



Session Number: T133

Session Title:

**Implementation and Outcomes
of an Interprofessional
Adaptive Sports Experience**

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Implementation and Outcomes of an Interprofessional Adaptive Sports Experience

 **Duke University**
School of Medicine
Physician Assistant
Program

 **Duke University**
School of Medicine
Doctor of Physical Therapy

 **Duke**Medicine



Introduction

- ~ 57 million people with disabilities (PWD) live in the United States
 - more than 25% of that population is inactive
- Regular physical activity is well understood to promote better health, but a significant healthcare disparity exists between patients with and without disabilities
- Potential barriers:
 - lack of provider knowledge
 - inaccurate perceptions of non-disabled professionals



Purpose Statement

- Evaluate the effectiveness of an adaptive sports experience in the achievement of educational competencies related to disability and interprofessional education (IPE)



Methods: Sample

- Doctor of Physical Therapy (DPT) students (N=67)
- Physician Assistant (PA) students (N=33)

Students participated alongside community athletes with disabilities in a three-hour adaptive sports experience in collaboration with Bridge II Sports, a non-profit community organization.





Methods: Measures

Disability Competencies:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have the cultural competence that is required for me to provide quality healthcare for persons with disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the roles and functions of other members of the healthcare team in managing the health and wellness of persons with disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about disability-specific resources available in the health care system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about disability-specific resources available in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the short and long-term benefits of physical activity and adapted sport in promoting and maintaining health and wellness for persons with disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to refer my patients with disabilities to other healthcare providers to promote physical activity and wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to refer my patients with disabilities to community resources to promote physical activity and wellness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the importance of advocacy for community organizations assisting persons with disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in an adaptive sports experience should be a required component of healthcare education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Survey included:
 - items evaluating student perception of achievement of educational competency related to disability
 - Modified Readiness for Interprofessional Learning Scale (RIPLS)
 - <http://www.ihl.org/education/ihopenschool/Chapters/Documents/riplsquestionnaire19.pdf>

Response Rate:

Before experience = 97%

After experience = 73%



Methods: Analytics

- Descriptive statistics (percent and averages): student characteristics and RIPLS scores
- Student's t-test: comparison of perceived competencies pre and post IPE



Results:

- 56 % of students reported no prior experience with adaptive sports at baseline
- Students with prior experience scored higher at baseline than those without experience ($p=.02$)
- 4/8 individual competency scores and the total survey score increased significantly from pre to post-event ($p<.001$)
- RIPLS data indicated positive attitudes toward IPE for trainees in both professions



