Preparing the Athletic Trainer for Collaborative Health Care through Interprofessional Education

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Learning Objectives

• At the end of this presentation, participants will be able to:
  – Describe how IPE prepares athletic trainers for collaborative patient-centered care.
  – Describe how inclusion of Athletic Training faculty and students can enhance IPE initiatives.
  – Describe specific examples of how Athletic Training programs have included IPE into the professional preparation of their students.
Definition of IPE

• “Interprofessional education (IPE) occurs when students (learners) from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)
Factors Impacting Outcomes

- Individual Clinical Skills
- Effective Teamwork Skills
- Effective Systems & Processes

Consistent Quality Outcomes

Sources:
- SLU Model of Interprofessional Practice. Pole, D. Rottnek, F. 2014
- Riley, et.al. 2010, Journal of Nursing Management 18, 556-563
Definitions of IPCP

• **Interprofessional Collaborative Practice (IPCP)** helps **strengthen the health care system and improves outcomes**

• When multiple health workers from different professional backgrounds **work together** with patients, families, caregivers, and communities to deliver the **highest quality of care**

• **Collaboration-ready** members of **interprofessional health care teams** are able to **optimize the skills of team members, share in care management, and provide better health services** to patients and communities – become change agents

**SOURCE:** WHO Framework for Action on Interprofessional Education & Collaborative Practice, 2010
WHO Framework for Action

• 3 levels of implementation
  – Advancing IPE for improved health outcomes.
  – Advancing IPCP for improved health outcomes.
  – Supporting IPE and IPCP at the systems level

WHO Framework for Action

• Wide range of stakeholders
  – Patients/clients
  – Health professionals
  – Researchers
  – Administrators
  – Government officials
  – Communities

• Levels of Engagement
  – Contextualize
  – Commit
  – Champion

IPEC Core Competencies & Collaboration Ready

• Focus on transformation of health professions education
• Interactive learning outside one’s profession (about, from, with)
• Prepare health professions for deliberate work together to improve care and outcomes
Interprofessional Collaborative Practice Competency Domains

Learning Continuum

SOURCE: Owen and Schmitt, 2013. The Alliance for Continuing Education in the Health Professions, the Society for Academic Continuing Medical Education, and the Council on Continuing Medical Education, Association for Hospital Medical Education.

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IPCP in AT

• AT’s have been engaged in IPCP for decades.

• The traditional Intercollegiate Athletic Health Care facility functions like a Patient Centered Medical Home.
Professional Socialization

• AT students often do not know where they “fit”.
  – Their professional preparation and practice standards are that of health care providers.
  – They identify with the coaches and athletes with whom they interact daily.
  – Unless this conflict is resolved, it will carry on into clinical practice.
  – Peer professions are socialized as health care providers beginning with their admission process to their programs.
### Interprofessional Pedagogy Matrix

<table>
<thead>
<tr>
<th>Time/Resource Demands</th>
<th>Intra-curricular</th>
<th>Extra-curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPE Competencies Included in Individual Program Courses</td>
<td>One-time Interprofessional Workshop or Orientation</td>
<td></td>
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<tr>
<td>IPE Modules Embedded into Individual Program Courses</td>
<td>Interprofessional Grand Rounds Sessions</td>
<td></td>
</tr>
<tr>
<td>Cross-listed Courses with IPE Content</td>
<td>Interprofessional Simulation Activities</td>
<td></td>
</tr>
<tr>
<td><strong>MEDIUM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single IPE-prefix Introductory Course</td>
<td>Regularly Scheduled Seminars, Workshops, etc.</td>
<td></td>
</tr>
<tr>
<td>Multiple IPE-prefix Core Content Courses</td>
<td>Interprofessional Capstone Projects, Portfolios, etc.</td>
<td></td>
</tr>
<tr>
<td>Academic Curriculum Including Practicum</td>
<td>Mentored Interprofessional Service Learning Activities</td>
<td></td>
</tr>
<tr>
<td><strong>HIGH</strong></td>
<td></td>
<td></td>
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<tr>
<td>Academic Concentration, Major or Minor</td>
<td>Established Clinical Practice Utilizing IPP Teams</td>
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IP Team Seminar (IPTS)

