

## VATEC 2022 Preliminary Program

**CONFERENCE THEME:** Diversity, Equity and Inclusion: Promoting Resilience and Collaboration in Athletic Training Education, Research and Practice

### Give Them What They Need: Using Educational Psychology Theory to Optimize Clinical Education

*\*Not eligible for BOC CEUs*

Sarah Long, PhD, AT, ATC

#### Objectives

Participants will be able to:

- Identify the central components and propositions of Self-Determination Theory
- Recognize the alignment between SDT's proposed fundamental needs and the existing literature on athletic training clinical education
- Describe specific strategies that are supportive of student autonomy, competence, and relatedness during athletic training clinical education to prepare them for clinical practice

**Schedule and Format** – Lecture, Live and On-demand

### Racial and Social Justice Discussion Groups for Athletic Training Educators - .5 CEUs

Alicia Montalvo, PhD, ATC, CSCS

#### Objectives

Participants will be able to:

- Explain how to start a racial and social justice discussion group/unstructured training in your athletic training community
- Describe the benefits of racial and social discussion/unstructured training for athletic training educators, athletic training students, and patients
- List strategies that can be used to create and deliver individual racial and social justice discussions/unstructured trainings in your athletic training community to prepare students for clinical practice and patient care in all settings

**Schedule and Format** – Lecture, Live and On-demand

### Bringing Cultural Humility to the Forefront through Pedagogy in Athletic Training Programs

*\*Not eligible for BOC CEUs*

Natalya Denmark, EdD, ATC

#### Objectives

Participants will be able to:

- Identify the NATA description of cultural competence and how it is effected by cultural humility.
- Understand the main concepts of Cultural Humility and how they can incorporate it into their practice.
- Understand the main concepts of Culturally Responsive Pedagogy (CRP) and how it works with cultural humility to improve student interactions.
- Use the concepts and activities of Cultural Humility to enhance their pedagogical practice.
- Explain how Cultural Humility and CRP can be included into pedagogy to cultivate athletic trainers who feel confident in providing culturally competent patient care.

**Schedule and Format** – Lecture, Live and On-demand

### Social Determinants of Health into Athletic Training Education - .5 CEUs

Pradeep Vanguri, PhD, ATC; Ajaya Williams, EdD, LAT, ATC

### **Objectives**

Participants will be able to:

- Discuss examples of social determinants of health pertaining to athletic training.
- Examine current best practices from similar health care disciplines.
- Develop strategies for implementing social determinants of health into clinical decision-making.
- Apply strategies to individual programmatic course work and clinical practice.

**Schedule and Format** – Breakout, Live and On-demand

### **Use of an Inter-Institutional Complex Case Simulation to Address Patient Health Literacy in Professional Students - .25 CEUs**

Luzita Vela, PhD, ATC, LAT; Meredith Decker, PhD, LAT, ATC

### **Objectives**

Participants will be able to:

- Describe the process for identifying and maintaining partnerships with institutional faculty members from various professional athletic training programs to develop a complex patient case
- Summarize the construction of a complex case simulation that integrates key curricular content standards identified by participating institutional partners
- Identify the aspects of a complex case developed to have students apply strategies in patient-centered care related to assessment of health-literacy, readiness for change, and culturally responsive care
- Describe the integration of a complex case simulation in which students developed a multi-faceted care plan to address secondary/tertiary prevention strategies for early knee osteoarthritis and general health.
- Provide health literacy assessment data gathered during the application of the complex case simulation

**Schedule and Format** – Lecture, Live and On-demand

### **Promoting Student Engagement through the Inclusive Learner-Centered Syllabus**

*\*Not eligible for BOC CEUs*

Amanda Sinclair Elder, EdD, LAT, ATC

### **Objectives**

Participants will be able to:

- Understand the components of an inclusive learner-centered syllabus.
- Generate learner-centered course goals.
- Design assignments with learner-centered concepts.
- Integrate learner-centered concepts into their course schedule.
- Integrate a diversity statement into their course syllabus.

**Schedule and Format** – Breakout, Live and On-demand

### **Compassionate Care & Resilience in Athletic Training: Educating Students for Sustainable Practice .5 CEUs**

Sharon Feld, EdD, ATC

### **Objectives**

Participants will be able to:

- Describe compassionate care and resilience and how it relates to the athletic training profession.

- Explain how resilience can lead to sustainable practice for healthcare professionals, including athletic trainers.
- Design educational content for students regarding compassion and resilience to encourage sustainable practice.

**Schedule and Format** – Lecture, Live and On-demand

**An Innovative Shared Competency Model for Interprofessional AT and PT Education - .5 CEUs**

LesLee Taylor, PhD, LAT, ATC; Stephen Jernigan, PhD, PT, FNAP

**Objectives**

Participants will be able to:

- Understand how one program has embraced collaborative opportunities for athletic trainers and physical therapists.
- Articulate the importance of early and often professional socialization between professions.
- Describe how athletic trainers and physical therapists can co-treat to provide quality patient centered care.

