Lessons Learned from the Pandemic

December 13, 2021
Lessons Learned

Sought Input:

State Boards for the Professions

Associations of Health Professions and related groups (50+ responses)

Significant agreement on what worked well and continuing challenges
Health Care Associations That Provided Input

- American Association of Colleges of Nursing (AACN)
- American Counseling Association (ACA)
- American Nurses Association (ANA)
- American Psychological Association (APA)
- Associated Medical Schools of New York (AMSNY)
- Community Pharmacy Association of New York State (CPANYS)
- Greater New York Hospital Association (GNYHA)
- Healthcare Association of New York State (HANYS)
- Medical Society of the State of New York (MSSNY)

- Mid-Atlantic Region of American Music Therapy Association (MAR-AMTA)
- National Association of Chain Drug Stores (NACDS)
- National Association of Social Workers (NASW)
- New York American College of Emergency Physicians (NYACEP)
- New York Dental Hygienists’ Association (NYDHA)
- New York Mental Health Counselors Association (NYMHCA)
- NYS Academy of Family Physicians (NYSAFP)
- NYS Association of Nurse Anesthetists (NYSANA)
Health Care Associations That Provided Input

- NYS Chiropractic Association (NYSCA)
- NYS Clinical Laboratory Association (NYSCLA)
- NYS Council of Health-System Pharmacists (NYSCHP)
- NYS Dental Association (NYSDA)
- NYS Optometric Association (NYSOA)
- NYS Podiatric Medical Association (NYSPMA)
- NYS Psychiatric Association (NYSPA)
- NYS Psychological Association (NYSPA)
- NYS Radiological Society (NYSRS)

- NYS School Counselor Association (NYSSCA)
- NYS Society for Clinical Social Work (NYSSCSW)
- NYS Society of Anesthesiologists (NYSSA)
- NYS Society of Opticians (NYSSO)
- NYS Society of Physician Assistants (NYSSPA)
- NYS Veterinary Medical Society (NYSVMS)
- The Nurse Practitioner Association (NPA)
- Pharmacists Society of the State of New York (PSSNY)
Q: Did you utilize OP’s website to find information related to the COVID-19 state of emergency?

“We regularly utilized the Department’s COVID-19 guidance and FAQ web resources and found them well organized and updated regularly.” - CPANYS

“Yes, having a webpage devoted to COVID-19 on the SED website is helpful. In particular, having an updated FAQ document and a webpage devoted to executive order provisions impacting the various healthcare professions.” - HANYS

“Yes, we did. We have been monitoring it very closely and working with colleagues at SED to make sure we understand the policy changes.” - GNYHA
Q: How did professional practice change for the better/worse? Discoveries? Negative Impacts?

Telepractice

- Critical means for providing safe services—but not a simple replacement for in-person assessment and treatment.
- Potential to expand access to services—but not for patients without access to the technology and the ability to use it.
- Increases demand for interstate license portability by interstate compacts.
Distance Education

Continuing Professional Education

- Benefit: allowed to complete continuing professional education virtually
- Negative: sense of isolation and the loss of personal interactions

Professional Education Programs

- Benefit: colleges appreciated the ability to keep students on track to graduation
- Negative: lost clinical opportunities and access to personal supports
Emergency Practice Provisions & Scopes of Practice

- Executive Orders authorized the temporary expansion of scopes of practice in many health care professions.
- Many respondents intend to pursue legislative advocacy for some degree of expansion of their scopes of practice, consistent with the emergency provisions.
- State Boards stand ready to advise and assist the Board of Regents to ensure quality practice and public protection.

Q: What statutory/regulatory changes might you seek as a result of these experiences?
Certain Professions wished their skills were more widely recognized by the Executive Orders and indicated they could have done more to contribute.

Reduced access to care

- Worsened health care staffing shortages
- Demand for mental health services skyrocketed
- Inadequate personal protective equipment (PPE)
- Delays in preventative screenings and elective procedures

Professionals and students experienced stress, burnout, and isolation.
Mental Health Needs of Students

- ER visits for suicide attempts by adolescents jumped 31% in 2020
- 21 school shootings since August 2021

1 in 3 HS students and ½ of female students reported persistent feelings of sadness or hopelessness, an overall increase of 40% from 2009.

- 7.1% of children aged 3-17 years are diagnosed with anxiety
- 3.2% of children aged 3-17 years are diagnosed with depression
## Supporting Students’ Mental Health

### Enhance School Connectiveness

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<th>Create</th>
<th>Learn</th>
<th>Provide</th>
<th>Protect and prioritize</th>
<th>Expand</th>
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<tr>
<td>Create Positive, Safe, and Affirming School Environment</td>
<td>Learn to recognize signs of changes in mental and physical health in students</td>
<td>Provide a continuum of supports to meet mental health needs</td>
<td>Protect and prioritize students with higher needs or higher risk of mental health</td>
<td>Expand SEL approaches</td>
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These professionals can:

- conduct timely mental health screenings,
- identify students who are in crisis and who need intervention, and
- have established partnerships with youth-friendly mental health services for students needing intensive intervention.
Suicide Companion Guide for Schools

A Companion Guide for School Personnel to the New York State Office of Mental Health’s A Guide for Suicide Prevention in New York Schools provides school personnel with the knowledge to prevent, identify and act when a student is at risk for suicide.
Questions?