Optimize Transition to Practice in Athletic Training

Jamie DeRollo, MBA, ATC
Head Athletic Trainer/Faculty, Modesto Junior College
CATA Secretary
NATA ICSM Community College Chair
FWATA ICSM Information

- CUATC FWATA REPRESENTATIVES
  - Jamie DeRollo, Chair derolloj@mjc.edu
  - Alison Aubert/Brian Cable, CC
  - Darin Voigt, NAIA
  - Marilyn Oliver, NCAA DIII, ATEP
  - Josh Davis, NCAA DIII, Assistant AT
  - Vanessa Yang/April Reed, NCAA DII
  - Carolyn Greer, NCAA DI AA
  - Vacant, NCAA DI
  - Erin Tillman, Hawaii Liaison
  - Vacant-Nevada Liaison
ICSM Information

- YOU HAVE MAIL?
- SHOUT OUT TO US!
- Social Media???
DISCLAIMER & DISCLOSURES

Information within this presentation is provided by the ICSM to include tools and resources to support TTP. This information should be used as a general guideline, as it is difficult, if not impossible to list all scenarios that come with the hiring of a new employee.

NONE
Presentation Overview

- History
- ICSM Goal
- Human Resources/Institution Specific
- Orientation
- Mentorship
- Performance Goals
HISTORY

- Degree change
- New AT - “bridging the gap”
- Workgroup-NATA
  - Interview
  - Onboarding processes
- Preliminary Report
  - Recommendations
ICSM GOALS

- What is needed for new hires????
- New AT
- New to College & University Setting

- TTP Document applicable to most settings
WHAT IS TRANSITION?

- working definition of transition as, “a process of convoluted passage during which people redefine their sense of self and redevelop self-agency in response to disruptive life events” ¹
WHAT IS TRANSITION TO PRACTICE?

- 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.²
WHAT IS TRANSITION TO PRACTICE?

Categorized by:

- type
- identifying developmental, situational, health-illness
- organizational causes for transition. (1)
THREE PILLARS

- Professional education
- Employers
- Individuals who are transitioning
PROFESSIONAL EDUCATION

- Self-directed learning
- Inter-professionalism
- Active listener
- Motivation
PROFESSIONAL ED & EMPLOYER

- Organization
- Administrative skills
- Time management
- Adaptation
EMPLOYER

- Confidence
- Independent thinking
- Humility
- Collaboration
## New Athletic Trainer Employee Orientation Checklist

**Employee Name:**

**Hire Date:**

Checklist should be completed and signed within a predetermined period of time

### Introductions:
- [ ] Supervisor
- [ ] Co-Workers
- [ ] Physicians
- [ ] Coaches
- [ ] Administrators
- [ ] Local EMT's

### Tour:
- [ ] On Site Healthcare Facilities
- [ ] Off Site Healthcare Facilities
- [ ] Practice Venues
- [ ] Competition Venues
- [ ] Training Facilities

### Benefit Information:
- [ ] Medical Insurance
- [ ] Retirement
- [ ] Vacation
- [ ] Professional Liability Insurance

### Policy and Procedure Review:
- [ ] Standing Orders
- [ ] Emergency Action Plans
- [ ] Referral Process
- [ ] Documentation
- [ ] Protocols
- [ ] HIPPA/FERPA
- [ ] OSHA
- [ ] Budgeting, Inventory, Supplies

### Expectations:
- [ ] Communication
- [ ] Email
- [ ] Dress Code
- [ ] Structuring Work Hours
- [ ] Continuing Education
- [ ] Licensure
- [ ] BOC Certification
- [ ] BLS & Prof. Rescuer Certification

### Performance Management:
- [ ] Preceptor Delineation
- [ ] Job Description
- [ ] Annual Goals
- [ ] Performance Appraisal Process
- [ ] Coverage Responsibilities

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I received new employee orientation and understand each of the above policies and procedures. I understand the importance of following these procedures in order to practice as a successful healthcare provider.

