How students utilize time in an educational environment is believed to be a key variable in influencing a student’s level of active learning time (ALT). In fact, profiling a student’s use of time helps educators to more effectively manage ALT. The first step in creating a positive learning environment in an athletic training educational program is to identify how students utilize time during clinical experiences. Therefore, the purpose of this study was to examine athletic training students’ perception of how time was partitioned during their clinical experiences while enrolled in CAAHEP accredited athletic training education programs using a case study approach. Four students (M = 2, F = 2) from a New England CAAHEP accredited athletic training program completed the “Utilizing Time and Active Learning Survey” package biweekly during an academic semester. The survey contained three sections measuring students’ perceptions of clinical education experiences. Section 1 identified demographic information. Section 2 measured perceptions of how time was partitioned during clinical experiences using the Athletic Training Clinical Experience Time Framework (AT-CETF). The AT-CETF was designed to profile athletic training students’ time usage within specific performance tasks associated with clinical experiences. The final component focused on open-ended questions regarding perceptions of overall clinical education experiences. A one-way random effect intraclass correlation coefficient indicated satisfactory overall repeatability measuring of the students perceived percentage of ALT over occasion, $r_{ICC} = .7392$. Results indicated that mean perceived percentage of ALT accounted for 40% of the students’ clinical education experience time. The percentage of time students spent un-engaged accounted for 19% of opportunity time, while managerial and waiting time accounted for 10% and 31%, respectively. Subjects 1 (8 days tracked), 3 (6 days tracked), and 4 (6 days tracked) completed their clinical experiences in the college/university setting and averaged 39%, 36%, 35% of ALT, respectively. Overall, these subjects spent 37% of their time in ALT. Subject 2 (8 days tracked) split her time between a high school (5 days) and an outpatient orthopedic clinic (3 days) averaging 28% and 87% in ALT, respectively. The female students perceived spending 42% of their time engaged in ALT, while males averaged 37%. In concussion, simply “being there” during a clinical experience does not guarantee that the skills/behaviors performed are of educational value. Therefore, the use of time profiles helps educators assess how time is utilized by examining student behaviors while they are engaged in ALT during clinical experiences.

Key Words: Time, active learning, clinical education