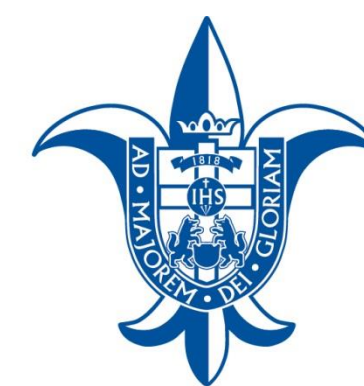


Strategic Process Intended to Infuse Interprofessional Education and Practice into a Health Profession



Anthony P. Breitbach PhD, ATC – Saint Louis University Russ Richardson EdD, ATC – University of Montana-Western Interprofessional Work Group, National Athletic Trainers' Association



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ABSTRACT

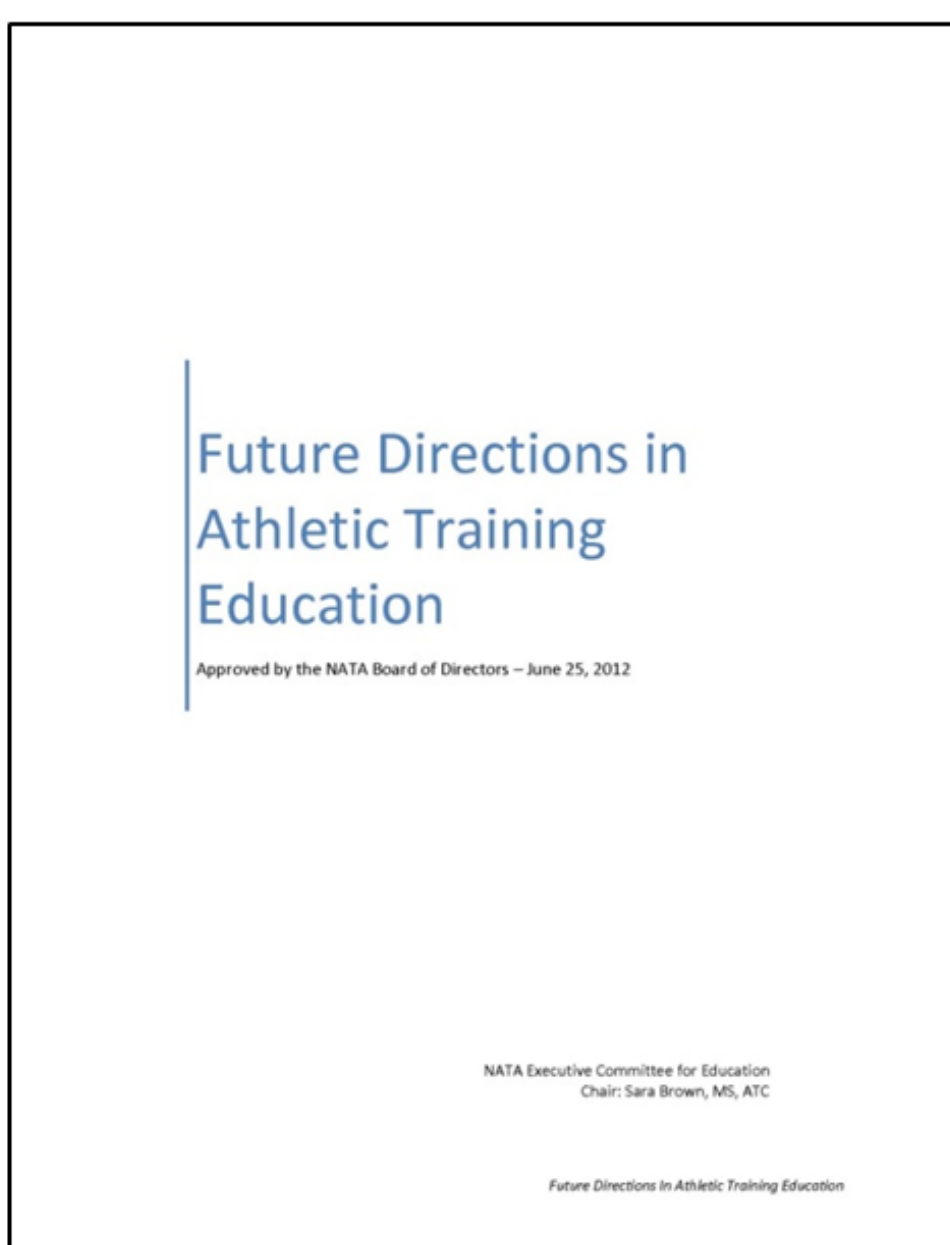
- **Background/Rationale:** Professional preparation in athletic training (AT) has grown quickly from modest roots based in physical education in the 1960's to its emergence as a recognized health profession today. The profession has long embraced interprofessional practice (IPP) but many times was not included in discussion of interprofessional education (IPE) at the institutional, governmental and international levels. As a result, the concept of IPE, which has been an emphasis in medicine, nursing and allied health since the 1990's has not been a part of AT programs. Investigation into IPE/IPP in AT found that the concepts were misunderstood by AT educators where there was a lack of common language and appreciation for the role that it has in the future of health care.
- **Methods/Methodology:** In 2012, the Executive Committee for Education of the National Athletic Trainers' Association authored "Future Directions in Athletic Training" which made recommendations regarding the evolution of AT. IPE was included and a strategic plan developed for formal inclusion of Interprofessional Education and Practice (IPEP) into AT. An important part of this strategy was to develop a white paper regarding IPEP in AT to inform the profession and other stakeholders on the best evidence and pedagogy that can be implemented in professional programs in AT.
- **Result:** This white paper was developed using a structured process with an inclusive work group of authors from a wide range of setting. This work group has organically developed the NATA Interprofessional Education and Practice (IPEP) interest group in 2015.
- **Conclusion:** A strategic process, including a white paper on IPEP in AT, will be presented. This process is intended to make IPEP a standard component of AT professional programs and for athletic trainers to become valuable members of interprofessional teams positively contributing to improved patient/client outcomes.

