



**Transition to Practice**  
**Brian Vesci, DAT, ATC**  
**Steve Nordwall, MA, ATC**



# Disclosures

In compliance with continuing education requirements, all presenters must disclose any financial or other associations with companies to which they have a direct link and/or financial relationship that is related to the topic/content of their presentation.

# Objectives

- Describe the current state and future directions of transition to practice in athletic training within the patient-centered care team and in line with best practices.
- Describe real and perceived barriers to transition to practice in line with organizational and patient needs.
- Implement available resources for themselves, students, and/or employees to facilitate transition to practice to enhance patient outcomes and provider quality of life.

# Workgroup Development

- Future Directions document 2012
  - Recommendation #12
- Summer 2015 workgroup formed
  - NATA volunteer committee, BOC, CAATE representation
- Fall 2015 workgroup commenced
  - First face to face meeting JCM January 2016



# Workgroup Members

- Steve Nordwall (co-chair)
- Alice Wilcoxson (ECE)
- Jordan Hamson-Utley (PPEC)
- Bart Peterson (SSATC)
- Megan Hammonds (EDAC)
- Michael Miller (EAC)
- Jennifer Volberding (PEC)
- Brian Vesci (co-chair)
- Martin Matney (COPA)
- Brittany Hoover (PDC)
- Amanda Brown (YPC)
- Bob Howard (ICSM)
- Stacy Walker (CAATE)
- Doug Gregory (BOC)
- Katie Scott (NATA)
- Sidney Fuller (NATA staff)



# JCM 2016 – Guiding Questions

- What impact do mentors and/or preceptors have on transition to practice?
- What impact does professional education (clinical and/or didactic) have on transition to practice?
- What essential skills do professionals need, or need to develop, to facilitate their transition to practice?
- What impact does a new professional's transition to practice experience have on their longevity in the profession?
- What barriers to transition to practice exist within athletic training?



# Other Models in Health Care

## Medicine



## Nursing



# Transition to Practice - Defined

- *A complex process where by a newly credentialed athletic trainer, while redefining their sense of self during disruptive life events, develops and is supported from education to clinical practice, regardless of practice setting.*

# 3 Pillars of Transition to Practice





# Mentor vs Preceptor

## Mentor:

- Often self-selected by the mentee, however certain types may be assigned (e.g. preceptors)
- Offers global professional guidance
- Naturally forming relationship, often between a seasoned clinician and newly credentialed clinician
- Facilitate professional development through interpersonal interactions by sharing advice and guidance

# Mentor vs Preceptor

## Preceptor:

- Assigned by the employer
- Direct setting and site specific guidance
- Formally structured with distinct agenda
- Orientation guided
- Typically an individual with supervisory authority
- May be multiple (i.e. administrative, medical, etc.)

# Recommendations - Individual

## Self Directed Learning

- Inter-professionalism
- Active listener
- Motivation

## Organization

- Administrative skills
- Time management
- Adaptation

## Confidence

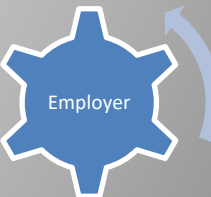
- Independent thinking
- Humility
- Collaboration



# Recommendations – Employer

## Operations

- Site and setting specific orientation (checklist)
- Access to administrative and medical preceptors
- Formal, ongoing feedback provided to employee
- Access to duly credential physician that has unchallengeable authority over medical decisions





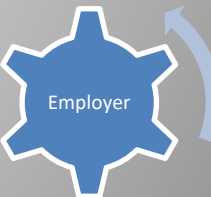
# Recommendations – Employer

## Environment

- Work environment consistent with BOC facility standards
- Resources necessary to complete job description provided to employee

Settings that cannot meet these recommendations may present a barrier

- Challenge: Employing only one AT



# Recommendations – Professional Program

- Inter-professional education and clinical education (practice)
- Core competencies
- Full-time clinical education
  - Site and setting specific orientation
- Preceptor selection focused on developing the individual, not clinical setting\*
- Curricular content delivered by recognized and demonstrated content experts



# Barriers

Previous Educational  
Experiences

- Mazerolle 2015

Time Management

- Mazerolle 2015

Preceptors

- Walker 2016



Unrealistic Expectations

- Thrasher 2015

Personal Characteristics and  
Fit

- Thrasher 2016

Lack of Transition to  
Practice Preparation

- Walker 2016



# Committee Charge

- Practice Settings
  - Secondary School Athletic Trainers' Committee (SSATC)
  - Intercollegiate Council for Sports Medicine (ICSM)
  - Council on Practice Advancement (COPA)
- Transition to Practice Pillars
  - Professional Development Committee (PDC)
    - Young Professionals' Committee (YPC)
  - Professional Education Committee (PEC)



