

Navigating Professional Socialization During Transition to Practice

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Presenter Conflict/Disclosures

No Conflict

- The views expressed in these slides and today's discussion are mine
- My views may not be the same as the views of my company's, clients, or my colleagues
- Participants must use discretion when using the information contained in this presentation

Disclosures

- Co-chair – Transition to Practice Workgroup
- I know very little

Learning Objectives

- Identify and dispel common beliefs that serve as barriers to young professionals' transition to practice
- Discuss relevant literature in athletic training and the greater healthcare community regarding transition to practice
- Develop strategies aimed at aiding professional socialization during transition to practice

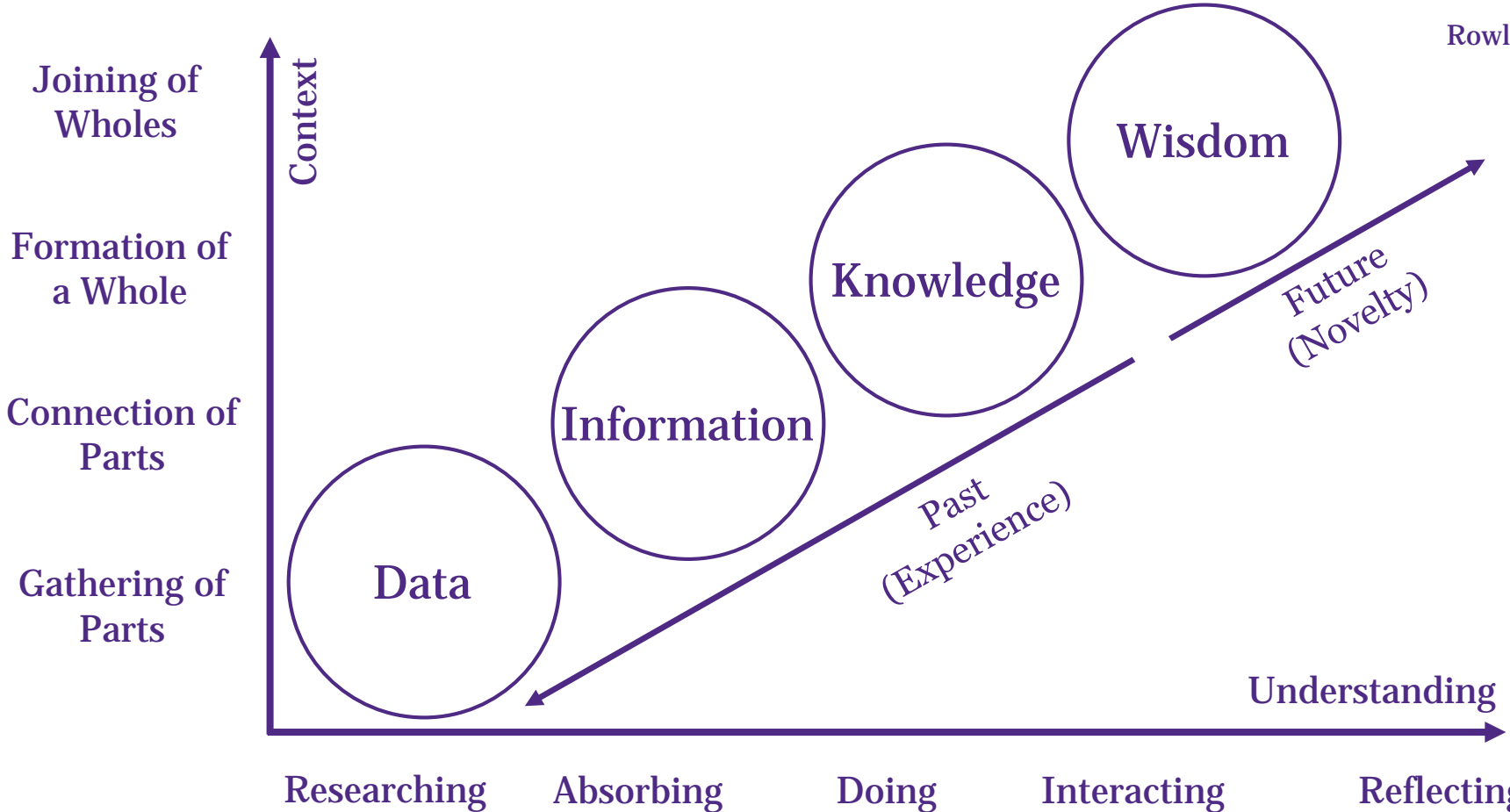
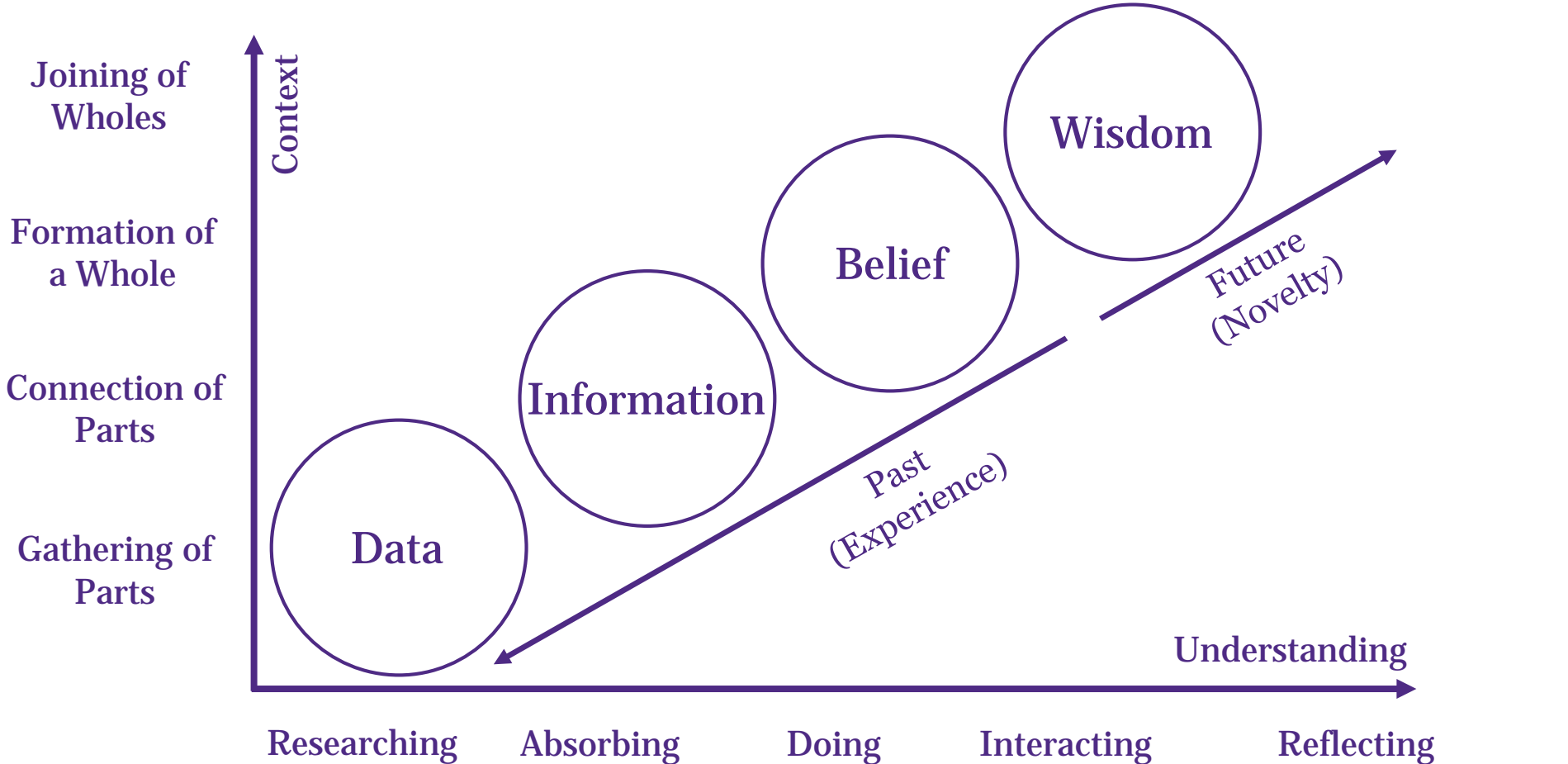
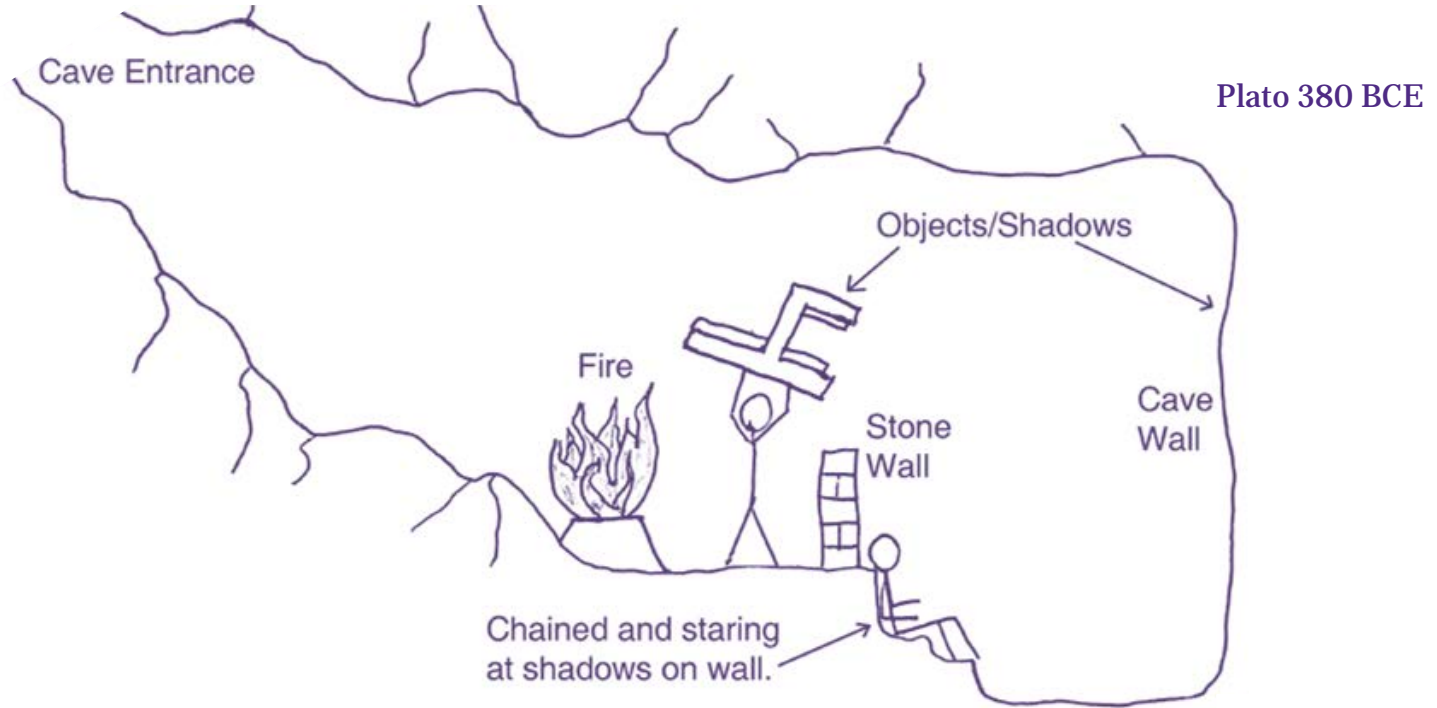


