

# Beyond the Classroom: Socializing Sports Medicine Faculty into Administrative Roles

Laura Kunkel, EdD, ATC, PES, FNAP



1

## Acknowledgements

Ashley Thrasher, EdD, ATC (Western Carolina U.)

Nicole Wilkins, EdD, ATC (U. of Delaware)

Shannon David, PhD, ATC, PES, ROT (North Dakota State U.)

Kelly Pagnotta, PhD, ATC (Thomas Jefferson U.)



Athletic  
Training



2

## Objectives

---

1. Identify areas lacking in sports medicine education program administrators' preparation and needs to better socialize program administrators to their role.
2. Recognize strategies to incorporate with new faculty to better prepare them for their administrative role.



3

## Sports Medicine Education Administrators

---

Program Director and Coordinator of Clinical Education

Director and Practicum Coordinator

Programme Chair and Clinical Placement Coordinator

Head of Program and Clinical/Practicum Coordinator

Department Chair and Internship/Practicum Coordinator

Program Lead and Clinical Practicum Instructor



4

## Socialization

---



Anticipatory



Organizational



5

## Socialization

---

- Osgood, 2021
  - 2.4 hours of training from institutions
  - Less than half of administrators felt training adequately prepared them
  - Most took 12 months or longer to feel comfortable in role
- David et al, 2022 (CCEs)
  - Formal preparation limited. Learned through trial and error.
- Thrasher et al, 2025 (CCEs)
  - No training (49%) or informal (42.5%)
- Wilkins et al, 2025 (PDs)
  - “On the job” training or shadowing. No formal training.
  - Peer support



6

## Socialization Needs

- David et al, 2022
  - Resources
  - Development
  - Mentoring
  - Support
- Wilkins et al, 2025
  - Institutional level onboarding
  - Standardized training programs by professional organizations
    - Leadership, mentoring, roles and responsibilities
- Thrasher et al, 2025
  - Maintaining accreditation standards
  - Managing students, preceptors, clinical sites
  - Balancing roles
  - Preceptor assessment & development



7

## Strategies



### Anticipatory Socialization

Graduate programs  
Learning through other positions



### Organizational Socialization

Institutional onboarding  
Standardized training by professional organizations



8

## Recommendations

PDs/CCEs	Institution	Professional Organizations
<ul style="list-style-type: none"> <li>• Mentor</li> <li>• Professional Development</li> <li>• P&amp;P</li> </ul>	<ul style="list-style-type: none"> <li>• CCEs: PD provide ongoing support</li> <li>• PDs: Written P&amp;P</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring Program</li> <li>• Specific Professional Development</li> </ul>



9

## References

1. Osgood CT. Factors impacting athletic training program directors' and clinical education coordinators' professional roles. *Athl Train Sports Health Care*. 2021;13(5):e280-e290.
2. David SL, Thrasher AB, Kunkel LE. The socialization and development of the coordinator of clinical education in athletic training. *Athl Train Educ J*. 2022;17(4):349-362.
3. Thrasher AB, David SL, Kunkel LE. Professional socialization and development needs of coordinators of clinical education. *J Athl Train Educ Pract*. 2025;21(2):94-104.
4. Wilkins N, Pagnotta KD, Kunkel L, David S, Thrasher AB. Professional Socialization and Development of Athletic Training Professional Program Directors. Presented at: Association for Athletic Training Education (AATE) Symposium, February 2025.
5. Groth SM, Duncan R, Lassiter J, Madler BJ. Onboarding orientation for novice nurse faculty: a quality improvement pilot project. *Teach Learn Nurs*. 2023;18:212-218.



10