

# Interprofessional Collaboration: Athletic Trainers & the School Nurse



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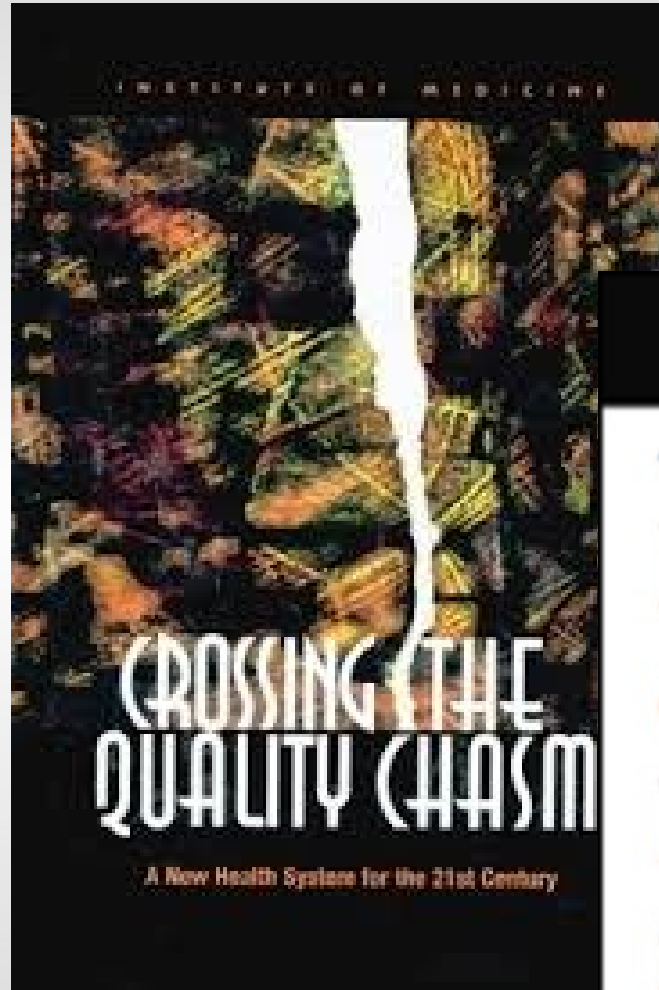
# Conflict of Interest Disclosure

*Nothing relevant to disclose*

# Learning Outcomes

- After this session, attendees will:
  - Describe interprofessional collaborative practice.
  - Summarize the benefits and barriers of interprofessional practice.
  - Recognize opportunities for certified athletic trainers and school nurses to use interprofessional practice to improve patient outcomes in secondary schools.

# Background



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- Clinicians who practice independently are at risk for making mistakes (Blackmore & Persaud, 2012)
- Best Practice: Interprofessional Collaborative Practice (WHO, IOM, IPEC)
- Only 47% of Athletic Trainers described their patient care as interprofessional (Hankemeier & Manspeaker, 2017)



# Interprofessional Collaborative Practice



- “When multiple health workers from different professional backgrounds work together with patients, families, careers, and communities to deliver the highest quality of care across settings.” (WHO 2010)
- American Academy of Pediatrics recommends School Nurses (RN) collaborate with school-based clinicians (Welch Holmes & Sheetz, 2016).
- “Planned interprofessional education is incorporated within the professional program”. (Standard 8, CAATE)



**Values & Ethics**

**Roles &  
Responsibilities**

**Core  
Competencies**

**Interprofessional  
Communication**

**Teams &  
Teamwork**



# 1. Values and Ethics

- Patient centered
- Respect the dignity and privacy of patients
- Embrace cultural diversity
- Cooperate with patients, providers and other stakeholders
- Develop trusting relationships
- Act with high standards and ethical conduct
- Respect the role and expertise of other healthcare professionals
- Maintain competence