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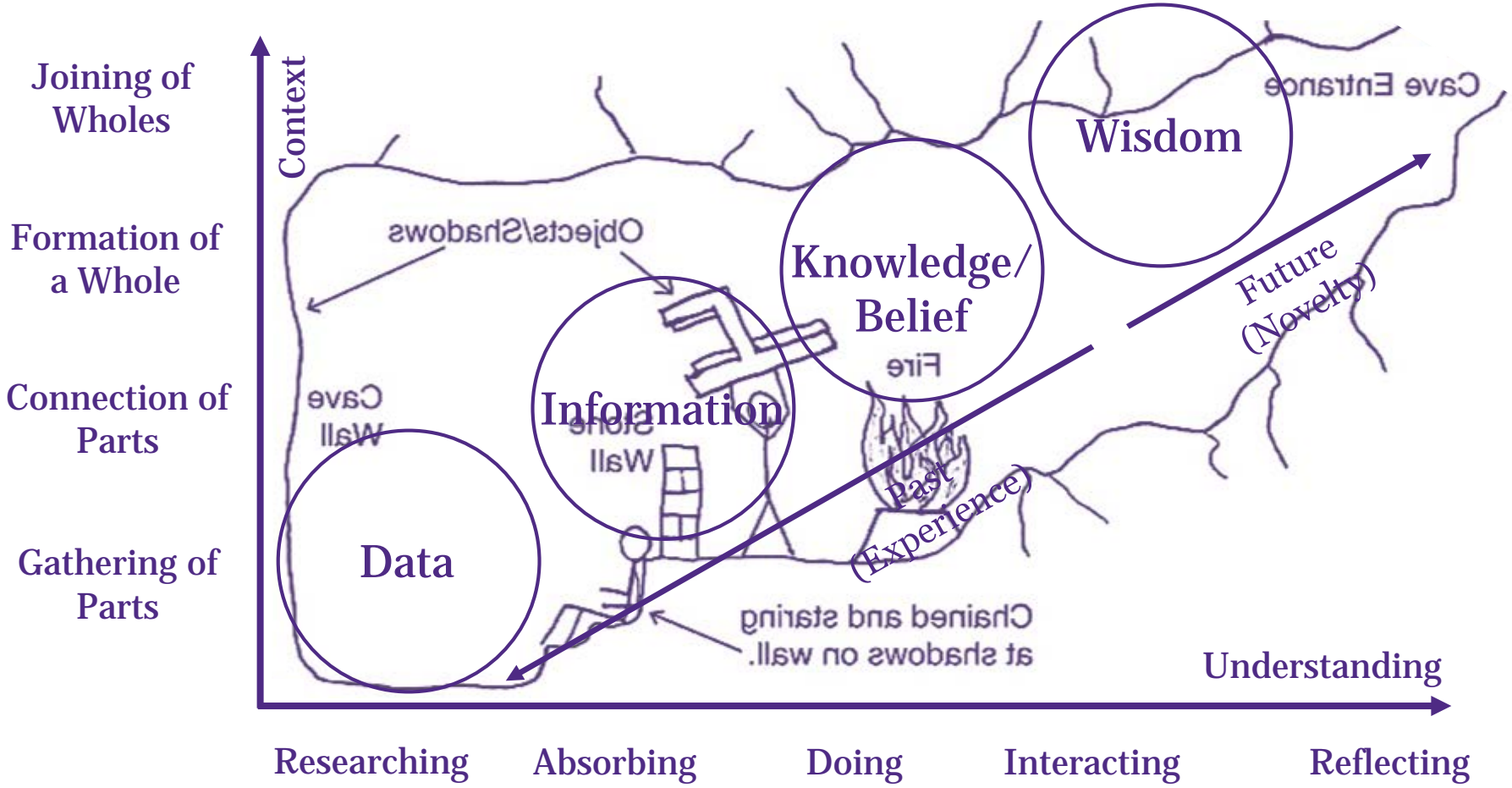
Wisdom

