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KENT STATE UNIVERSITY

College of Education, Health, and Human Services

DOCTORAL DISSERTATION DEFENSE

Of

Dylan M. Bradley

For the degree of

Doctor of Education

Interprofessional Leadership and Athletic Training

ASSESSING CONFIDENCE IN AN EARLY
PROFESSIONAL ATHLETIC TRAINER THROUGH AN
ONBOARDING PROGRAM: A CASE STUDY

Monday June 19th, 2023

9:00am

Microsoft Teams

Kent State University

Dylan M. Bradley MS, LAT, ATC, CCHW

Master of Science, Exercise Physiology & Athletic Training

Kent State University, 2019

Bachelor of Science, Athletic Training

East Stroudsburg University, 2017

Dylan Bradley is an outreach lead athletic trainer through St. Luke's University Health Network, a large health network based in northeastern Pennsylvania. He presently works in a rural secondary school, providing athletic training services to middle school and high school student-athletes. Dylan serves as a liaison for new hires within the sports medicine department. He is also a part of the department's education, mental health, community health, and technology service teams. Dylan was awarded the 2022 secondary school athletic trainer of the year award for his department.

Before joining St. Luke's University Health Network, Dylan served as a graduate teaching assistant at Kent State University in the athletic training department. He also worked as a per diem athletic trainer for Summa Health. Dylan is a certified and licensed athletic trainer in the state of Pennsylvania. He is also a certified community health worker and has training and certification in mental health first aid. He currently is a member of the NATA ATs Care, PA committee.

Dylan enjoys being outdoors, specifically kayaking and biking. He currently resides in Jim Thorpe, Pennsylvania.

Abstract

Assessing Confidence in an Early Professional Athletic Trainer through an onboarding program: a case study

The purpose of this research was to explore the perceptions and perceived barriers associated with developing and implementing an onboarding program at a large metropolitan health system to one early professional athletic trainer. Using an interpretive case study design, the participant completed a 10-week onboarding program developed by the student investigator that sought to foster development among clinical confidence. Following the onboarding program, the participant completed a semi-structured interview where they shared their perceptions and perceived needs of their transition to practice (TTP) period as an early professional athletic trainer. The barriers and perceived influences of developing an onboarding program for early professional athletic trainers was also examined. Findings determined that the perceived needs of the participants were not fully met through their initial onboarding program, and they felt they needed more support with role socialization and administrative expectations. Further research is warranted among examining this construct.