STRATEGIC OBJECTIVE

- In 2012, the Executive Committee for Education of the National Athletic Trainers' Association authored "Future Directions in Athletic Training" which made recommendations regarding the evolution of AT.
- IPE was included and a strategy for formal inclusion of IPE into AT was developed.

Future Directions in AT Education

- **Recommendation #3**
 - Interprofessional education (IPE) should be a required component in professional and post-professional education programs in athletic training.



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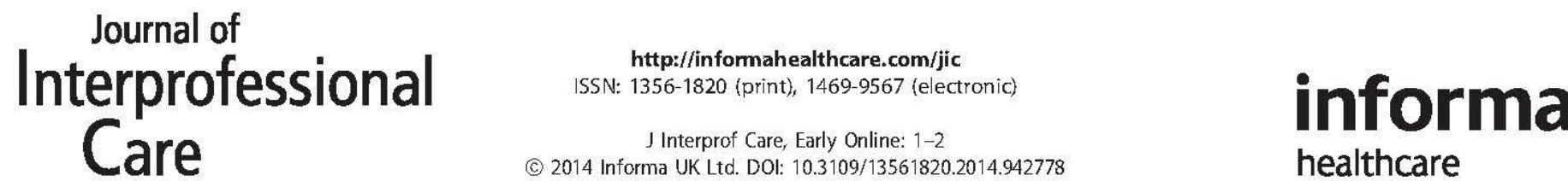
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NATA IPEP INTEREST GROUP

- **NATA Member Interest Group**
 - The NATA IPEP Interest Group was the initial group.
 - 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.