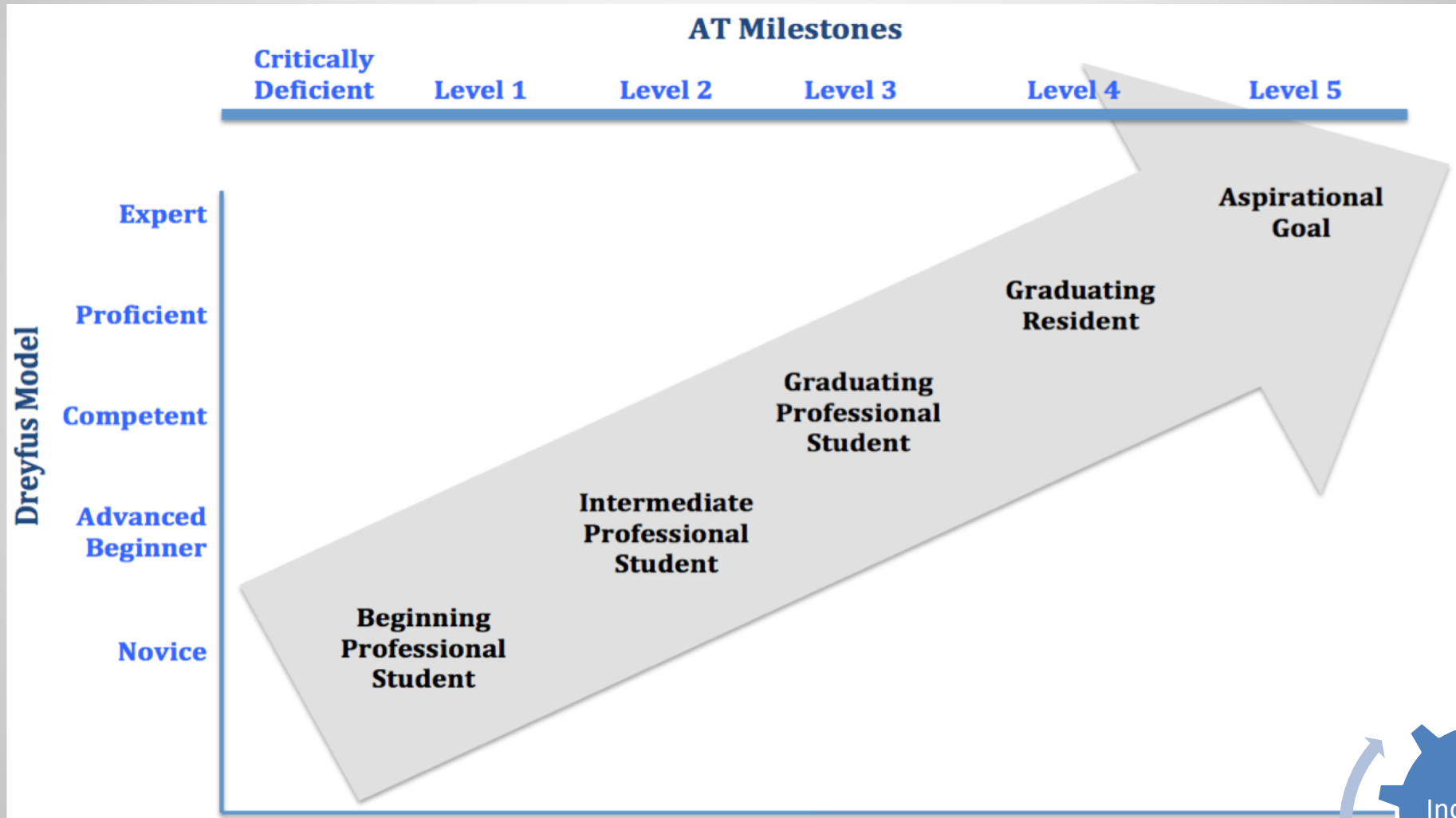


# Current Resources

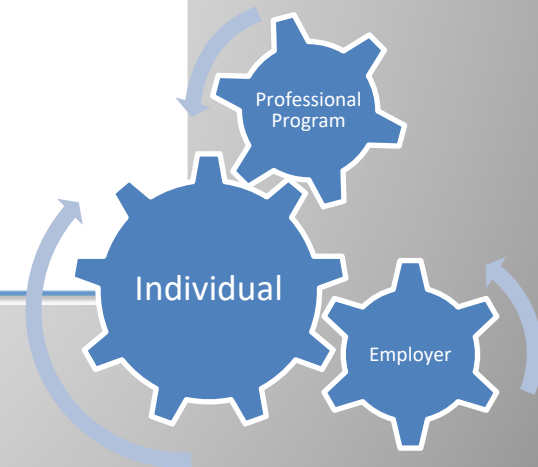
- AT Milestones ([www.atmilestones.com](http://www.atmilestones.com))
  - Potential evaluation tool for students/programs/employers
- Eric Sauers
- Mark Laursen
- Hollie Walusz
- Forrest Pecha



