

Health Professional Workforce Workgroup
Friday, September 23, 2011
North Carolina Institute of Medicine, Morrisville
9:00am-12:00pm
Meeting Summary

Attendees:

Workgroup and Steering Committee Members: Tom Bacon (co-chair), John Price (co-chair), Renee Batts, Joseph Crocker, Regina Dickens, Catherine Gilliss, Greg Griggs, Polly Johnson, John Perry, Margaret Sauer, Dennis Sherrod, Marvin Swartz, Stephen Thomas, Brian Toomey

NCIOM Staff: Kimberly Alexander-Bratcher, Thalia Fuller, Emily McClure, Rachel Williams, Berkeley Yorkery

Other Interested Persons: Tanja Bean, Jessica Carpenter, Toni Chatman, Samuel Cykert, Alisa Debnam, Katie Eyes, Markita Keaton, Andy Landes, Lisa Long, Tina Markanda, Charles McClinton, Victoria McGee, Elijah Onsonu, Claudis Polk, Chris Skowronek, Peggy Valentine, Vanessa Winfield, Jacqueline Wynn

Welcome and Introductions

Thomas J. Bacon, DrPH, Director, North Carolina Area Health Education Centers Program

John Price, MPA, Director, North Carolina Office of Rural Health and Community Care

Dr. Bacon welcomed everyone to the meeting.

Role of Racial Discordance between Patient and Provider in Health Disparities

Samuel Cykert, MD, Associate Director, Medical Education, Clinical Director, NC RE,

North Carolina Area Health Education Centers Program, The University of North Carolina at Chapel Hill

Dr. Cykert reviewed several studies showing differences in patient-provider interactions by race and ethnicity. Many studies show higher patient satisfaction or better outcomes when the provider is of the same race/ethnicity. Communication is also influenced by race/ethnicity, with poorer communication reported when the patient and provider are of different races.

Minority providers are more likely to serve underserved areas and populations, which underlines the importance of diversity in the workforce. However, other system factors also need to be addressed to narrow disparities in health care.

Dr. Cykert's presentation can be found here: [Racial Concordance in the Doctor-Patient Relationship](#).

Selected questions and comments:

- Q: What was the geographical location of some of these studies? A: Most of these studies were urban. A couple of them were done in rural areas.

- Cultural competence is important for a provider to have. However, it is not only the provider that should have training in cultural competence, the staff, including nurses and front desk clerks, should have it too.
- Q: Do any North Carolina medical schools have diversity training for their students? A: Yes. It is a requirement that cultural competence be taught in medical school. However, there is no standardization on curriculum and no studies on the effectiveness of curriculums.
- Possible recommendations to improve the diversity of the workforce include formal systems to improve care, education of all students and residents on cultural competence and implicit bias and training the public on health literacy.

Diversity in Health Sciences Education

Peggy Valentine, EdD, Dean, School of Health Sciences, Winston-Salem State University

Dr. Valentine gave a summary of the diversity of the student body and faculty in the School of Health Sciences at Winston-Salem State University, a historically black college and university (HBCU). Challenges WSSU faces include recruiting diverse faculty and students, increasing male enrollment, lack of diversity in role models, and decreased funding. Steps being taken at WSSU to increase diversity include youth camps, a journal (Journal of Best Practices in Health Professions Diversity), and an improved professional advisement process.

Dr. Valentine's presentation can be found here: [Diversity in Health Sciences Education](#).

Selected questions and comments:

- Camp YEHS! (Youth Exploring Health Sciences!) is a grant-funded program where students in eighth and ninth grade come to campus and live in the dorms. Various professionals come in and talk about health careers. Students also go out into the community to see clinics and procedures in action. It allows students to explore what is possible. After completing the program, the students are tracked to see if they enter into health careers. Also, graduates of the program are allowed to come back as counselors in subsequent years.
 - AHEC (Area Health Education Centers Program) also runs programs across the state, including summer camps and afterschool programs to involve young people in health care careers. Most programs are at the high school and middle school level.

Diversity in the Health Careers Access Program

Charles E. McClinton, PhD, Director, North Carolina Health Careers Access Program, North Carolina Central University

Dr. McClinton summarized the NC Health Careers Access Program at NC Central University. The program consists of many pipeline programs to recruit students of all ages into health careers. Dr. McClinton recommends encouraging HBCUs to collaborate and recruit students, sponsoring faculty training workshops, educating younger students on health careers, conducting training for pre-professional health advisors to assist students, and aligning program pre-requisites with U.S. Military experience.

Dr. McClinton's presentation can be found here: [Diversity in the Health Careers Access Program](#).

Selected questions and comments:

- There are so many different fields among health careers, some are degreed and some are not. There are many medical military personnel ending their service in North Carolina and we should be taking advantage of that cohort to keep them here. Medical military personnel have a lot of training and experience, but not necessarily a degree. We want them in a career track that allows them to use that experience and training.
- Q: What is the age range of the students that come into some of your programs? A: Our programs begin with students as freshmen; however, sometimes they come later. We also get transfer students from community colleges and second degree students that are a bit older. The age range is very broad.

Diversity in Medical Education

Lisa Long, MS, Assistant Director and Recruiter of Special Programs, Department of Medical Education, University of North Carolina School of Medicine

Claudis Polk, Jr., MA, Associate Director, Office of Special Programs, Department of Medical Education, University of North Carolina Schools of Medicine and Dentistry

Ms. Long and Mr. Polk presented information about the Office of Special Programs at UNC-Chapel Hill. The Office of Special Programs has multiple programs aimed at increasing diversity in the health programs at the university. For the future, the Office aims to secure more funding, create partnerships with HBCUs, diversify leadership, partner with the community, and create loan forgiveness programs.

Their presentation can be found here: [Diversity in Medical Education](#).

Discussion of Potential Recommendations

Public Comment Period

No further public comments were given.