

WANTED:
ATHLETIC TRAINERS IN THE
EMERGENCY DEPARTMENT

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DISCLOSURES

Nothing to disclose

....But would like to express gratitude to ATSNJ and the many ATs who supported this DNP project

TODAY'S OBJECTIVES

Define the role of the AT in the ED

Describe knowledge deficits among ED nurses regarding the profession of the AT

Evaluate teamwork and collaborative efforts between ATs and ED nurses to foster enriched patient satisfaction and evidenced-based care

Assess educational and employment opportunities in NJ healthcare organizations for the AT

2019

THEN/NOW

2023

Sports Injury Care in
Today's ED

Wanted ATs in the ED

Focused on the Secondary School
Athlete

Barbara McCormick, MSN, RN, CEN
Tanya Dargusch, LAT, ATC

NJENA 2019 Emergency Care
Conference- Podium Presentation
March 22, 2019

EN 20X - ENA National Conference
Virtual Poster Presentation September
9-11, 2020

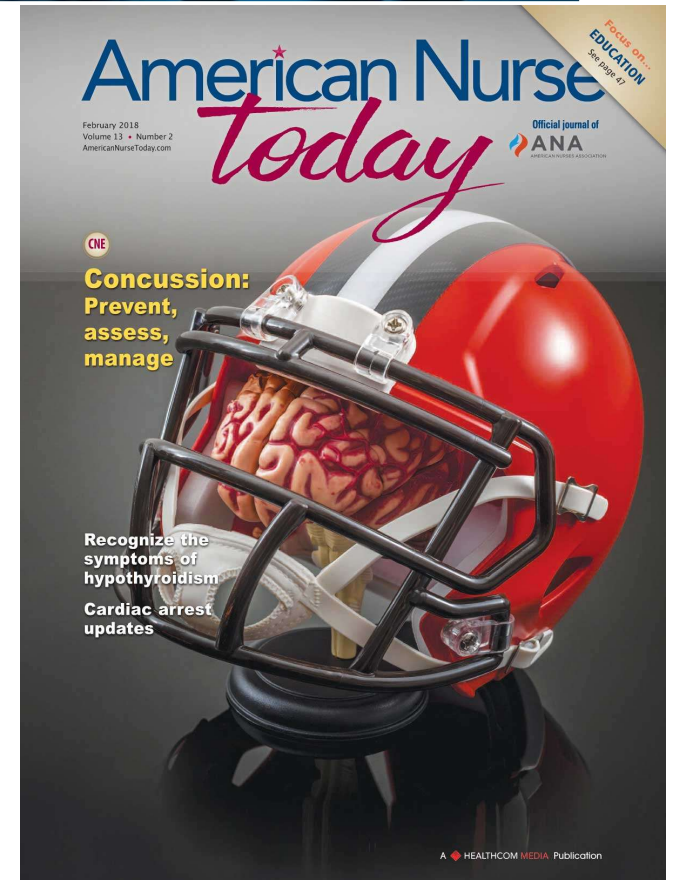
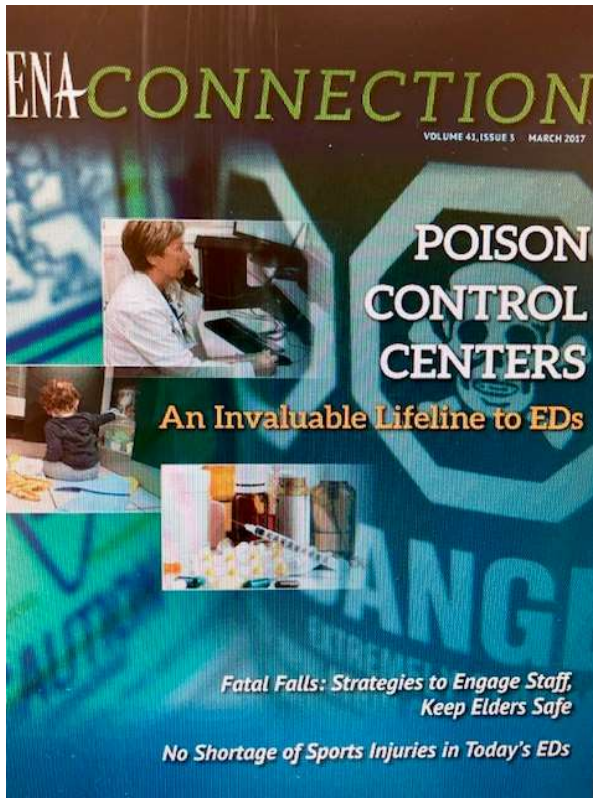
NJENA 2022 Emergency Care
Conference Poster Presentation March
16-18, 2022

