

ABSTRACT

DISSERTATION: A Phenomenological Approach to Understanding the Development of Athletic Training Preceptors

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This study has presented a comprehensive overview of athletic training preceptor development in District Four of the National Athletic Trainers' Association. Clinical education coordinators (CECs) felt that preceptors with suitable resources and education would be able to positively affect athletic training students' learning and educational outcomes. The educational program's size and location influenced preceptor selection for CECs. Clinical education coordinators used a variety of methods to deliver the development sessions, and continually sought new, efficient ways to make it interesting, practical, and convenient for preceptors while focusing on the preceptors' socialization with the athletic training program. The Commission on Accreditation for Athletic Training Education (CAATE) may be able to provide guidance on adequate evaluation of preceptor development programs as it continues to refine and define athletic training education. Finally, this study concluded that CECs faced four major challenges: 1) time and buy-in of the preceptors, 2) development of the CECs role, 3) the CAATE's role and development within clinical education and the support of CECs, and 4) legal issues were highlighted as a challenge to providing adequate clinical education experiences.