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KENT STATE UNIVERSITY

College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE

of

Scott A. Mullett

For the degree of

Doctor of Education

INTERACTIONS AND VALUES IN INTERPROFESSIONAL
EDUCATION AND COLLABORATIVE PRACTICE FOR
ATHLETIC TRAINERS: A MIXED METHODS EXPLORATION OF
INTERPROFESSIONAL COMPETENCY IN EMPLOYMENT
SETTINGS

March 19, 2024

9:00 a.m.

[Teams Meeting](#)

Scott A. Mullett

M.A., Master of Arts in Exercise/Leisure and Sport
Kent State University

B.S., Athletic Training
Kent State University, 2008

Scott has been a certified and licensed athletic trainer for 15 years. After spending 6 years working in the secondary school setting, he transitioned to the occupational health sector and has been employed with Ergonomic Consultants Inc. for 9 years. Within this setting, Scott provides injury prevention, ergonomic, and wellness services.

Scott is active within the athletic training profession having been a member of several professional committees. Recently, he was the chair of the National Athletic Trainers' Association's (NATA) Data and Analytics Committee. Currently, Scott is the chair of the Ohio Athletic Trainers' Association's (OATA) Committee on Practice Advancement. In 2016, he received OATA's Service Award for his work and commitment to the athletic training profession. In 2022, he was the recipient of OATA's Athletic Trainer of the Year Award.

Scott has presented at local, state, regional, and national conferences, focusing on various emerging concepts in athletic training including data analytics, the value of athletic training services, and industrial ergonomics. He has also been published on topics such as manufacturing ergonomics, the worth/value of athletic training services, and data collection/analytics in athletic training.

Interaction and Values in Interprofessional Education and Collaborative Practice for Athletic Trainers: A Mixed Methods Exploration of Interprofessional Competency in Employment Settings

This study aimed to investigate the impact of formal training and education on perceived values and interactions (teamwork) in IPE and IPCP for athletic trainers in employment settings. This mixed-methods study utilized the IPEC Competency Self-Assessment inventory on athletic trainers in all employment settings. Within the inventory, two IPEC competency domains, interprofessional interactions and interprofessional values were assessed to determine relationships between formal training in interprofessional practice in AT employment settings. Additionally, barriers and facilitators pertaining to IPE and IPCP in employment settings were addressed through open-ended interview questions.

Analysis of the quantitative data demonstrated that there were no significant differences between formal training and interprofessional values and formal training and interprofessional interactions. Additionally, no significant differences were reported between AT setting and interprofessional values. However, the analysis of the data did identify statistically significant differences between AT setting and interprofessional interactions. Qualitatively, participants identified lack of education on AT profession (AT roles and responsibilities), IPCP and IPE knowledge gap, and lack of interprofessional communication as IPCP and IPE implementation barriers. Participants identified education of AT profession, seeking out IPCP/IPE opportunities, and improving networking and communication opportunities as facilitators.