Objective: The purpose of this study was to gain an understanding of teaching strategies used by clinical instructors in athletic training to facilitate student learning during clinical experiences. Design and Setting: A qualitative case study design was used to examine the questioning skills of clinical instructors at an athletic training education program with a thirty-year history of being highly competitive and successful. Subjects: Participants consisted of eight ACIs affiliated with an athletic training education program. Measurements: Data consisted of: 23 field observations, 23 field observation audio recordings, and 62 interviews. Interviews consisted of eight initial interviews, 23 stimulated recall interviews and 31 stimulated recall interviews with athletic training students. Data was analyzed through open, axial, and selective coding and coding for process. Cognition level of questions posed by participants was analyzed according to an established Question Classification Framework. Results: Three themes emerged. Theme 1: Approved Clinical Instructors in Athletic Training: training technicians or educating problem-solvers. Theme 2: Creating and nurturing learning relationships to establish enriching clinical learning environments. Theme 3: Cognitive engagement of the learner: active or passive participant. Conclusions: The skill with which clinical instructors are able to select and utilize different teaching and questioning strategies creates a continuum within the clinical learning environment. The continuum ranges from facilitating the development of critical thinking and clinical reasoning to memorization of standardized response sets for application in the clinical setting. Clinical instructors who are skilled questioners, who strive to create and nurture strong learning relationships with students and are able to recognize and capitalize on teachable moments facilitate the development of critical thinking and clinical proficiency more successfully than clinical instructors who do not possesses these abilities. When students who are motivated to be cognitively engaged in learning are paired with skilled clinical instructors, the ability of the student to critically think and obtain clinical proficiency is advanced. When paired with unskilled clinical instructors, the student will seek out other clinical instructors or actively force more complex learning opportunities. When learners who are unmotivated to be actively engaged are paired with skilled clinical instructors, the ability of the student to critically think and obtain clinical proficiency is enhanced. When paired with moderately or poorly skilled instructors, the ability of the student to critically think and obtain clinical proficiency is not enhanced. Or, the student develops the ability to recall a standardized response set for application in the clinical setting.