Focused on the need for ATs in ED
March 6, 2023

Barbara McCormick, DNP, RN, CEN
William Donald, DNP, MS, ATC

OBJECTIVES

- Define the role of the AT in the ED
- Describe knowledge deficits among ED nurses regarding the profession of the AT
- Evaluate teamwork and collaborative efforts between ATs and ED nurses to foster enriched patient satisfaction and evidenced-based care
- Assess educational and employment opportunities in NJ healthcare organizations for the AT
- Explain rationale for topic and survey “Emergency nurses perceptions and knowledge of the skills and job requirements of the Certified Athletic Trainer”
- Describe the educational requirements to obtain and maintain professional credentialing to practice as athletic trainer in the United States.
- Examine scenarios for emergency care in the secondary school setting and the emergency department. (e.g. head injury; trauma; hyperthermia)
- Propose discharge instruction to include follow up with the secondary school AT to facilitate higher quality transition of care that lends to overall satisfaction and better outcomes.



Interprofessional Practice

Multiple *health workers* from different professional backgrounds providing comprehensive health services working with patients, their families, caregivers and communities to deliver the highest quality of care across settings.



PRACTICE PROBLEM

- ▶ ED environment
- ▶ ED experience is critical for a positive patient experience to be established, but many barriers such as overcrowding, long waits, and staffing shortages create challenges that need new options explored for improvement
- ▶ The emergency nurse can be a vital link between the patient, community, hospital, and healthcare system, with numerous opportunities to influence the health and well-being of individuals, including those who are at most risk for disease and injury. Each interaction with a patient or family member is an opportunity to teach and educate the patient and their family about prevention, wellness and disease management.
©Emergency Nurses Association, 2014.
- ▶ Tackett, M. (2017). Battered, bleeding and bruised. No shortage of sports injuries in Today's ED. *ENA Connection*, 41(3), 10-11.

THE EMERGENCY DEPARTMENT NURSES' PERCEPTION OF THE ATHLETIC TRAINER: THE IMPACT OF INTER PROFESSIONAL COLLABORATION

ED Nurses Perceptions and Knowledge of Certified Athletic Trainer survey was created based on a survey developed for parents of high school student athletes.

Weitzel, R. L., Miller, M. G., Giannotta, E. R., & Newman, C. J. (2015). High school athletes' parents' perceptions and knowledge of the skills and job requirements of the certified athletic trainer. *Journal of Athletic Training*, 50(12), 1286-1291. [http://dx.doi.org/10,4085/1062-6050-51.1.11](http://dx.doi.org/10.4085/1062-6050-51.1.11)

Cross sectional convenience sample of ED nurses who completed survey posted on ENA external research webpage.

307 surveys from 43 states

PICOT/ THEORETICAL FRAMEWORK

Population: ED nurses

Intervention: Qualtrics online survey of nurses' perceptions and knowledge of ATs.

Comparison: Do ED nurses have prior experience working with an AT for sports related injuries? (Yes/No)

Outcome: Assessment of nurse perceptions of ATs and educated participants of the roles and job responsibilities of ATs.

Time: May and June 2019.

Theoretical Framework: Kolb's Experiential Learning Theory

Experience

Reflection

Conceptual

Experimentation

RESULTS

82% of ED nurses had no exposure to ATs in the ED.

Only 40% of respondents considered ATs healthcare professionals

86% post survey were more likely to consider ATs as a valuable member of the healthcare team

Open ended responses demonstrated knowledge deficit

Areas for combined educational opportunities including cardiac arrest, concussion management, environmental injuries, orthopedics, mental health, and substance abuse.

SYNTHESIS OF THE EVIDENCE

Significant evidence published within interprofessional literature and AT literature documented that ATs are not often recognized as healthcare professionals.