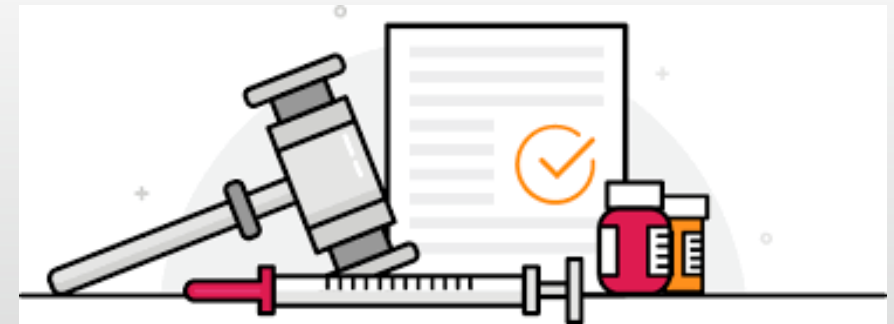
(Interprofessional Education Collaborative, 2016)



## 2. Roles and Responsibilities

- Engage diverse professionals
- Clarify & communicate roles and responsibilities
- Use the full scope of knowledge and skills to provide care
- Engage in professional development to enhance collaboration
- Educate others how collaboration can improve patient care

(Interprofessional Education Collaborative, 2016)



# 3. Communication

- Choose effective communication tools
- Clearly share information with patients and families
- Share knowledge with team members with clarity and respect
  - non-hierarchical teams
- Listen actively and encourage ideas and opinions
- Give timely sensitive and instructive feedback



(Interprofessional Education Collaborative, 2016)

## 4. Teams and Teamwork

- Develop consensus on ethical principles
- Engage health and other professionals in shared problem-solving
- Integrate knowledge and experience of team members
- Constructively manage disagreements
- Share accountability
- Reflect on individual and team performances
- Use quality improvement strategies

(Interprofessional Education Collaborative, 2016)

# Benefits



Improved patient care



Minimize role  
confusion



Improved Professional  
Socialization

# Improved patient care

- Improved health outcomes
  - A1C in patient with diabetes
  - Reduced medication use for patients with low back pain
  - Reduced blood pressure in patients with hypertension

(Lutfiyya, 2019)





# Improved patient care

- Well-informed providers
- Appropriate referrals
- More patient-centered care
  - Comprehensive approach rather than “injury focused”
  - Patient involvement
  - Improved policies and procedures
- Improved patient safety
  - Decreased complications and clinical errors

(Hankemeier & Manspeaker, 2017)





# Minimize role confusion

- Learn and understand the roles of others
- Help others understand the role of the athletic trainer
- Decrease tension and conflict among caregivers

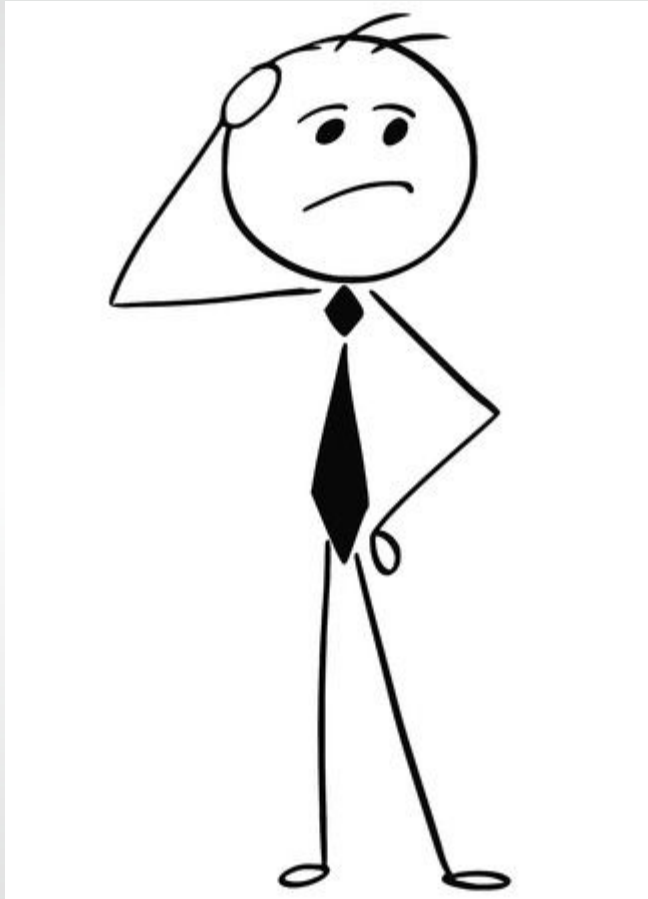
(Breitbach, Reeves and Fletcher, 2017)