Reason

Belief

Illusion

Image credit: <https://blogs.ubc.ca/vicentegonzalez/2014/10/07/the-story-of-the-grotto-a-summary-of-the-allegory-of-the-cave/>



Professional Socialization

- A process of development whereby an individual learns the roles and responsibilities of a given position while acquiring the knowledge, skills, and attitudes attributed to the profession

Pitney 2006
Thrasher 2015

Transition to Practice

- A convoluted process of change whereby an individual redefines their sense of self and develops self-agency throughout disruptive life events, concerned not just with the change but the process one goes through to incorporate the change into their life

Kralik 2006
Walker 2016

Professional Socialization

- A process of development that occurs where an individual redefines their responsibilities and given positions self-empowering throughout discipline, skill, life events, and created but just with the change but the process one goes through to incorporate the change into their life

Current AT Landscape

Not E

ATHLETIC TRAINING EDUCATION JOURNAL
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ORIGINAL
RESEARCH

Employer and Employee Opinions of Thematic Deficiencies in New Athletic Training Graduates

ts?

W. David Carr, PhD, ATC*, Jennifer Volberding, PhD, ATC†

*University of Kansas, Lawrence, KS; †Oklahoma State University, Stillwater, OK

LEV
J. Bre
Miami University, Oxford, OH

Education Process

ATEJ 2012

Where do We Start?

Orientation

Resources

Preceptors

Inter-
professional
Practice

Clinical/
Didactic
Education

Personal
Traits

Mentors

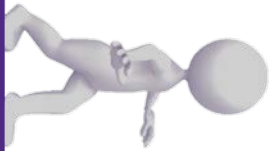
Inter-
professional
Education



Professional Education

Professional Practice

Matriculation



Professional Education

Professional Practice

Matriculation



Clinical/
Didactic
Education

Mazerolle et al. 2016
Walker et al. 2016
Thrasher et al. 2016
Thrasher et al. 2015

Professional Education

Clinical/Didactic Education

Professional Practice

Continuing Education

Matriculation



Mazerolle et al. 2016
Walker et al. 2016
Thrasher et al. 2016
Thrasher et al. 2015

Professional Education

Professional Practice

Clinical/Didactic Education

Continuing Education

Preceptors

Mazerolle et al. 2016
Rush et al. 2013
Thrasher et al. 2016
Walker et al. 2016

Professional Education

Clinical/Didactic Education

Preceptors

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Professional Practice

Continuing Education

Preceptors

Preceptors

Matriculation



Mazerolle et al. 2016
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Walker et al. 2016

Professional Education

Professional Practice

Clinical/Didactic Education

Continuing Education

Preceptors

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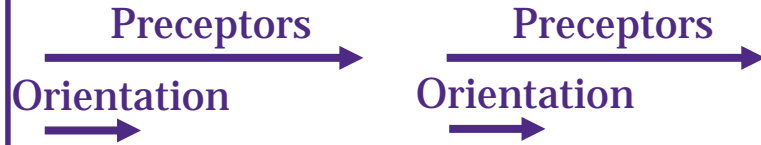
Preceptors

Orientation

Walker et al. 2016
Thrasher et al. 2016
Mazerolle et al. 2015
Pitney et al. 2002

Professional Education

Clinical/Didactic Education



Professional Practice

Continuing Education



Matriculation



Walker et al. 2016
Thrasher et al. 2016
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Pitney et al. 2002

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Clinical/Didactic Education

Continuing Education

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Orientation

Orientation

Personal
Traits



Thrasher et al. 2015

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Thrasher et al. 2015

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Walker et al. 2016
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Mazerolle et al. 2016
Rush et al. 2013
Pitney et al. 2002

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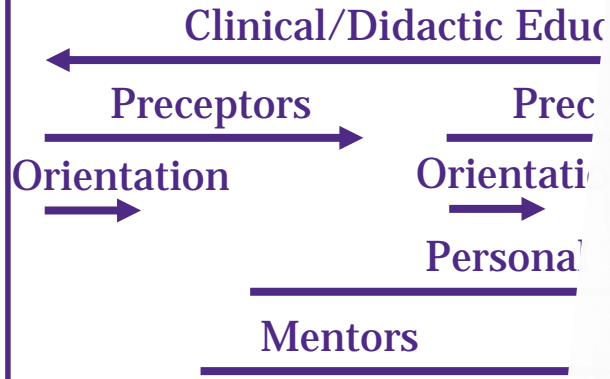


