The Clinical Instructors Role in Assisting with Athletic Training Students Transfer of Knowledge
Guyer, MS,: Springfield College, Springfield Massachusetts

**Context:** In an athletic training education program knowledge is cumulative. However, students often have difficulty transferring didactic information into clinical application. Learning how to enhance the student transition of knowledge is critical for the student’s overall success. **Objective:** The purpose of this study was to evaluate how clinical instructors could assist athletic training students with the transfer of knowledge during a patient evaluation in the clinical setting. **Design:** A qualitative research study was designed to examine similarities and difference between the sophomore, junior, and senior athletic training students (ATS). **Participants:** Participants (N = 9) included sophomore, junior, and senior level ATS. **Setting:** CAATE approved undergraduate entry-level program. **Data collection and analysis:** Content analysis involved data collection from the 9 semi-structured initial interviews, 18 field observations, 18 stimulated recall interviews, 18 written injury reports and 9 semi-structured concluding interviews. Data was analyzed through microscopic, open, axial, and selective, coding utilizing a grounded theory approach. **Results:** A major theme that emerged within the data was transfer of knowledge, which appeared to be different for the sophomore, junior and senior athletic training student. Transfer of knowledge focused on the ability of the athletic training student to utilize cognitive information in the application of psychomotor skills, the depth and breadth of knowledge that the athletic training student possesses in order to draw from, and the effects that previous experience had on the ability to transfer knowledge to novel situations. The findings of the research suggested that the sophomore level athletic training student benefited from receiving assistance with making connections between information taught in the classroom and how the information applies in the clinical situation. Junior level athletic training students benefited by being asked how the current injury is similar or different from previous injuries seen. The senior who possesses a solid foundation benefited by being challenged and should be encouraged to explore and discover their own techniques. Seniors should also be encouraged to think outside of the box and utilize information from all of their previous experiences. **Conclusions:** Significant implications on athletic training education and clinical supervision have emerged as a result of this investigation. Having an understanding of how the sophomore, junior, and senior ATS thinks and transfers knowledge is vital information for the athletic training educator and clinical instructor. The findings of this research suggest that athletic training educators should focus on building and adding on to previous knowledge while avoiding cognitive dissonance in order to assist with the transfer of knowledge. In addition, the results of the study also suggest that more time for clinical experiences is needed to assist in the students’ progression through these stages.