assist America](#) (SAA), we write to offer access to a significant and largely untapped resource to add to the fight against COVID - students in the health professions who are prepared to lend their skills and time.

In an analysis to date, students who can vaccinate are not mentioned in the federal plan, and appear in only eight of the state plans, and even then, in a limited way. We want to work with you to change that and mobilize the workforce needed to meet the demand for COVID vaccination and related services in all 50 states.

### Background

SAA is spearheaded by the American Association of Colleges of Osteopathic Medicine and is an interprofessional collaborative of 11 associations representing academic health institutions across the country. Collectively, SAA has access to nearly 1 million students in the United States, from medicine (DO and MD), nursing, public health, pharmacy, PA, social work, optometry,

dentistry/dental hygiene, veterinary medicine and psychology. SAA has been engaging with the U.S. Department of Health and Human Services, national and state Medical Reserve Corps leaders, the Centers for Disease Control and Prevention (CDC), and with Governors' offices to get students in the vaccination workforce.

Now that potential Pfizer and Moderna vaccines exist, interest in this approach is rising, but we need your help to make the promise of SAA a reality.

### Our Request

We respectfully ask for a 15-minute audience with you to discuss in more detail the following requests and for your help to engage this army of students who can vaccinate, contact trace, test, staff mental health hotlines, and more - at essentially no cost to states or the federal government.

1. **Clarify the language in the CDC guidance and questionnaires for state plans to explicitly include trained, supervised students as part of the vaccination workforce** and make an associated public announcement to Governors and state health departments. *(Request made to Nathaniel H. Smith, MD, MPH, CDC, Deputy Director for Public Health Service and Implementation Science, on November 5)*
2. **Encourage Governors to expand scope of practice, waive state-level academic institutional liability, and establish agreements with schools and programs in their states** to permit and encourage eligible, supervised students to supplement the COVID vaccination workforce. Models exist from H1N1 plans, but the COVID response will require additional practitioners and types of students due to the unprecedented volume of need. *(Requests ongoing)*
3. **Engage SAA directly in the Biden-Harris Plan to Beat COVID-19 so we can more effectively rally the hundreds of thousands of skilled students in the United States** who are looking to help their country. This is the most cost-effective way to expand our workforce, and we stand ready to do our part.

We see clear roles for students in your 7-point plan:

- Point 1: access to testing
- Point 2: PPE access and distribution
- Point 3: communicating evidence-based information
- Point 4: effective vaccine distribution
- Point 5: protecting high-risk populations
- Point 7: implementing mask mandates and modeling desired behavior

4. **Give consideration for prioritized access to the COVID vaccine for students in the health professions** who are now and will be working in high-risk clinical settings.

We would also encourage the Task Force to add a mental health services component to your plan, as the immense burden shouldered by patients, families and health care providers alike continues. Thank you for your time, congratulations again on your important leadership role in the Task Force, and please let us know how we can work together to ensure we beat COVID-19. Our contact person is Virginia Bader, Director of Students Assist America, who can be reached at [vbader@accom.org](mailto:vbader@accom.org) or 703-963-9906.

Sincerely,

Robert A. Cain, DO  
President and CEO  
American Association of Colleges of Osteopathic Medicine

Mary Jo Bondy, DHEd, MHS, PA-C  
President and CEO  
Physician Assistant Education Association

Arthur Evans, Jr., PhD Chief Executive Officer and Executive Vice President  
American Psychological Association

Andrew T. Maccabe, DVM, MPH, JD  
Chief Executive Officer  
Association of American Veterinary Medical Colleges

Laura Magaña, PhD, MS  
President & Chief Executive Officer  
Association of Schools & Programs in Public Health

Lucinda L. Maine, PhD, RPh.  
Executive Vice President and CEO  
American Association of Colleges of Pharmacy

Dawn M. Mancuso, MAM, CAE, FASAE  
Executive Vice President/CEO  
Association of Schools and Colleges of Optometry

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## Policy Brief: U.S. Nursing Leadership Supports Practice/Academic Partnerships to Assist the Nursing Workforce during the COVID-19 Crisis

### Purpose

This policy brief is the collaborative effort of nursing leaders who propose and support academic-practice partnerships between health care facilities and prelicensure registered nursing (RN) and practical/vocational nursing (PN/VN) programs across the country during the COVID-19 crisis. This is one potential model to consider. It is not mandated, rather an innovative approach to meeting academic and workforce needs.

