

Hi! I'm new here: Strategies to educate the young professional as a preceptor.

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This session will promote discussion of transitioning the young professional into an effective preceptor. "Future Directions in Athletic Training Education"¹ recommends examination of issues related to the transition to clinical practice. One area identified is the need for "determination of methods that develop clinical decision-making skills in the context of real patient care while maintaining a learning environment".¹ An area of overlap for decision-making, patient care, and learning occurs when a young preceptor interacts with an athletic training student. Henning and Sexton² identify the importance of professional and employer based mentoring, thus establishing a basis for transitioning the young preceptor.

Questions to facilitate discussion:

** Due to the format of a peer to peer discussion and time limitations, the session may not allow for all questions listed to be discussed*

- 1) What are the perceived challenges young professionals face as a preceptor?
- 2) How can the program director, clinical education coordinator, and other professionals enable the young professional to become an effective preceptor? Is there a model to aid the transition to practice as a preceptor?
- 3) What strategies can assist young professionals in developing their professional communication?
- 4) How can we encourage student autonomy while also allowing the young preceptor to develop their skills and professional relationships?
- 5) How can young preceptors be encouraged to model evidence-based practice to students?

1. NATA Executive Committee for Education. *Future directions in athletic training education*. <http://www.nata.org/sites/default/files/ECE-Recommendations-June-2012.pdf>. Published June 25, 2012.
2. Henning, J., Sexton, P. Transition-to-practice initiatives: supporting our students and young professionals. *NATA News*. 2014;(3):21-21.