- Separate experience at the post baccalaureate level.
- Six team sessions with faculty facilitator
  - Same core experiences
  - Maps objectives to activities and IPEC Competencies
  - Applied, experiential, shared learning, critical reflection, application to clinical experiences
IPE 1100 – Introduction to Interprofessional Health Care

Designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within an evolving health care system.
Course Objectives

- Teamwork
- Communication and collaboration
- Roles and responsibilities
- Health literacy
- Evidence based
Teaching Team Goals

• Leverage technology to decrease instructional support demands
• Create structure where students get guidance and practice using teamwork skills
• Focus on team activities in class and individual work outside of class
• “Walk our talk” through team teaching
• Design course to explicitly communicate schedule and course expectations
• Emphasize interaction through a relevant learning continuum
Organization

Class Plans:

• Serve as a guide to the learning activities and assignments for the class and will be available for most class sessions

Blackboard:

• This course will utilize Blackboard Learning Management System.
• Students are responsible for the content presented on Blackboard and should view the course Blackboard site frequently for announcements and new postings.
Communication

Contact IPE Office at ipe@slu.edu for the following issues:

- Blackboard problems including inability to access information, difficulty or lack of access to submit assignments, you submitted the wrong assignment, etc.
- Attendance issues, questions, concerns, or letting us know you will not be in class.
- Scheduling missed quizzes or exams.

Contact IPE 1100 Course faculty for the following issues:

- Course content questions or concerns
- Issues regarding a grade you received
- Notification of absence and approvals
Learning Experiences

In Class Lectures and Activities

• Lectures, discussions and presentations
• Team Reports

Out of class Preparation

• Readings
• Assignments and project
Learning Experiences

• Team Reports:
  – Posted on Blackboard before each class session.
  – Teams download the blank team report, complete as a team, and resubmit on Blackboard electronically at the end of each class session.
  – Each team member participating that day must be listed on the team report.
  – Make-up assignment available for missed team reports
Learning Experiences

• Individual Assignments
  – “My Profession” Assignment
  – “Interprofessional Grand Rounds” Assignment

• Instructions
  – Posted on Blackboard with instructions regarding the completion and submission of the assignment.
  – Must be uploaded on Blackboard by the due date posted on the Assignment
Learning Experiences

• Team Video Project
  – Each team develops a 1 minute video to serve as a “Public Service Announcement” regarding an assigned health topic.
  – Material presented must be based on scientific research which must be cited in written assignment
  – SAMPLE VIDEO
Opening Activity

• Week 1 Team Report more structured to allow students to get to know each other and discuss expectations.

• Team Expectations
  – Write a mini-bio for each of your team members:
  – What do you most have in common?
  – What are unique attributes that each of you bring to your team?
  – Respond to the questions below for your interprofessional team in this class:
    • How you will communicate with each other?
    • How you will evaluate if your team is working well together?

• Course Expectations (list 2 each)
  – As STUDENTS....we have the following expectations of this course and the teaching team:
  – If you were an INSTRUCTOR....we would have the following expectations of the students
## Schedule

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ACTIVITIES (RD = Readings due before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course/Meet your Team</td>
<td>Team Report in class</td>
</tr>
<tr>
<td>Interprofessional Education</td>
<td>RD: “Cowboys and Pit Crews”</td>
</tr>
<tr>
<td></td>
<td>Team Report in class</td>
</tr>
<tr>
<td>Interprofessional Collaborative Practice</td>
<td>RD: “The Triple Aim: Care, Health, and Cost”</td>
</tr>
<tr>
<td></td>
<td>Team Report in class</td>
</tr>
<tr>
<td>Evidence Based Medicine/Academic Searching</td>
<td>Searching Assignment in class</td>
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</table>
Evidence Based Searching Assignment

• Led by Liaison Librarian, designed to introduce academic searching and use of proper evidence.
  – Teams are given their Video Project topics prior to class

• Team Assignment:
  – Teams use PubMed features and tools to efficiently search their topic.
  – Teams select 3 relevant citations and provide rationales for selecting those citations.
  – Teams Copy/Paste their search terms and any Filters they used (e.g. English language, publication dates):
  – For each article, teams copy and paste the citation information (title of article, authors, journal info, etc.) and the abstract in the area indicated.
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| Health Professional’s Roles and Responsibilities | RD: “Expectations and Obligations: Professionalism and Medicine’s Social Contract with Society”  
Team Report in class                            |
| Exploring Specific Health Professions        | My Profession assignment due before class  
Panel followed by “Name that Profession” Activity  
Team Report in class                            |
Team Report in Class                            |
| Communication                                | RD: “Professional Communication and Team Collaboration”  
Team Report in class                            |
“My Profession” Assignment

• As novice learners, many of the students do not fully understand their profession.
• This activity is designed for them to research their profession that they can present in their team.
• The in-class session involves a panel of health professionals/faculty in various professions.
“My Profession” Assignment

• The assignment is designed to encourage students to think about the different health professions, including the one they have selected for your future career.