# AT Milestones

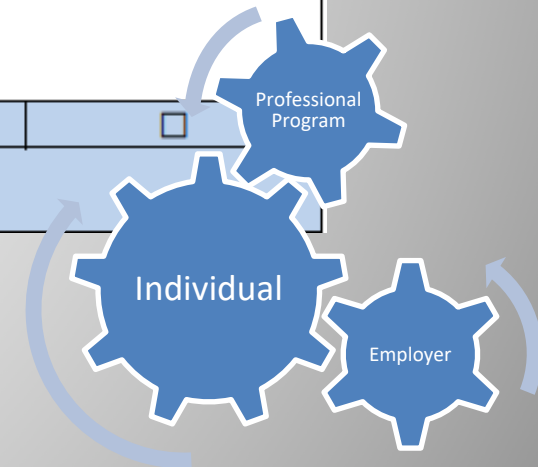


[www.atmilestones.com](http://www.atmilestones.com)



# AT Milestones

General Competency (e.g., Medical Knowledge): Sub-Competency Stated (Reference to corresponding ACGME milestone)										
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)					
Behaviors are not within the spectrum of developing competence  Significant deficiency in learner performance	What are the expectations for a beginning learner?	What are the milestones for a learner who has advanced beyond beginner, but is not performing at a level sufficient for unsupervised practice?  What should the learner be able to do well at this point in their training?	What does a graduate of a professional program look like?  What additional knowledge, skills, and attitudes have they obtained?  Are they ready for BOC certification?	What does a graduating resident look like?  What additional knowledge, skills, and attitudes have they obtained?  Are they ready for specialty certification?	What does clinical expertise look like?  What are stretch goals to encourage continued progression towards mastery?					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										



# Developing Resources

- Mentorship Database (NATA)

The screenshot displays the GATHER website's Mentor Profile page. At the top, the GATHER logo is shown with the tagline "your peers. your voice. your place." Below the logo is a navigation bar with links: Home, Communities, Directory, Browse, Participate, and The Den. A search bar is located on the right side of the navigation bar. The main content area is titled "Mentor Profile" and features a profile picture of Mr. Brian Vesce, DAT, ATC. To the right of the photo is a dropdown menu with options: My Profile, My Connections, My Contributions, and My Account. Below the photo is an "Actions" dropdown. The profile information includes the name "Mr. Brian Vesce, DAT, ATC", the affiliation "Northwestern University", and the "Mentor Profile Status" which is "Not Participating" with an "Edit Mentor Status" button. The "Bio" section includes a bio icon and text stating that Brian has been a member of the Northwestern University Sports Medicine Department since 2016, overseeing University Health Service and Athletics concussion management, and providing clinical care to patients with prolonged symptoms following concussion. It also mentions his professional education: completed in 2004 at Duquesne University, earned his Master's Degree in Exercise and Sports Science from The University of North Carolina at Chapel Hill in 2006, and his Doctorate of Athletic Training Degree from A.T. Still University in 2017. The "Contact Details" section includes a pencil icon, the text "Northwestern University", "Glenview, IL", and the email address "vesce@northwestern.edu". The "Social Links" section includes a link to "Link to other social media accounts".

**GATHER**  
your peers. your voice. your place.

Home Communities Directory Browse Participate The Den

search

## Mentor Profile

Mr. Brian Vesce, DAT, ATC

Northwestern University

My Profile My Connections My Contributions My Account

Mentor Profile Status: Not Participating

Edit Mentor Status

### Bio

Brian has been a member of the Northwestern University Sports Medicine Department since 2016. His primary responsibility is overseeing University Health Service and Athletics concussion management, and for providing clinical care to patients with prolonged symptoms following concussion.

He completed his professional education in 2004 at Duquesne University, earned his Master's Degree in Exercise and Sports Science from The University of North Carolina at Chapel Hill in 2006, and his Doctorate of Athletic Training Degree from A.T. Still University in 2017.

### Contact Details

Northwestern University  
Glenview, IL  
[vesce@northwestern.edu](mailto:vesce@northwestern.edu)

### Social Links

Link to other social media accounts





## Developing Resources

- Appropriate Medical Care for the Secondary School Aged Athlete Task Force
  - Program Assessment for Safety in Sports (PASS)
    - AT self and programmatic assessment
    - Onboarding recommendations for organizations
    - Program can provide feedback
  - Linked to mentorship program



## Developing Resources

- Recommendations for Human Resources
- Orientation
  - Workgroup Checklist
- Mentorship
- Performance goals



# Developing Resources

- Addition of new at-large preceptor member
- Clinical site development
- Facilitate athletic training student and clinical site engagement



# Future Directions

- Continued work with NATA Committees
  - ICSM, SSATC, COPA, PDC, PEC, YPC
- Continued research (ATEJ)







NATIONAL ATHLETIC TRAINERS' ASSOCIATION  
H E A L T H   C A R E   F O R   L I F E   &   S P O R T

**THANK YOU!**