



Influences on Career Socialization in Female Graduates of an Entry-Level Master's Athletic Training Program

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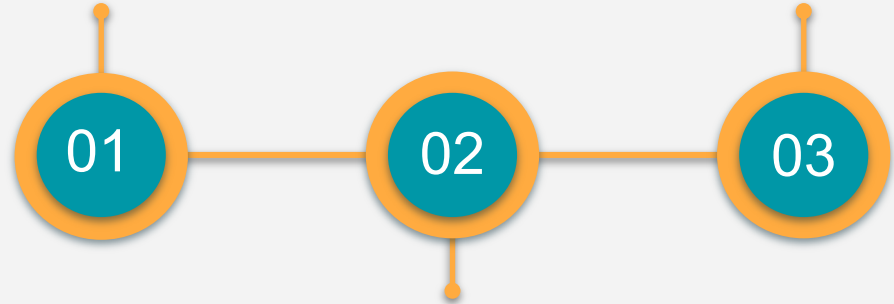


Career Socialization

Career socialization includes the acquisition of knowledge, skills, behaviors, way of dress, and shared attitude of a profession.

- Weidman

Anticipatory
Socialization



Professional
Socialization

Organizational
Socialization



Purpose Statement

- To describe the lived experiences female graduates from ELM athletic training programs have during the transition into their first jobs.
- To investigate influences that led them to their career decisions including experiences, preceptors, peers, and patients.
- To gain an understanding of the support structure present in their current jobs and how they facilitate or hinder their transition to professional practice.



Research Questions



1. How do newly credentialed female entry-level master's (ELM) athletic trainer graduates view the process of career socialization once they are in their first career/job setting?
2. In what ways did the professional socialization lived experiences prepare or guide them?
3. Describe the female entry-level master's graduates' organizational socialization lived experiences.



Semi-structured Interview Instrument

1. Prior to entering the program, did you desire to work in a specific AT setting?
2. In what ways did your: a) preceptors; b) peers; c) patients influence your desire to work in this setting?
3. Have there been any other experiences, people or classes not related to your clinical assignments which have recently influenced your career aspirations? Describe.
4. What were your immediate plans after graduation (i.e. specific AT setting, non-specific AT setting, wavering in decision)? Discuss how you arrived at your decision.
 - a. *Probe:* What influences have impacted your decision for your post-graduate plans (clinical experience, advice from a professor, job availability, etc.)?
5. You previously stated your desire to work ____ (AT setting). Is this AT setting still your desired setting or has that changed?
6. Reflect back on your opinions and expectations of the ____ (AT Setting). How have your opinions and expectations changed now that you have graduated and stepped into your first professional role?
7. Reflect on your experiences in the first few weeks/months (if they were hired in the summer) of your new job. Is there anything that has helped make your transition to professional practice smoother? Is there anything that has made your transition more difficult?
 - a. *Probe:* mentoring, cohort, boss, co-workers
8. Is there anything else that you would like to share that would be insightful in understanding your experiences in the clinical setting or about your career aspirations and experiences?

Results

Global Coronavirus (COVID-19) Pandemic: Challenges and Themes



	Pseudonym	Age	Job Setting Preference Before Graduation	Current Job Setting	Job Title
1	Dylan	26	Collegiate (Division II or III)	Collegiate (Division II)	Assistant Athletic Trainer
2	Emily	26	Physician's Office	Physician's office (Orthopedic)	Medical Assistant
3	Jess	24	Orthopedic Office (as a physician extender)	Middle School	Assistant Athletic Trainer
4	Kate	24	Military or Collegiate (Division I)	Military (Division I)	AT Fellow
5	Nicole	25	Collegiate (Division I or Division II)	Collegiate (Division II)	Assistant Athletic Trainer
6	Sam	24	Collegiate (Division I)	Collegiate (Division I)	Assistant Athletic Trainer

Transition to Practice:

- Weighing Options & Increased Adaptability

Organizational Socialization:

- Added challenges and responsibilities
- Lack of “normal” responsibilities

Limitations & Future directions



Limitations

- Generalizability:
 - Same ELM program: onboarding, clinical rotations, preceptors, faculty
 - Limited to the female perspective
- Semi-structured interview: varied probing questions

Future Directions

- Variety of collegiate levels, larger groups of participants
- Male and female participants





Questions?

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