**Schedule and Format** – Lecture, Live and On-demand

**Overcoming Barriers to IPE: Pedagogy at a Small Liberal Arts Institution - *\*Not eligible for BOC CEUs***

Molly Figgins, PhD, ATC; Sharon Feld, EdD, ATC

**Objectives**

Participants will be able to:

- Understand pedagogical approaches to IPE at a small, private, liberal arts institution where health care programs are limited, and not housed within the same academic divisions to facilitate IP patient care provision.
- Identify common barriers to IPE implementation and how to overcome these barriers.
- Develop ideas for implementing IPE at institutions lacking institutional support or resources for IPE.

**Schedule and Format** – Breakout, Live and On-demand

**Intergroup Dialogue for Enhancing Cultural Competence - .75 CEUs**

Jessica Barrett, PhD, ATC; Jill Kochanek, PhD

**Objectives**

Participants will be able to:

- Describe the technique of intergroup dialogue.

- Engage in an identity-centered intergroup dialogue activity.
- Identify action steps for athletic training education and clinical practice by developing skills for facilitation and implementation of intergroup dialogue to enhance patient care.
- Identify challenges and strategies to ensure successful implementation of intergroup dialogue.

**Schedule and Format** – Breakout, Live and On-demand

### **Are You an Inclusive Instructor? Tools to Becoming an Inclusive Instructor**

*\*Not eligible for BOC CEUs*

Brandy Schneider, EdD, ATC, LAT

#### **Objectives**

Participants will be able to:

- Identify what inclusive instructors do.
- Describe methods to make an inclusive course.
- Discuss tools to support inclusive teaching.

**Schedule and Format** – Lecture, Live and On-demand

### **Creating a Climate of Equity and Inclusion in Athletic Training Programs: Guidelines and Resources for Reviewing and Revising Program Materials**

*\*Not eligible for BOC CEUs*

Ericka Zimmerman, EdD, LAT, ATC

#### **Objectives**

Participants will be able to:

- Identify contemporary considerations for and incorporation of inclusive language across the program
- Recognize areas of biased, discriminatory, and microaggression language and practice in program structure and learning materials
- Develop strategies to support a climate of equity and inclusion in program and educational materials
- Identify internal and external resources for collaboration, support, and education

### **MODEL PRACTICES GROUPING**

#### **Use of an Unfolding Case Study to Facilitate Interprofessional Collaboration in Athletic Training and Athletic Counseling Students**

*\*Not eligible for BOC CEUs*

Matthew Mills, MA, LAT, ATC

#### **Objectives**

Participants will be able to:

- Understand the role of Athletic Counselors concerning athletic healthcare provision
- Develop an unfolding case study to integrate emergency care and mental health considerations to facilitate interprofessional collaboration
- Outline the considerations regarding deliberate involvement of sensitive topics in an unfolding case study

#### **Code Blue: Using Simulation to Develop Clinician Competency and Leadership**

*\*Not eligible for BOC CEUs*

Brian Seiler, PhD, LAT, ATC

#### **Objectives**

Participants will be able to:

- Discuss the structure and purpose of code blue simulations
- Identify initial successes and challenges encountered when incorporating a code blue simulation
- Develop strategies to further contextualize a code blue simulation for athletic training

#### **Recruitment of HBCU Undergraduate Students to an Athletic Training Program: A Case Series**

*\*Not eligible for BOC CEUs*

Thomas Abdenour, DHSc

#### **Objectives**

Participants will be able to:

- Upon completion of this presentation, participants should be able to design a program designed to recruit ethnic minority students
- Upon completion participants will identify patterns associated with the barriers that ethnic minority students face relative to enrolling into an AT program.
- Upon completion, participants will be encouraged to imagine the impact of graduating ethnic minority students on healthcare delivery in underrepresented and underserved communities.

**Schedule and Format** – Model Practice, Live and On-demand

using contemporary and inclusive language and practice

**Schedule and Format** – Lecture, Live and On-demand

**Educational Techniques to Instruct and Assess Health Literacy in Athletic Training Education - .25 CEUs**

Meredith Madden, EdD, LAT ATC, CHSE

**Objectives**

Participants will be able to:

- Identify foundational health literacy concepts related to domains of athletic training clinical practice
- Introduce health literacy resources to support didactic instruction
- Describe strategies for implementing health literacy assessment into athletic training education and clinical practice
- Summarize educational technique outcomes to support implementation into curriculum

**Schedule and Format** – Model Practice, On-demand

**Behind the Scenes: Fostering Collaboration with Clinical Laboratory Science - .25 CEUs**

Brian Seiler, PhD, LAT, ATC

**Objectives**

Participants will be able to:

- Describe an innovative collaboration that bridges health care professions.
- Develop strategies to incorporate the practice of diagnostic and laboratory tests into the curriculum.
- Summarize the need for integration of learning and practice of diagnostic and laboratory testing.