# Improved Professional Satisfaction

- Decreased staff turnover (Breitbach & Richardson, 2015)
- Facilitation of organizational socialization (Kirby, Walker, & Mazerolle, 2018)
- Increased knowledge sharing, trust, and reduced professional rivalries (Braithwaite, 2013)
- Provide feedback, reassurance, support, which leads to confidence.
  - “I don’t have another health care provider that I can bounce things off of” (Kirby, Walker, & Mazerolle, 2018)
- Continued pursuit of 3<sup>rd</sup> party reimbursement will likely require interprofessional collaborative practice (Hankemeier & Manspeaker, 2017)

# Barriers to Collaborative Care



- Lack of education
  - interprofessional collaborative care
  - Other professions
- Role clarity
- Work environment
- Legal concerns

(Hankemeier & Manspeaker, 2017)

(Breitbach, 2017)

# **Interprofessional Collaborative Practice & Athletic Trainers**

# Adolescent Student Health

Chronic  
diseases

Sport-related  
injury

Poor health  
status

Poor attendance  
Behavior difficulties  
Impaired cognitive  
abilities

Diminished  
academic  
success

(Almquist et al., 2008; ASCD & CDC, 2014)

# Healthy People 2030

- Increase the proportion of adolescents who participate in **daily school physical education**.
- Increase the proportion of middle and high schools that provide **case management for chronic conditions**.
- Increase the proportion of secondary schools with a **full-time registered nurse**
- Increase the proportion of public schools with a **counselor, social worker, and psychologist (*and athletic trainer*)**
- Increase the proportion of children and adolescents who **play sports**.

(Health.gov, 2020)



# Athletic Trainers and School Nurses



# Quick Survey

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The RN and I contribute to setting and evaluating goals for improving student health care.	1	2	3	4
2. The RN and I have a culture of mutual continuous learning.	1	2	3	4
3. The RN and I foster a culture of continuously improving communication.	1	2	3	4
4. The RN and I are well supported by the overall organization (e.g., student health care improvement is encouraged; team training is supported).	1	2	3	4
5. The RN and I fail to appreciate each other's values and diversity.	1	2	3	4
6. I appreciate the role and expertise of the RN.	1	2	3	4
7. The RN appreciates my role and expertise.	1	2	3	4
8. The RN and I have the autonomy to implement our part of the plan once the patient's needs and goals are clear.	1	2	3	4

# Quick Survey

	Strongly Disagree	Disagree	Agree	Strongly Agree
9. The RN and I are effective in assigning and implementing administrative tasks (e.g., leadership, record keeping, meeting facilitation, etc.)	1	2	3	4
10. The RN and I do not feel safe bringing up concerns about roles and responsibilities for discussion, proactive improvement, and prevention.	1	2	3	4
11. All voices on the team are heard and valued.	1	2	3	4
12. The RN and I encourage trust by paying attention to important personal or professional connections (e.g., celebrating achievements, milestones, etc.).	1	2	3	4
13. The RN and I are active listeners and pay close attention to the contributions of others, including the patient and family.	1	2	3	4
14. The RN and I engage in routine, frequent, meaningful evaluation to improve our performance.	1	2	3	4
15. The RN and I do not recognize our own limitations in knowledge & skills.	1	2	3	4
16. The RN and I constructively manage disagreements among us.	1	2	3	4

# Recommendations

- Conscious effort to bring healthcare providers together
- Regular conversations beyond patient care
- Mentorship
- Shared documentation
- Shared facility

# Conclusion

- Interprofessional collaborative care is best practice.
- Understanding & respecting the roles and responsibilities of each member is critical
- Communication should extend beyond patient cases to improve the overall system
- Shared space and communication can facilitate this collaboration
- In the secondary school setting, nurses and athletic trainers are healthcare providers who should collaborate to improve outcomes

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# Thank you!

## Questions and Discussion



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