Only nursing literature that included the AT as an important member of the healthcare team was in the school nurse specialty, but the role was not clearly defined.

No evidence in the emergency nursing specialty where sports-injury care is often performed and then referred to appropriate providers.

CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE: 2016 UPDATE

Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)

Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

IMPLICATIONS

IPE directly impacts IPCP. Well structured & planned programs that build teamwork & communication whether during education or clinical practice are essential to all healthcare professions

Tips and tools for effective communication in the ED environment are needed to support staff & gain trust in this chaotic & over stimulating environment



EDUCATIONAL REQUIREMENTS

Undergraduate

Graduate

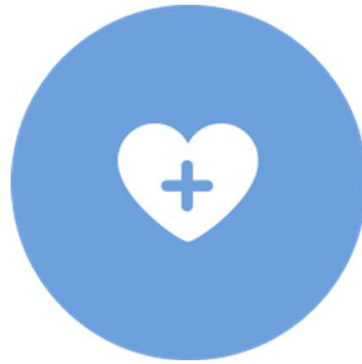
Certification

Continuing Education

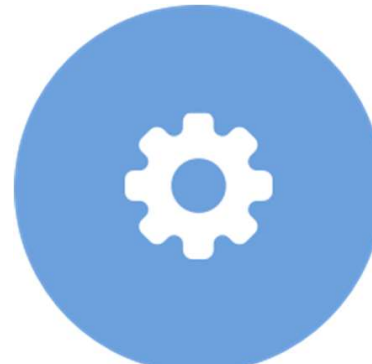
CONTINUING EDUCATION



Continuing
Education
50 hrs



Emergency
Cardiac Care



Certification
Fee



Standards of
Professional Practice

New Jersey State License Requirements (Bi-annual renewal)
BOC plus additional in concussion
Trained in EpiPen, Narcan, suicide prevention

EMERGENCY DEPARTMENT



ED DISCHARGE/TRANSITION OF CARE

- Discharge instruction considerations
- Return to School
- Return to Play

ATHLETIC TRAINER PROCEDURES IN THE EMERGENCY DEPARTMENT

The following is a list of examples of services and procedures that athletic trainers can perform in the Emergency Department setting

Note: New Jersey Law dictates that Athletic trainers may only practice athletic training on ‘athletes,’ which are defined as “*someone who participates in strenuous physical exercise, physical conditioning, or a sport.*”

- General history and physical examination
- Vital Signs (BP/Pulse/Respirations/Temperature/pupillary response/SpO2/, etc.)
- Orthopedic Evaluation: Examples include general musculoskeletal evaluation, evaluation of suspected fractures, manual muscle testing, ligamentous stress testing, joint evaluation, gait assessment.
- Neurological Evaluation: Examples include cranial nerve assessment, peripheral nerve assessment (dermatome/myotome assessment), deep tendon reflexes.
- Assessment of head trauma/suspected concussion
- Crutch and cane fitting, including patient education
- Joint immobilization: including but not limited to application of knee immobilizers, aircasts, elastic supports, ace bandages, etc.
- Assist physician in closed reduction of glenohumeral and patellar dislocations
- Sports Equipment Removal
- Basic Life Support
- *Assist* nurses educator

MILITARY



Unified in Advancing the Profession of Athletic Training in Support of the U.S. Armed Forces

Mission Statement

The mission of the Armed Forces Athletic Trainers' Society shall be to advance, encourage, and improve the profession of athletic training by developing the common interests of its membership in order to enhance the mission readiness of warfighters within the U.S. Armed Forces.

Vision Statement

Athletic trainers are recognized as the ultimate force multiplier within the U.S. military in the provision of comprehensive warrior health care.



EMPLOYMENT OPPORTUNITIES



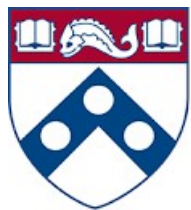
The Giving Tank—Launching the Reimagine Campaign for New Jersey



Let's be healthy together.



Atlantic
Health System



Penn
Medicine



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The Valley
Hospital
Valley Health System

Cooper
University Health Care

OBJECTIVES REVIEWED

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QUESTIONS & COMMENTS