**Employee Signature:**

**Date:**

**Immediate Supervisor Signature:**

**Date:**
HUMAN RESOURCES
INSTITUTION SPECIFIC

- On or before the 1st day of employment:
  - Contract should be negotiated
    - salary
    - benefits
    - depending on level of education and amount of experience

- Most institutions will require:
  - board approval
  - background check
  - fingerprints
  - verification of state licensure
HUMAN RESOURCES
INSTITUTION SPECIFIC

- Other requirements:
  - Drug test
  - Physical
  - Tuberculosis screenings
HUMAN RESOURCES
INSTITUTION SPECIFIC

- Sign contract
- W-4 form
- I-9 form
- Photocopied documents for I-9
- Membership Election Forms
- Payroll deduction
- Direct deposit

- TB Clearance
- Emergency Contact Form
- Holiday Schedule
- Salary Schedule
- Overload/Overtime Schedule/Policy
- Parking Permits
- On the job injury reporting procedure
HUMAN RESOURCES
INSTITUTION SPECIFIC

► Professional Development/Flex
► Retirement benefits/CalSTRS/CalPERS
► Review job description and performance expectations and standards (Administrative and/or medical duties)
► Review payroll deadlines, pay claims (if applicable)
► Review evaluation process (to include the timeline and schedule the reviews/meetings)
► Complete Insurance paperwork (medical, liability, etc.)
HUMAN RESOURCES
INSTITUTION SPECIFIC

- e-mail
- review key policies
- sign any additional forms not listed
- Keys and codes can be administered for necessary facilities
- Introductions to department staff and key personnel
- tour of pertinent facilities
Safety Training

- Bloodborne Pathogens (Exposure Prevention Plan)
- Back Safety (Proper lifting techniques)
- Hazardous Communications/Materials
- Chemical Hygiene Training (Lab Safety)
- Ergonomics (for computer work stations)
- Cart/Gator Safety Training
Policies & Procedures

- Emergency Action Plan/AED
- Concussion Policy
- Heat Illness Policy
- HIPAA/FERPA Guidelines
- Pre-participation Physical Examinations and Disqualifying Conditions
- Drug Policy & Managing Prescription and OTC Drugs
- Acute Management of the Cervical Spine-Injured Athlete Protocol
- Blood Borne Pathogen Policy
- College Supervision of Student Aides/Athletic Training Students
- Independent Medical Care Rules
- Referral of student-athletes
- On-the-Job Injury Reporting
- Instructor/employee specific procedures
ORIENTATION

► Institutional Administrative Resources
► Institutional Medical Resources
► Institutional Academic Resources
► Facilities
ORIENTATION

- Community Medical Resources
- Medical Policies & Procedures
- Administrative & Medical Preceptors
MENTOR & PRECEPTOR

- 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

- 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.)
MENTORSHIP

“the relationship between a novice and a more experienced individual, whereby the more knowledgeable person helps guide the protégé’ in development.”

3
MENTORSHIP

- Adequate communication, role modeling, encouragement, and feedback on clinical and administrative aspects of the profession must be established between the mentor and the mentee.\textsuperscript{2, 4}

- Formal training to facilitate both growth of the relationship with the mentee and growth of the mentee. \textsuperscript{5}
PERFORMANCE GOALS

- 98% of organizations have some type of performance evaluation process but many organizations do not do what is necessary to ensure the success of the process.\(^6\)

- 2011 poll reports that only forty six percent of organizations require their managers to attend formal performance management training.\(^7\)
PERFORMANCE GOALS

Ideally, a formal evaluation process should be developed for new ATs, discussed and reviewed within the first 4-6 weeks of employment. Proper goals may include the following:

1. Goal(s) description
2. Metrics-how the completion of the goal is measured
3. Action steps to achieve the goal
4. Resources needed to achieve the goal
5. Setting a target completion date which may be ongoing
PERFORMANCE GOALS

- Monthly meeting with preceptor(s) during the first 6-9 months
- Discuss the transition process, concerns, and job performance feedback in a non-formal environment.
TOOLS

You do not have to reinvent the wheel

➤ NATA Liability Toolkit
➤ College-University Value Model
➤ NATA AMCIA
➤ BOC Facility Standards
➤ 10/10 Presentations
➤ Coming soon!-TTP document from the ICSM
CONCLUSION

- New AT & change of employment
- Institution Specific
- Orientation
- Mentorship
- Goal Setting
- Do not reinvent the wheel
REFERENCES


2. Reserved for proper documentation for the Transition to Practice Document once it is a finalized document.