SCHOLARLY DISSEMINATION

- **Publish paper in appropriate journal:**
 - Athletic Training Education Journal
 - Journal of Interprofessional Care (short report)
- **Presentation at Professional Meetings**
 - ASHP Annual Meeting – 2013
 - "All Together Better Health" – 2014
 - WFATT Meeting s– 2014 & 2015
 - NATA Athletic Training Educators Conference – 2015
 - CATA Annual Meeting – 2015
 - "Collaborating Across Borders V" – 2015



SHORT REPORT

Athletic trainers have a place in interprofessional education and practice

Christopher S. Rizzo¹, Anthony P. Breitbach² and Russ Richardson³

¹Department of Exercise and Sport Performance, University of New England, Biddeford, ME, USA, ²Department of Physical Therapy and Athletic Training, Saint Louis University, St. Louis, MO, USA, and ³Department of Health and Human Performance, University of Montana-Western, Dillon, MT, USA

Abstract

Athletic trainers (ATs) are healthcare providers who work in collaboration with physicians, nurses, physical therapists and others to provide care to physically active individuals. Founded in 1950, the National Athletic Trainers' Association (NATA) represents certified ATs and other individuals who support the athletic training profession. The Board of Certification (BOC) has the only accredited certification program for ATs in USA. It establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for certified ATs. In order to attain certification, candidates must demonstrate successful completion of either a bachelor's degree or master's degree program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam. Currently, there are ~42,000 ATs practicing in USA, with 48 states who regulate their practice. The purpose of this article is to discuss the importance of including ATs in interprofessional education and practice initiatives.

Introduction

Roles and responsibilities of an athletic trainer (AT) are typically associated with what people see while watching a sporting event on television. However, ATs serve in a greater primary care role with responsibilities including prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. "Traditional" settings for ATs have been with high school, collegiate or professional athletic teams. As the profession has matured, job opportunities have expanded. ATs now work in "emerging" settings such as military installations, performing arts companies, physician offices, urban hospitals, emergency rooms and occupational health departments in the commercial sector. The US Department of Labor's Bureau of Labor Statistics (2014) rated AT as one of the fastest growing jobs, with a projected 21% increase between 2012 and 2022. This trend undoubtedly reflects the expansion of employment settings. Further supporting this growth is the fact that studies investigating the effectiveness of ATs working in a clinical setting have identified a significant positive change on functional outcomes, physical outcomes and patient satisfaction in patients surveyed with musculoskeletal conditions (Albom & Wilkerson, 1999).

ATs and interprofessionalism

ATs have traditionally practiced interprofessionally, working with health professionals such as physicians, physical therapists,

nurses, dietitians and pharmacists. The AT maintains continuous contact with and advocates for the patient while engaging with these and other health professionals. The Commission on Accreditation of Athletic Training Education (CAATE) (2012, p. 6) professional program accreditation standards require interaction with other health professionals. Research on interprofessionalism and athletic training is minimal. However, one study did address interprofessional education (IPE) and athletic training, finding that there is very little teamwork between AT students and those in other health professions at their institutions (Breitbach & Cuppett, 2012).

Breitbach and Cuppett (2012) surveyed directors of professional programs in AT about their institutions and the IPE involvement of their programs. The goal of the study was to learn more about the inclusion of AT programs (faculty, students and clinicians) in IPE. In the responses (n = 169) to the survey, 32 respondents (19%) reported "yes" if there was an IPE initiative at their institution and 25 (15%) of the respondents reported "not sure" if these initiatives were occurring on their campus. Academic unit was examined as a factor in IPE involvement, of the "yes" respondents, 69% (n = 22) are situated in an academic unit related to medicine or health professions. Overall, this academic unit category represents the largest amount (37%) of all AT programs responding to the survey. This may mean that programs housed in units with other health care professional programs will have greater access to IPE opportunities.

Policy developments

In June of 2012, the National Athletic Trainers' Association (NATA)'s Board of Directors approved a proposal from the

WHITE PAPER - INTERPROFESSIONAL EDUCATION AND PRACTICE IN ATHLETIC TRAINING

- **Objectives**
 - To inform the profession regarding IPE and IPP, including appropriate terminology, definitions, best evidence and the important role it plays in the future of health care.
 - To inform institutions, academic units and other professions about out profession and the advantages of including AT in IPE and IPP initiatives.
 - To inform educators and clinicians regarding best practice, giving practical examples of how to get involved in IPE and IPP.
 - To inform the CAATE, providing evidence for inclusion of IPE and IPP in accreditation standards.