Walker et al. 2016
Thrasher et al. 2016
Mazerolle et al. 2016
Rush et al. 2013
Pitney et al. 2002

Professional Education

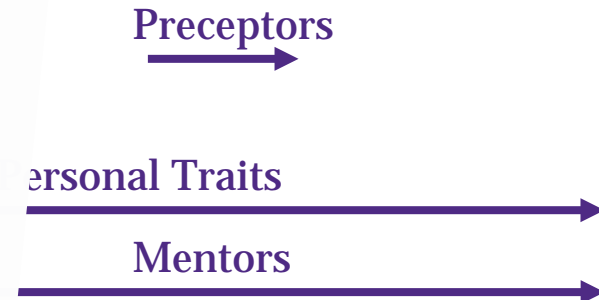
Professional Practice

Matriculation



Inter-
professional
Education

Continuing Education



Mazerolle et al. 2015

Professional Education

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Clinical/Didactic Education

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Preceptors

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Personal Traits

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Mazerolle et al. 2015

Professional Education

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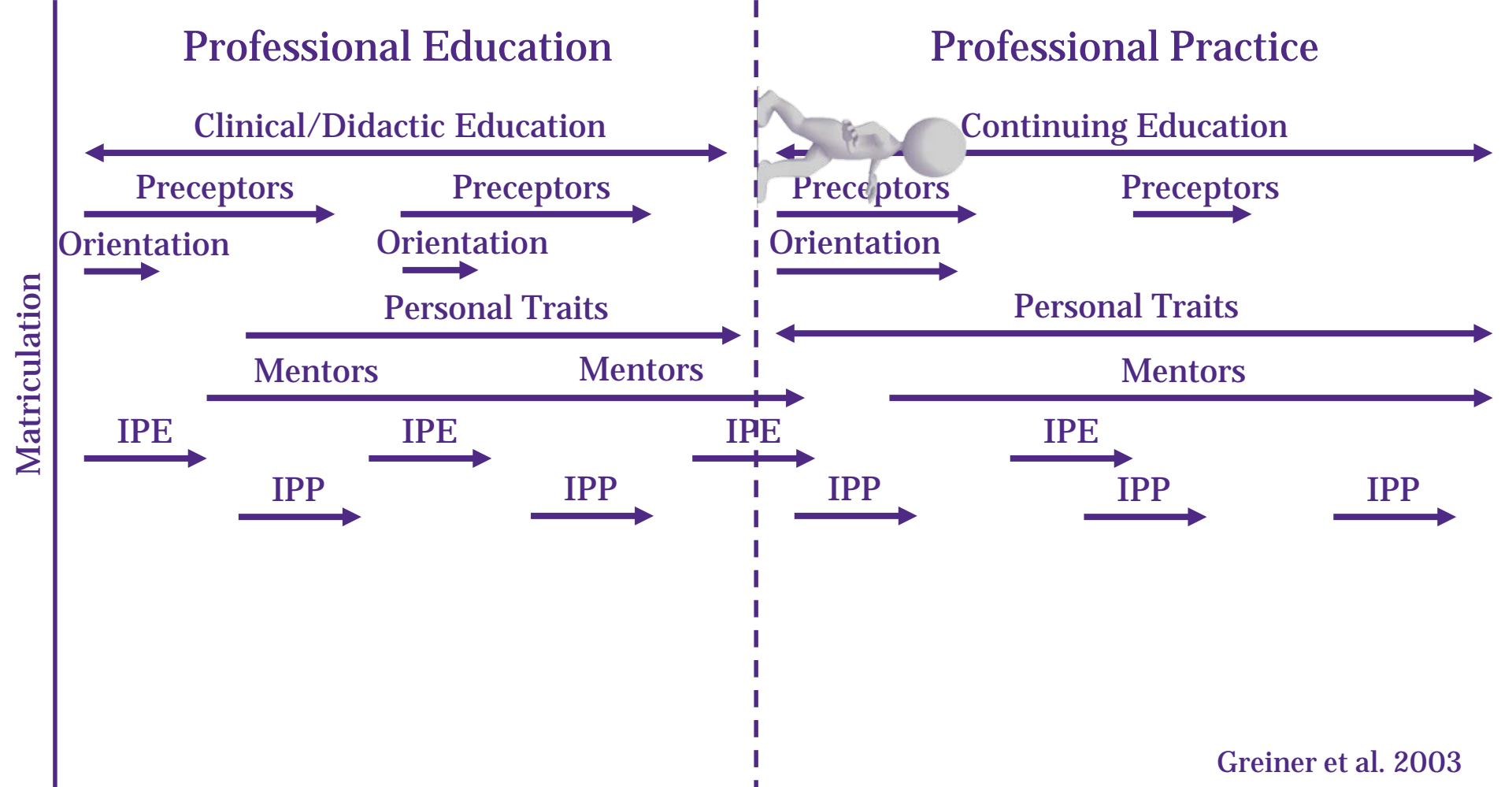
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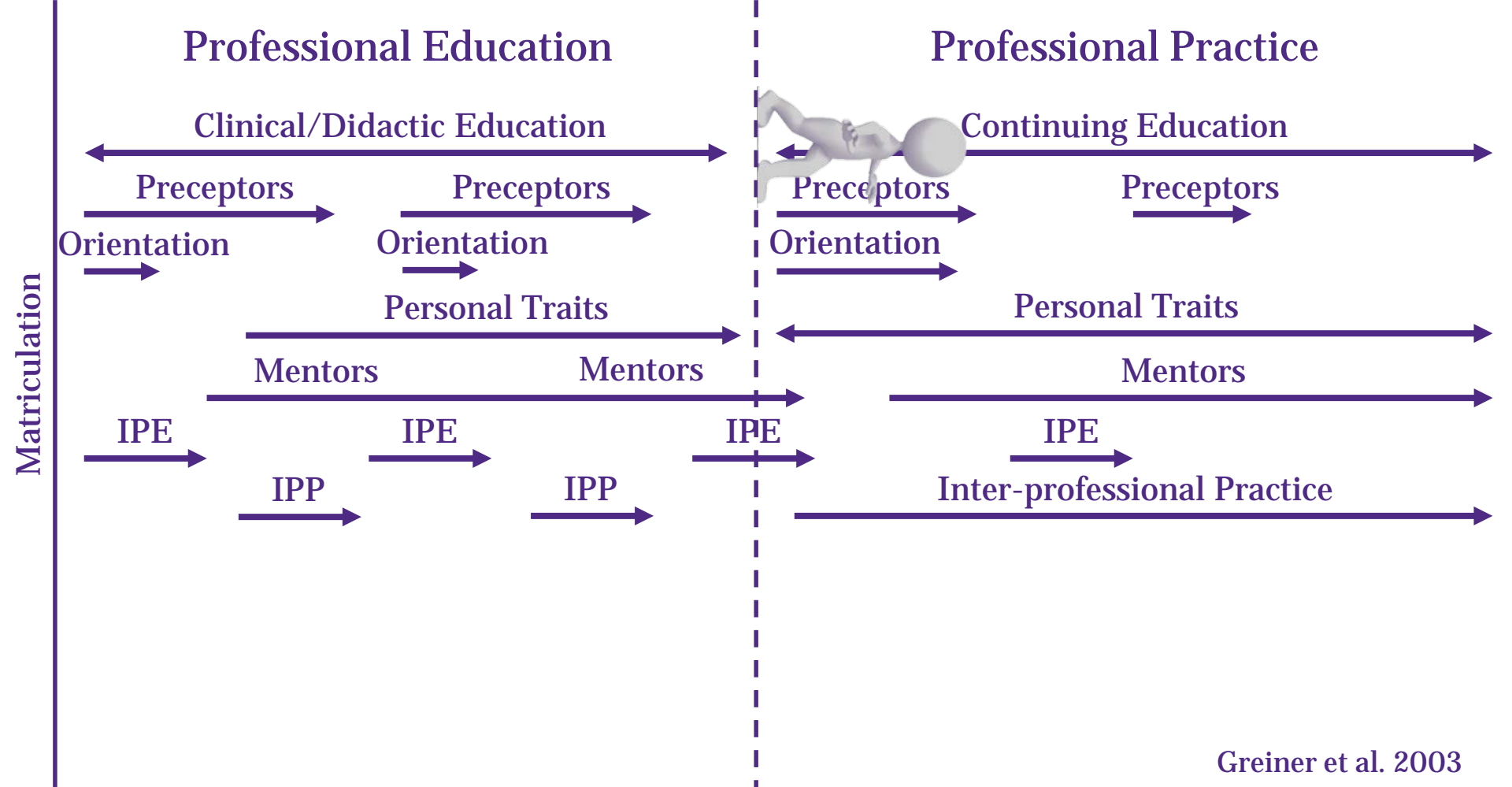
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Inter-
professional
Practice