The proposed model requires cautious evaluation at the local level with a clear understanding that:

- The participation of student nurses and faculty is voluntary and must comply with any additional requirements mandated in state emergency response provisions or through existing Occupational Safety and Health Administration (OSHA) requirements;
- The safety for all front-line providers of services across multiple points of care must be safeguarded through appropriate and prevailing infection control practices

### Context

- COVID-19 is a virus affecting the entire world. To date, thousands of people in the U.S. have tested positive for the disease, and it is anticipated that many more will be affected in the near future. After observing the pattern of the virus, the U.S. anticipates an overabundance of patients inundating hospitals and possibly overwhelming the entire U.S. health care system.
- A significant demand is being placed on the entire nursing workforce, and this is anticipated to increase at an alarming rate.
- Simultaneously, the pandemic has affected prelicensure RN and PN/VN nursing students across the country. Clinical experiences with patients are an essential part of every nursing program curriculum and are mandated by the State Boards of Nursing for licensure. Many hospitals and health care facilities have determined that prelicensure RN and PN/VN nursing students should not be in contact with patients and have discontinued student clinical experiences in their facility. Without this valuable experience, all nursing students will have a deficit in their education, are unable to meet their program requirements and will not be eligible for graduation at a time when RNs and PN/VNs are needed in the health care system.

### Proposal

- Health care facilities and nursing education programs are encouraged to partner during the COVID-19 crisis.
- Prelicensure RN students from diploma, associate degree and baccalaureate degree nursing programs and PN/VN students from a nursing program could augment and support nursing services in health care facilities.
- Nursing students would be employed by the facility on a full- or part-time basis and would work in the role of a student nurse for compensation and, in conjunction with the

student's nursing education program, would receive academic credit toward meeting clinical requirements.

- Nursing students would be required to be enrolled in a state board of nursing approved (or its equivalent) RN or PN/VN prelicensure program.

### Benefits

This opportunity will not only provide much needed clinical education to assist in meeting program requirements, it is an unparalleled opportunity for nursing students to assist the nation in a time of crisis and learn the principles of population health and emergency management. This academic-practice model demonstrates that in the midst of a periling disruption in the environment, such as COVID-19, continuous innovation can occur.

### Recommendations

1. Health care facilities and nursing programs are encouraged to promulgate plans to take advantage of this opportunity and make every effort to reach out to eligible nursing students and inform them of the opportunity.
2. Health care facilities and nursing programs are encouraged to collaborate to identify ways to accomplish appropriate faculty supervision of the nursing student-employee to achieve the final learning outcomes of the nursing program. For example, the health care facility could hire the nursing program faculty to oversee the nursing student-employee, the nursing program faculty could hold joint appointment by the college/university/school and the health care facility, or the health care facility-employed preceptors could oversee the nursing student-employee with nursing program faculty oversight.
3. Nursing program leaders/faculty are encouraged to work with health care facility representatives to align clinical skills and competencies with the nursing student-employee work role/responsibilities.
4. Nursing student-employees must have planned clinical practice experiences that enable the students to attain new knowledge and demonstrate achievement of the final learning outcomes of the nursing program.
5. Nursing programs should consult with their state board of nursing to ensure clinical requirement regulations would be met with this opportunity and experience.
6. Nursing programs are responsible for informing nursing students of the risks and responsibilities associated with working in a health care facility at this time. Additionally, nursing programs are responsible for communicating with students about their rights to be protected from infection and their options for completing the clinical practice requirements of the nursing program.

### Endorsement

National Council of State Boards of Nursing  
 National League for Nursing  
 American Organization for Nursing Leadership  
 Accreditation Commission for Education in Nursing, Inc.  
 Organization for Associate Degree Nursing  
 NLN Commission for Nursing Education Accreditation  
 American Association of Colleges of Nursing



Commission on Collegiate Nursing Education  
National Student Nurses' Association  
American Nurses Association

## Letter to the Editor: The Journal of American Osteopathic Association

To the Editor:

In the midst of the current pandemic, we as osteopathic physicians (DOs) have a critical opportunity to live our philosophy. While a vaccine for the coronavirus 2019 (COVID-19) is not yet available, the influenza vaccine is. As DOs, we know the dangers of the annual flu<sup>1</sup>, and we also recognize the devastating implications for individuals with comorbid influenza and COVID-19 viral Infections<sup>2</sup>.

