

Cohen, G*, Nelson, E*, Wathen, HM*, Welch Bacon CE†, Cavallario, JM*
*Old Dominion University, Norfolk VA,
†A.T. Still University, Mesa, AZ,

Introduction

Health care professions education programs use a unique learning pattern in which students are educated both didactically and clinically. Previous research has focused on preceptor selection and training to promote quality clinical education experiences for students, but there has been limited emphasis on perceived roles of didactic and clinical educators. Therefore, we investigated the stakeholders' perceptions on athletic training student development.

Purpose

To explore didactic educators' and preceptors' perceptions regarding their respective roles in athletic training student development.

Methods

PARTICIPANTS

- 22 participants (9 Male, 13 Female) representing CAATE-accredited professional athletic training programs
- 8 faculty, 7 preceptors, and 7 dual role educator/preceptor
- Focus group sample size guided by data saturation

PROCEDURES

- Semi-structured focus group interviews were conducted and transcribed verbatim
- A third-party transcription service was used to transcribe the interviews and assign pseudonyms

DATA ANALYSIS

- The CQR approach was chosen for this investigation to minimize bias using two researchers in the 1st phase, three researchers in the 2nd phase, four researchers in the final phase of data analysis to ensure triangulation
- Two researchers created a preliminary codebook, three researchers finalized themes and categories for coding, then the entire four-person research team independently coded the transcripts and met to establish consensus
- Themes and subgroups were identified, and credibility was established by use of an external auditor

Results

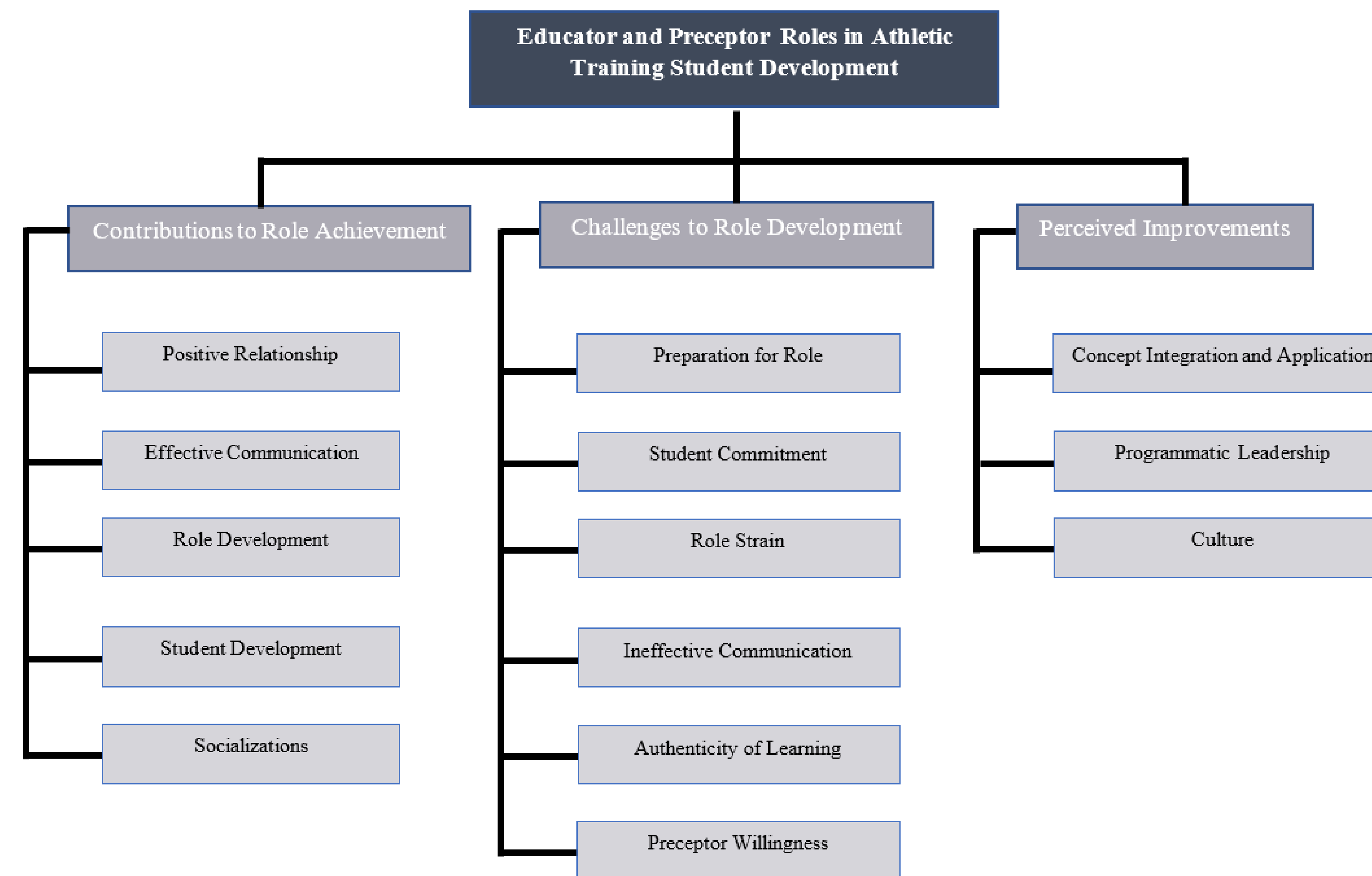


Figure 1: Conceptual Framework of Educator and Preceptor Roles Themes and Associated Categories

- Factors that contributed to role achievement included positive relationships, effective communication, role development, student development, and socialization
- Contributors to challenges in role achievement included preparation for role, student commitment, role strain, ineffective communication, authenticity of learning, and preceptor willingness
- Suggestions for perceived improvements included concept integration and application, programmatic leadership, and culture.

Pseudonym	Age	Gender	Number of Years of Experience	Role	Relationship
Jorah	38	Male	8	Educator only	Good
Jaime	30	Male	2	Educator only	Good
Robert	32	Male	8	Educator only	Good
Catelyn	34	Female	3	Educator only	Good
Eddard	49	Male	22	Educator only	Very good
Cersei	52	Female	1	Educator only	Very good
Daenerys	42	Female	12	Educator only	Good
Sansa	46	Female	5	Educator only	Very good
Arya	31	Female	2	Educator only	Very good
Olenna	34	Female	3	Educator only	Good
Bran	30	Male	3	Both	Very good
Sandor	45	Male	3	Both	Good
Tyrion	48	Male	23	Both	Good
Melisandre	27	Female	1	Both	Very good
Shae	47	Female	20	Both	Good
Gilly	47	Female	17	Both	Neutral
Brienne	28	Female	3	Both	Very good
Missandei	37	Female	14	Preceptors	Good
Ellaria	31	Female	7	Preceptors	Good
Ygritte	26	Female	3	Preceptors	Neutral
Margaery	25	Female	1	Preceptors	Very good
Daario	29	Male	1	Preceptors	Very good
Tommen	37	Male	1	Preceptors	Very good

Figure 2: Participant Demographic Information

Conclusions

- Persistent lack of communication between educators and preceptors may be due to unclear role delineation
- Educators and preceptors disagree over what communication they perceive is effective
- Educators and preceptors should use a multimodal approach that is engaging and focuses on relationship building to minimize student performance challenges

References

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