**Schedule and Format** – Model Practice, On-demand

**Quality Improvement: Work Smarter, Not Harder - .5 CEUs**

Anne Russ, PhD, LAT, ATC; Jamie Mansell, PhD, LAT, ATC

**Objectives**

Participants will be able to:

- Compare and contrast quality improvement and quality assurance
- Outline the QI process, including the Plan-Do-Study-Act (PDSA) Cycle
- Discuss strategies for incorporating QI projects into the curriculum to facilitate clinical practice proficiency

**Schedule and Format** – Lecture, On-demand

**Recruiting and Retaining Diverse Students: Preparing Professionals for Clinical Care in a Multi-cultural Health Care System** *\*Not eligible for BOC CEUs*

Valerie Herzog, EdD, LAT, ATC

**Objectives**

Participants will be able to:

- Understand and appreciate the issues associated with the lack of diversity in AT programs and within the profession as a whole.
- Evaluate recruitment and retention initiatives for facilitating a more diverse AT population as health care professionals in inter-disciplinary teams.
- Analyze and integrate resources to train students to engage with diverse patients in the health care settings to ensure sensitive, compassionate care to all patients.

**Schedule and Format** – Lecture, On-demand

**Integrated Clinical Reasoning and the Development of Clinical Expertise: Incorporating Cultural Humility Into an “n=1” Cognitive Process - .75 CEUs**

Paul Geisler, EdD, ATC

**Objectives**

Participants will be able to:

- Understand the operational definitions, application, and relationship between diagnostic and therapeutic reasoning.
- Understand the operational definition and meaning of contextual reasoning, and its impact on diagnostic and therapeutic reasoning.
- Understand and translate how context (of clinical situations) impacts student learning and the development of clinical expertise.
- Apply the various aspects of context as they relate to space, place and time to the cognitive decision-making challenges of athletic trainers in different settings and career positions.
- Identify how various tenets and examples from the biopsychosocial model of healthcare and sociocultural determinants of health impact and shape the context of many clinical encounters, and subsequently appreciate how these factors from n=1 situations impact the larger CR processes and challenges.
- Infer and apply the tenets and principles of an integrated, ecological model for CR to the values and ideals associated with greater equity for patients under one’s care.

**Schedule and Format** – Lecture, On-demand

**From the Beginning: Addressing Microaggressions in Athletic Training Education to Mitigate Them in Patient Care - - 1 CEUs**

Karlita Warren, PhD, ATC

**Objectives**

Participants will be able to:

- Examine the historical context of microaggressions occurring in healthcare settings
- Examine ways to systematically address topics pertaining to diversity, equity, and inclusion (DEI) in health professions education, patients, and the community that may impact patient care
- Investigate how the lack of DEI in health professions education, in patient care, and microaggressions are interrelated
- Demonstrate how the integration of DEI in healthcare will impact patient care
- Distinguish strategies such as microinterventions and microaffirmations to avoid and/or eliminate microaggressions in athletic training education and as a barrier to healthcare in athletic training clinical practice

**Schedule and Format** – Lecture, On-demand

**Preparing Students to Care for Transgender Athletes - .5 CEUs**

Jordan Carmosino, PhD, LAT, ATC

**Objectives**

Participants will be able to:

- Identify resources to overcome challenges of incorporating transgender topics into the curriculum
- Identify and apply strategies to address common barriers to implementing transgender education

- Apply strategies to create a more inclusive classroom to facilitate effective clinical practice with patients

**Schedule and Format** – Lecture, On-demand

**Sports Medicine Professionals Response to the Opioid Crisis: Recognizing & Addressing a Patient's Needs in a Comprehensive Manner - 1 CEUs**

Darryl Conway, MA, LAT, ATC

**Objectives**

Participants will be able to:

- Recognize the role of the athletic trainer and the value of an interdisciplinary approach to improve patient outcomes.
- Identify and discuss myths and facts relative to opioids, overdoses, and overdose management.
- Examine and discuss the current scientific evidence related to the opioid epidemic specifically focusing on: (1) epidemiology; (2) at-risk populations; (3) overdose prevention strategies; and (4) naloxone distribution programs.
- Identify the current NATA and EMS recommendations regarding the pre-hospital management of the opioid overdose patient.
- Understand state legislation pertaining to prevention strategies & naloxone.

**Schedule and Format** – Lecture, On-demand