Greiner et al. 2003



Greiner et al. 2003



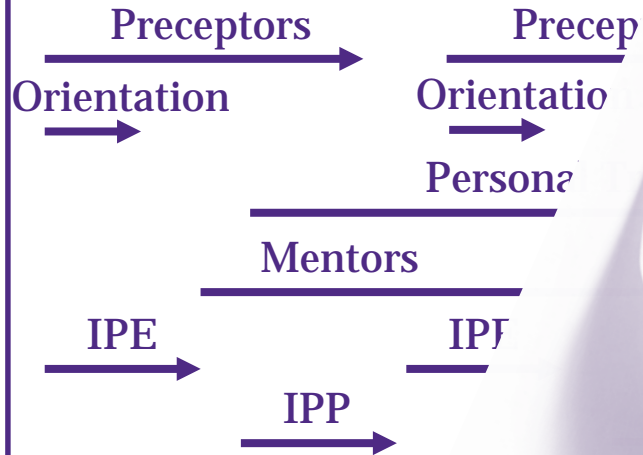
Greiner et al. 2003

Professional Education

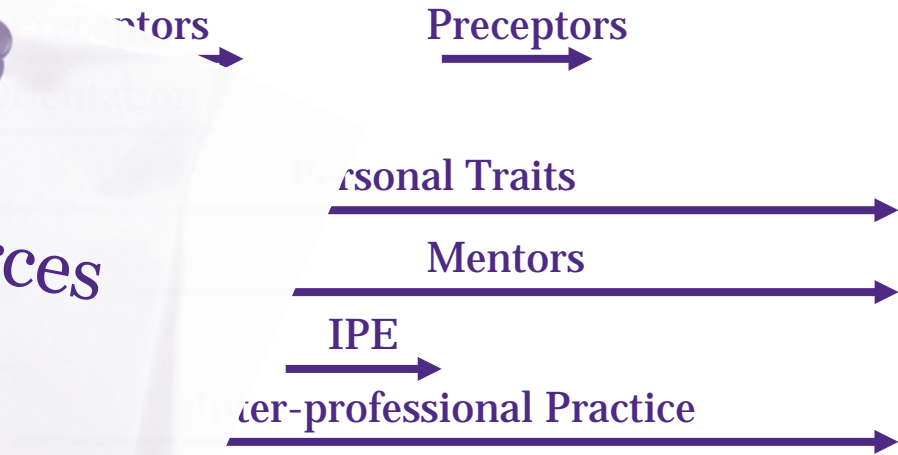
Professional Practice

Clinical/Didactic Education

Continuing Education



Resources



Common Sense 2017

Professional Education

Professional Practice

Clinical/Didactic Education

Continuing Education

Preceptors

Preceptors

Preceptors

Preceptors

Orientation

Orientation

Orientation

Personal Traits

Personal Traits

Mentors

Mentors

Mentors

IPE

IPE

IPE

IPE

IPP

IPP

Inter-professional Practice

Resources



Common Sense 2017

Barriers

Previous Educational
Experiences
- Mazerolle 2015

Time Management
- Mazerolle 2015

Preceptors
- Walker 2016



Unrealistic
Expectations
- Thrasher 2015

Personal
Characteristics and Fit
- Thrasher 2015

Lack of Transition to
Practice Preparation
- Walker 2016

Professional Education

Clinical/Didactic Education

Preceptors

Preceptors

Orientation

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Mentors

Mentors

IPE

IPE

IPP

IPP

Professional Practice

Continuing Education

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IPE

Inter-professional Practice

Resources

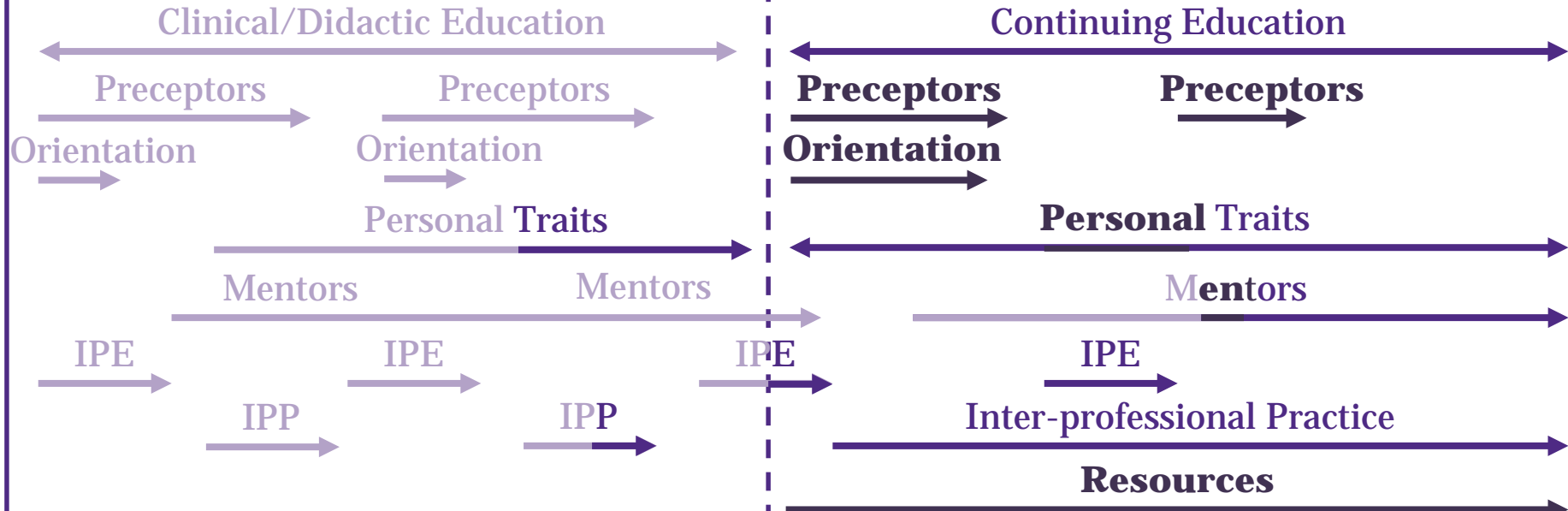


Who is responsible?