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COMMENTARY

Interprofessional Education and Practice in Athletic Training

Anthony P. Breitbach, PhD, ATC, LAT*; Russ Richardson, EdD, ATC, LAT†; National Athletic Trainers' Association Executive Committee for Education‡; Interprofessional Education and Practice in Athletic Training Work Group§

*Department of Physical Therapy and Athletic Training, Saint Louis University, MO; †Department of Health and Human Performance, University of Western Montana, Dillon; ‡Dallas, TX; §For complete list of contributors, see information below.

Professional preparation in athletic training has grown from modest roots based in physical education in the 1960s to its emergence as a recognized health profession today. The profession has long embraced interprofessional practice (IPP), but many times has not been included in discussions held at the institutional, governmental, and international levels. As a result, the concept of interprofessional education (IPE), which has been an emphasis in medicine, nursing, and allied health since the 1990s, has not been a part of most athletic training programs. Investigations into IPE and IPP in athletic training have found that the concepts were misunderstood by athletic training educators because of a lack of common language and appreciation for their role in the future of health care. In 2012, the National Athletic Trainers' Association Executive Committee for Education authored "Future Directions in Athletic Training" to make recommendations regarding the evolution and promotion of IPE in athletic training. A primary part of this strategy was to develop a paper regarding IPE and IPP in athletic training to provide the profession and other stakeholders with background information and present model pedagogy that could be implemented in professional athletic training programs. The resulting document was created using a structured process that included a work group of authors from a wide range of settings.

Key Words: Teamwork, collaboration, health care, pedagogy

§Interprofessional Education and Practice in Athletic Training Work Group Contributors:

Anthony P. Breitbach, PhD, ATC, LAT, Saint Louis University (Cochair)
Russ Richardson, EdD, ATC, LAT, University of Montana-Western (Cochair)
David C. Berry, PhD, ATC, ATRIC, CKTP, Saginaw Valley State University
Lindsey E. Eberman, PhD, ATC, Indiana State University
Karl K. Emmerich, MS, ATC, LAT, University of Wisconsin-La Crosse
Shardee D. Esparza, EdD, ATC, LAT, University of the Incarnate Word
Carolyn Goeckel, MA, ATC, Seton Hall University
Hugh W. Harling, EdD, LAT, ATC, Methodist University
Rod A. Harter, PhD, ATC, LAT, FNATA, FACSM, Texas State University
Mandy Jarrell, PhD, ATC, LAT, CHES, Georgia College and State University
Learner Kahanov, EdD ATC, LAT, Misericordia University
Joanne Klossner, PhD, AT, ATC, University of Maryland-College Park
Michelle L. Odoi, PhD, ATC, LAT, CSCS, Florida International University
Aimee Pascale, PhD, ATC, CSCS, Springfield College
Christopher Rizzo, MS, ATC, CSCS, University of New England
Kristen C. Schellhase, EdD ATC, LAT, CSCS, University of Central Florida
Dawn M. Schockan, MPH, University of South Florida-Morsani College of Medicine
Melissa Snyder, PhD, LAT, ATC, CSCS, Western Carolina University
Elizabeth Swann PhD, ATC, Nova Southeastern University
Adam J. Thompson, PhD, LAT, ATC, Indiana Wesleyan University
Kristin A. Tivener, MET, ATC, LAT, Missouri State University
David Tomchuk, MS, ATC, LAT, CSCS, Missouri Valley College
Brian J. Toy, PhD, ATC, University of Southern Maine
Ryan D. Wilkinson, EdD, ATC, CSCS, University of Wisconsin-Milwaukee
Erica P. Zimmerman, EdD, ATC, CES, PES, University of Charleston

Dr Breitbach is currently Associate Professor and Director of the Athletic Training Program in the Department of Physical Therapy and Athletic Training at Saint Louis University. Please address all correspondence to Anthony P. Breitbach, PhD, ATC, LAT, Department of Physical Therapy and Athletic Training, Saint Louis University, 3437 Caroline Mall, Saint Louis, MO 63104. breitbap@slu.edu.

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