

CLINICAL INSTRUCTOR'S AND ATHLETIC TRAINING STUDENT'S PERCEIVED RECOGNITION OF TEACHABLE MOMENTS IN AN ATHLETIC TRAINING CLINICAL EDUCATION SETTING

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Objective: To recognize and define a teachable moment as it relates to the athletic training clinical education setting. **Design:** A qualitative analysis using a grounded theory approach was used to explore the definition and identification of teachable moments as perceived by CI's and ATS's. **Setting:** On campus sports medicine clinic within a CAAHEP accredited athletic training education program. **Participants:** A total of 4 CI's (2 male, 2 female) and 4 ATS's (3 female, 1 male) participated in this study. **Measurements:** Participants were paired so that an ATS and a CI were assigned the same clinical rotation and worked together throughout the study period. Participants completed an initial survey, which asked participants to provide an initial definition of a teachable moment. All participants completed a data collection sheet daily for a period of one week. The data collection sheets had both open and closed-ended questions including perceived frequency of occurrence of teachable moments and a brief description of the teachable moment. Follow-up semi-structured interviews were conducted following the completion of data collection. A thematic analysis was conducted on the open-ended responses using open, axial, and selective coding. Member checking was used to establish trustworthiness of the data. Frequencies and percentages were calculated using the qualitative data in order to descriptively report the findings. **Results:** Four major themes emerged when defining a teachable moment: 1) observing or experiencing interaction among peers, coaches, and athletes, 2) professional discourse about skills, techniques, research, and special cases, 3) authentic experience or actual hands on experience, and 4) skill development, or time for skill instruction and practice, role-playing, and simulations. A total of 76 teachable moments were reported in a one-week period (CI's reported 35, ATS's reported 41). Of the total teachable moments reported, only 1 in 4 experiences were identified by both the CI and the ATS. **Conclusions:** The results of this study indicated that teachable moments occur frequently in a clinical setting. Defining and recognizing teachable moments may enhance the quality of instruction and learning for both the CI and the ATS. A majority of the participants felt that this study raised his/her awareness about teachable moments.