Professional Program

Individual

Employer







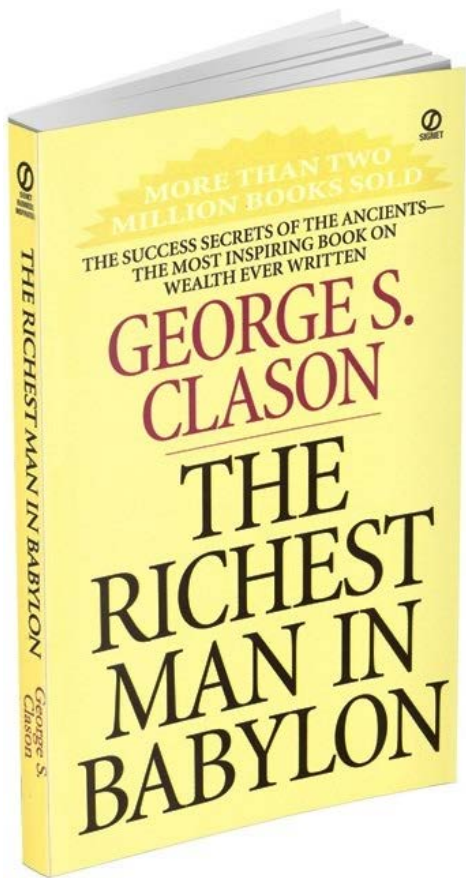
VS



You can't lose what you don't put in the middle



But you can't win much either

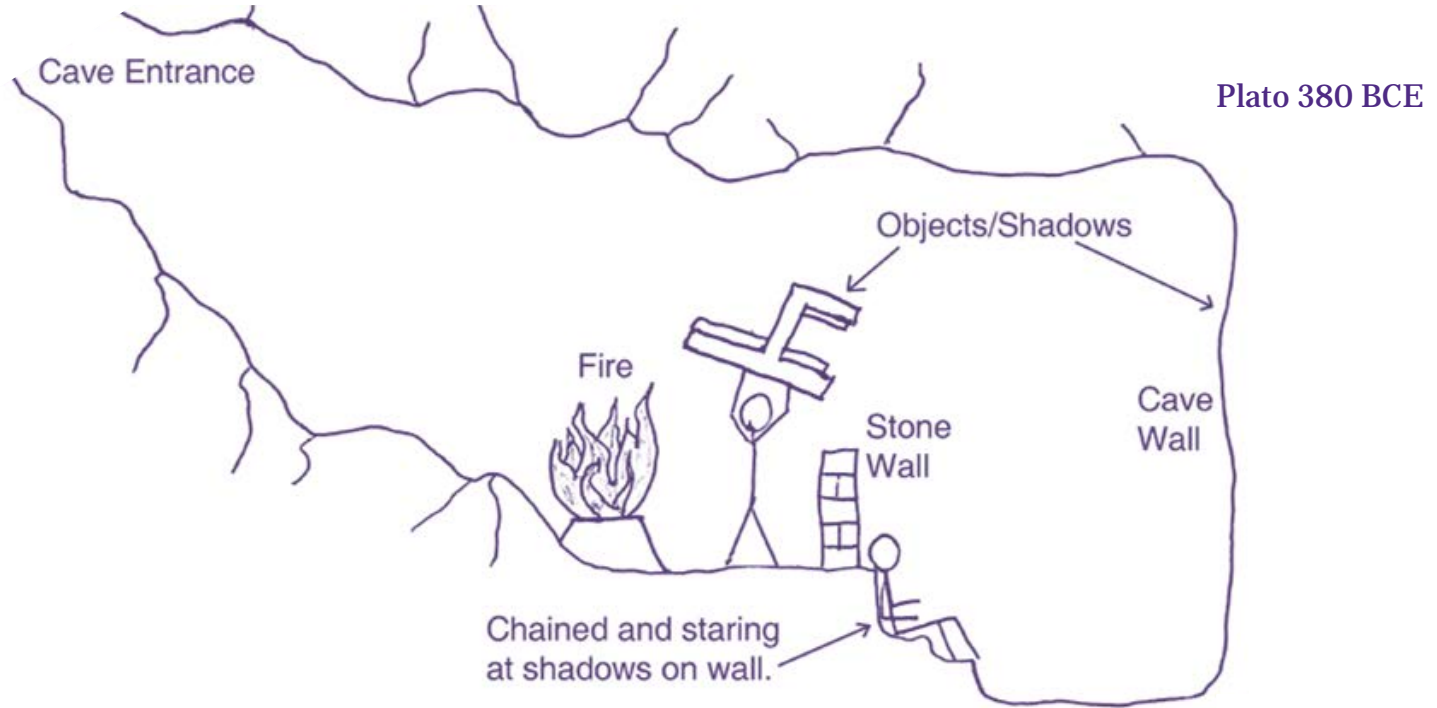




I'm afraid I just blue myself.



There's gotta be a better way to say that.



Wisdom

Reason

Belief

Illusion

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Closing Thoughts

- Advocate for the profession by advocating for yourself
- Change is hard
- Know less everyday
- Many transitions

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Go CATS!