• Students use the Occupational Outlook Handbook from the US Bureau of Labor Statistics found at http://www.bls.gov/ooh/ to answer the following questions about their chosen field of study.
  – How does the occupation fit your skills and interests?
  – What will you be doing in the occupation?
  – What is the necessary education and/or training?
  – How many jobs are there in the occupation currently?
  – Is the occupation projected to grow, decline, or remain unchanged? Why?
  – How much does this occupation pay? What do the top 10 percent earn? The bottom 10 percent?
“Name that Profession” Game

• Use “Poll Everywhere” to ask entire class specific questions regarding professions in the class

• Emphasizes the importance of:
  – Shared Goals
  – Profession Specific Expertise
  – Interdependence and Shared Outcomes
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<pre><code>                             | Team Report in class                                                                                                                                                    |
</code></pre>
| Health Literacy               | RD: “Quick Guide to Health Literacy”  
                                 | Review AHRQ Health Literacy Toolkit (link in Blackboard)  
                                 | Team Report in class                                                                                                                                                    |
| Teamwork in Health Care       | RD: “Collaborative Caring: Stories and Reflections on Teamwork in Health Care”  
                                 | Team Report in class                                                                                                                                                    |
Medical Readers Theater

• Honors students read a medical readers theater script of their choice

• Discussion and team report highlights theme of health literacy from the patient perspective
Teamwork in Health Care

• Utilize “Frontline for Hope” episode, which shows teamwork in action

www.childrensforhope.com

• After the video, the patient, his mother and his Physical Therapist talk about teamwork and the voice of the patient in health care.
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<td>RD: Review case for Interprofessional Grand Rounds.</td>
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</table>
| Advocacy                    | RD: “Narrative and Medicine”  
                              | Grand Rounds Assignment due **before** class                                     |
| Video Project Review        | Video Project Assignment due before class  
                              | Team Report in class                                                             |
Interprofessional Grand Rounds

• Standardized “parent of a patient” simulates a meeting of a family member with an interprofessional team of health professionals.
• Culminating activity where students can see the basic tenets of the course “in action”.
• The students then write an individual structured reflection on the activity.
Student Outcomes

• Improved appreciation for person-centered collaborative health care
• Increased confidence in collaboration and teamwork (SACS)
• Readiness to engage in upper level IPE and professional coursework
NATA IPEP Interest Group

• NATA has developed Member Interest Groups
  – The NATA IPEP Interest Group is the first!
  – Based as a LinkedIn group, with a Twitter feed.

• Provides a structure for:
  – Many different groups to have a voice on IPEP.
  – Dissemination and exchange of information on IPEP.
  – Advocacy of AT involvement in IPEP initiatives.
NATA IPEP Interest Group

LinkedIn: https://www.linkedin.com/grp/home?gid=8229902
Twitter: @NATA_IPEP
Organizations

• Canadian Interprofessional Health Collaborative
  http://www.cihc.ca/

• American Interprofessional Health Collaborative
  http://www.aihc-us.org/
Organizations

• National Center for Interprofessional Practice and Education
  https://nexsusipe.org/

• Centre For The Advancement Of Interprofessional Education
  http://caipe.org.uk/
Resources


• Owen and Schmitt, 2013. The Alliance for Continuing Education in the Health Professions, the Society for Academic Continuing Medical Education, and the Council on Continuing Medical Education, Association for Hospital Medical Education.

• Pole D, Breitbach A, Howell T. (2015) Using a Real-life Case Scenario to Integrate Additional Health Professions Students into an Existing Interprofessional Team Seminar. Accepted for publication - Journal of Interprofessional Care.


Acknowledgements

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Questions?

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http://ipe.slu.edu