Interdisciplinary Competencies for Massage Therapists in Health Care

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Introductions

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Objectives

- Definition of interprofessional collaboration and education practices
- Current trends in opioid crisis and its relation to massage therapy practice and education
- IPEC’s 4 core competencies
- IPE Activity
- Applying IPE in the classroom and clinical practice
- Open discussion
A “Justice League” for Patient Care

Definitions

• **INTERPROFESSIONAL EDUCATION (IPE)**
  – “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”
  
  *(WHO, 2010)*
Definitions

• INTERPROFESSIONAL COMPETENCIES IN HEALTH CARE
  – Integrated enactment of knowledge, skills, values, and attitudes that define working together across the professions, with other health care workers, and with patients, along with families and communities, as appropriate to improve health outcomes in specific care contexts.

  *(IPE Collaborative, 2016)*

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**IHI Triple Aim**

**Goal:**
Achieve better patient care, improve health care that is more efficient and affordable.

*(IHI, 2018)*

Current Trends

Department of Health and Human Services

Department of Veteran Affairs

Joint Commission

CMS

AMTA

Comprehensive Addiction and Recovery Act of 2016

Massage listed in best practices for non-opioid use for pain management

Considers massage an evidence-based practice

(Department of Health and Human Services, 2018)
“...some evidence-based, non-opioid treatment options to consider for treating pain...

- Physical Interventions
  - Massage therapy has shown to be effective in adult and pediatric populations with minimal risk of side effects.”

(Joint Commission, 2018)

Requirement EP 2: The hospital provides nonpharmacologic pain treatment modalities

Changes in each hospital’s compliancy strategies

(Joint Commission, 2017)
Inclusion in Centers for Medicare and Medicaid Services (CMS) Medicare Advantage Plans

CMS has recently announced that many Advantage plans will cover massage therapy in this way, beginning in 2019. “As a result of the new flexibilities on supplemental benefits available for the first time in 2019, about 270 plans are providing nearly 1.5 million enrollees with access to the following new types of benefits:

- Expanded health related supplemental benefits, such as adult day care services, in-home support services, caregiver support services, home-based palliative care and therapeutic massage...”

(American Massage Therapy Association, 2018)
ACIMH and IPEC

Interprofessional Collaboration Competency Domain

(IPE Collaborative, 2016)
IPEC 4 Core Competencies

Values and Ethics
- Maintain a climate of mutual respect and shared values.

Roles and Responsibilities
- Use the knowledge to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

Interprofessional Communication
- Communicate with patients, families, communities, and professionals in a responsive and responsible manner that supports a team approach.

Teams and Teamwork
- Build relationships and team dynamics to perform effectively in planning, delivering, and evaluating health care, programs, and policies that are safe, timely, efficient, effective, and equitable.

IPE ACTIVITY
Case Studies with Simulations
Integrating IPE into Practice

• Utilization of adult learning theories
• The IPE integration model
• Partnering with other departments
• Finding common ground
• Reflection

Adult Education Learning Theories

Andragogy
Experiential and transformative learning theories
Constructivism and cognitive approaches
Anchored instructional technique
Andragogy

- Malcolm Knowles
- Self-directed learning
- “The learner should be actively involved in the learning process.”

https://elearningpractitioner.wordpress.com/2008/07/10/instructors-20-1/

Experiential and Transformative Learning Theories

(Atkinson & Murrell, 1988)
Constructivism and Cognitive Approaches

Cognitive approaches are necessary for introduction of **key concepts** and **scaffolding** for memory and application.

In Constructivism, the learner actively constructs learning through social experiences, experience and learning interactions.

***A common misconception is that learning cannot occur through lecture. Lecture can be considered building prerequisite material and understanding.***

(Learning Theories, 2017)

Anchored Technique

Central Experience (or media file; case study)

Same experience disseminated to students for reflection

(Learning Theories, 2017)
Integrating IPE

- Context specific experiences
- Profession specific experiences
- Foundational health professions experiences
- Pre-curricular experiences

Practitioners
Advanced Learners
Early Learners
Entering Student

(IPE Collaborative, 2016)

Partnering with Other Departments

Research Article
International Journal of Women’s Health Care

Birth to Discharge: Neonatal Simulation Clinical Experiences

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(DeGraw, 2018)
Finding Common Ground

**Nonpharmacological Comfort Interventions**
- Identify client need for palliative/comfort care
- Assist in the care and comfort for a client with a visual and/or hearing impairment*
- Assist in planning comfort interventions for client with impaired comfort
- Apply therapies for comfort and treatment of inflammation/swelling (e.g., apply heat and cold treatments, elevate limb)
- Use alternative/complementary therapy in providing client care (e.g., music therapy)*
- Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)*
- Provide palliative/comfort care interventions to client
- Respect client palliative care choices
- Reinforce client teaching on stress management techniques (e.g., relaxation exercises, exercise, meditation)
- Reinforce client teaching on palliative/comfort care

*(National Council for State Boards of Nursing, 2017, p. 28)*

Simulations
OPEN DISCUSSION

Summary

• Initiative for all allied health professionals
• Importance of integration into entry level curriculum
• Future of massage therapy given the current opportunities
• Educator responsibility of skills competency
References


References