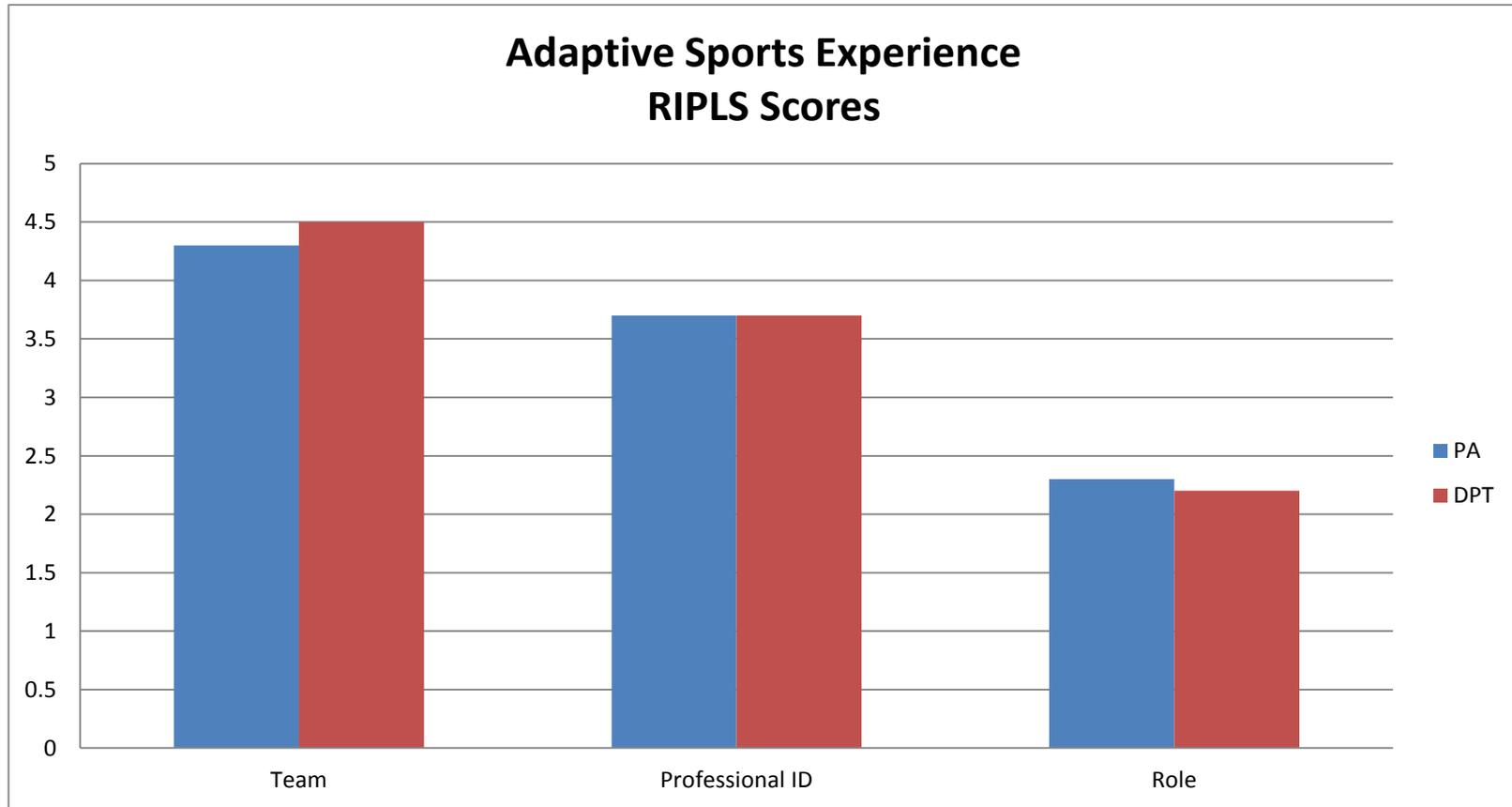
Results– Improvements in Disability Competencies

Question	Average Pre Score	Average Post Score	p value
I have the cultural competence that is required for me to provide quality healthcare for persons with disability.	3.22	3.18	0.68
I know the roles and functions of other members of the healthcare team in managing the health and wellness of persons with disability.	2.79	2.88	0.51
I know about disability-specific resources available in the health care system.	2.25	2.77	<0.01
I know about disability-specific resources available in my community.	1.99	2.81	<0.01
I know the short and long-term benefits of physical activity and adapted sport in promoting and maintaining health and wellness for persons with disability.	3.26	3.44	0.12
I know how to refer my patients with disabilities to other healthcare providers to promote physical activity and wellness.	2.53	2.92	0.01
I know how to refer my patients with disabilities to community resources to promote physical activity and wellness.	2.42	2.99	<0.01
I know the importance of advocacy for community organizations assisting persons with disability.	3.37	3.45	0.44

1= strongly disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= strongly agree



Results– Positive Attitudes Toward IPE



1= strongly disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= strongly agree



Discussion:

- The effectiveness of IPE meeting objectives related to disability in healthcare professional curricula has not been widely studied
- IPE through an adaptive sports experience provides an opportunity for students to:
 - gain insight into interprofessional collaboration
 - benefits of activity for PWD
 - cultural competence and appreciation for community organizations assisting PWD to return to active and healthy lifestyles



Implications:

- Cultural competency regarding the “culture of disability”
- Prepare health care learners to provide patient-centered care:
 - Respecting patient’s values & needs
 - Ensure effective care coordination
 - Broaden focus of care beyond immediate medical concerns



Next Steps:

- An adaptive sports experience can potentially foster trainee competence in working with PWD
 - students are interested in IPE
- Expand experience to include modules on Disability
 - Small Group/Team Cases
 - Coordinate with Adaptive Sports Experience



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