How can we help ensure our patients get vaccinated against both viruses? DOs can do 2 things: volunteer to help vaccinate, and advocate individually or through our state osteopathic societies for DO students to play their part. To address this second, cost-effective solution-which is neither part of the federal vaccine distribution plan<sup>3</sup> nor included in the related state guidance<sup>4</sup> from the National Governors Association – the American Association of Colleges of Osteopathic Medicine (AACOM) has spearheaded an initiative called Students Assist America (SAA).<sup>5</sup> We need to mobilize the tens of thousands of DO and other students who are already trained to safely provide injections with supervision. We just need our public health and elected officials to allow it.

AACOM launched SAA with 10 other national associations representing health professions students. The interprofessional collaborative addresses 2 issues: first, how students can help meet the nation's healthcare needs during and after COVID-19; and second, how academic institutions can creatively fill the gaps in clinical education created when training sites cannot accommodate students on location. SAA spans osteopathic medicine, allopathic medicine, nursing, pharmacy, physician assistant programs, dental health, veterinary medicine, social work, psychology, optometry, and public health.

In some states with institutional agreements, supervised students already administer shots to patients.<sup>6</sup> However, these arrangements are not consistent nor widespread enough to meet the onslaught of need. As we are keenly aware, the effects of COVID-19 go beyond the physical; the accompanying severe mental health issues can also be addressed by students who can screen patients and staff hotlines.<sup>7</sup>

Many governors have allowed practitioners with expired licenses to treat patients during this crisis,<sup>8</sup> and they should provide flexibility now in recognizing that there is another safe, viable way to expand capacity and help protect public health. Our state osteopathic societies already play a vital role in promoting public health, and by spreading this message, we're continuing to demonstrate leadership by living our osteopathic principles.

We ask people 18 years and older to sign up for war; as we exceed 210,000

American lives lost to COVID-19, it's time to give health professions students the chance to help us win this battle. (doi:10.7556/jaoa.2020.155)

**Robert Cain, DO**

Dr Cain is the CEO of the American Association of Colleges of Osteopathic Medicine.

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LETTER TO THE EDITOR

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# Accelerating Change in Medical Education

## Links to open-access AMA resources

AMA Practical Guide to Restoring Clinical Rotations for Medical Students

<https://www.ama-assn.org/system/files/2020-05/recommendations-restoring-clinical-rotations.pdf>

Webinar series (must register to create a free account)

<https://innovationmatch.ama-assn.org/groups/ace-community/pages/resources> most relevant sessions:

- *“Deploying students in alternative roles during COVID-19: preserving clinical educational objectives and supporting competency development,”* April 1
- *Clinical Education and return to clerkships in the World of COVID-19: Principles, Alternative Models and Assessing Competence,* April 29
- *Engaging Learners in telemedicine visits: workflows to support teaching, feedback and billing,* June 29
- *Applying systems thinking to address structural racism in health professions education: Curriculum, structural competency and institutional change,* July 20
- *Fostering agility in learning: competency-based medical education and coaching to support master adaptive learners,* August 3

*Diversity vigilance statement*

[Guidelines for protecting students and residents under-represented in medicine during COVID-19 educational disruptions](#)

Framework for combatting structural racism in medical education programs

[AMA curricular diversity and inclusion: outline for self-study and action plans](#)

Health Systems Science Learning Series

Most relevant modules “Systems Thinking” and “What is Health Systems Science?”

<https://edhub.ama-assn.org/health-systems-science>

Coaching in medical education - handbooks for faculty and learners

<https://www.ama-assn.org/system/files/2019-09/coaching-medical-education-faculty-handbook.pdf>

<https://www.ama-assn.org/system/files/2019-09/coaching-medical-education-learner-handbook.pdf>

AMA STEPSforward™ Caring for Caregivers

<https://www.ama-assn.org/delivering-care/public-health/caring-our-caregivers-during-covid-19>



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