



POSITION PROPOSAL GUIDE

FOR CERTIFIED ATHLETIC TRAINERS
IN SECONDARY SCHOOL
ATHLETICS PROGRAMS

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CERTIFIED ATHLETIC TRAINERS
IN SECONDARY SCHOOL ATHLETICS PROGRAMS**

National Athletic Trainers' Association

Secondary School Athletic Trainers' Committee

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TABLE OF CONTENTS

PART ONE

Why should your school have a certified athletic trainer.....	5
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PART TWO

Site Evaluation Survey	8
The Need for an AT, Sections 1 & 2.....	9
The Athletic Health Care Facility	11
Financial Requirements and Ability, Sections 1 & 2.....	12
System’s Support for Athletics, Sections 1 & 2.....	13
Hiring Policies	15
Alternate Employment Models	15

PART THREE

Surveys for Others Interested in the Position Proposal	16
Survey for Parents.....	16
Survey for Coaches	20
Survey for Athletic Director	24
Survey for Principal	30
Survey for Teachers	32
Survey for Physician	34

PART FOUR

How to Interpret the Results.....	36
--	-----------

PART FIVE

Types of Positions for Certified Athletic Trainers	38
Rationale for a full-time AT.....	38
Rationale for an AT/Educator	40
Rationale for a split position AT	42
Rationale for a part-time AT	44

PART SIX

Approaching the School Board.....	45
--	-----------

APPENDIX I

Answers to Frequently Asked Questions	47
--	-----------

APPENDIX II

Sample Site Survey Forms	49
Student Participation Form	49
Average Hours Per Week, Per Season Form	50
Ratios Form.....	52

Season Coverage Graph.....	53
Suggested Athletic Training Facility Requirements	54
APPENDIX III	
Establishing a Coverage Policy for Athletics in the Secondary School Setting.....	56
What is a Coverage Policy?	56
Establishing a Model Coverage Policy	57
A Sample Coverage Policy	58
APPENDIX IV	
Sample Documents.....	59
Position Description for a Full-Time AT	59
Position Description for an AT/Educator.....	60
Proposal for the Addition of a Staff Member (AT) in a School District.....	61
Sample Sports Medicine Curriculum	62
APPENDIX V	
References.....	66
Selected Resources	68



National Athletic Trainers' Association

Secondary School Athletic Trainers' Committee

Dear Fellow Advocate of Certified Athletic Trainers:

Thank you for referencing the NATA Secondary School Athletic Trainers' Committee's *Position Proposal Guide for Secondary School for Certified Athletic Trainers*. First, let me express our appreciation and admiration for your taking the initiative to provide quality health care for students participating in secondary school athletics. Our goal of having an athletic trainer in every secondary school will be attained one school district at a time through the hard work of individuals like you.

This document is designed to assist you in developing a proposal to present to the decision-makers within your school system. We know that every school system is unique, so you must tailor your presentation to recognize that individuality. While we have tried to include information to meet a broad range of circumstances, you will have to decide which parts of the Guide will apply to your situation to give you the best possibility for success.

It is important to read the entire document, paying close attention to the Site Evaluation Study. This section is designed to assist you in asking the questions that a school system will need to know when evaluating a proposal for an athletic training program. Knowing what questions to ask is the beginning of obtaining the information you need to include in your proposal presentation. It will help you to eliminate those awkward moments when you are forced to respond that you must "go back and get the answers."

The profession of athletic training is a recognized allied health care profession of highly educated, nationally certified, and in most states, regulated professionals. School board members, school administrators and community leaders, who may not be acquainted with this information and must be educated about athletic trainers through a factual and thorough presentation. Using the Site Evaluation Study in this *Guide* will help identify potential problem areas, giving you the opportunity to be prepared to provide intelligent responses to all comments.

Providing quality athletic health care to the participants of a secondary school athletic program should be the priority in every system. Because funding for such positions is often perceived as a problem, several alternatives for "split-position" athletic trainers have been included in this *Guide* to address this financial stumbling block. I encourage you to strive to implement a full time certified athletic trainer within your school. In the interim, develop a proposal that will provide you the best chance for success using the alternatives.

Please visit the NATA SSATC Web Site <http://nata.org/SSATC> for additional information. Feel free to contact your SSATC District Representative for more information and/or assistance.

Best wishes for a successful proposal,
Larry Cooper, MS, LAT, ATC
Chair, NATA SSATC

PART ONE

Why Should Your School Have A Certified Athletic Trainer?

In a perfect world the team physician would be present at every practice and every athletic contest. But with the time constraints of physicians and the limitations of athletics department budgets, this ideal is not attainable. The team physician usually attends the varsity football games, but has neither the time nor the opportunity to attend other athletic contests at the school. And further, they are not able to attend the practices, where the majority of the injuries occur. Too often injury care is left to the coach or athletic director or even a volunteer parent who has some basic first aid training. Unfortunately, the coach and the athletic director have many other duties and seldom have received extensive education in athletic injury management. Having a highly educated, regulated and qualified allied health care professional on staff may also result in lower legal liability for the school.

A certified athletic trainer is an allied health professional who minimally has a bachelor's degree from an accredited college or university and has fulfilled the requirements for certification established by the National Athletic Trainers' Association Board of Certification. In addition, he or she has passed the certification examination administered by the NATABOC and has met all requirements to maintain certification. Only after successfully completing the certification examination are athletic trainers entitled to use the designation "AT". Many states also require licensure for Athletic Trainers. 48 states currently regulate the profession of Athletic Training.

ATs are highly skilled and educated health professionals who work under the direction of licensed physicians to provide the health care of student athletes. With a bachelor's or post-graduate degree in athletic training, health, physical education or exercise science, the AT has an extensive background in human anatomy, human physiology, biomechanics, exercise physiology. In addition, he or she is trained in the recognition, rehabilitation, treatment and management of injuries, as well as in nutritional and psychological counseling. Beyond this academic background, all ATs are required to participate in extensive clinical internships under strict supervision. The AT is well prepared to apply skills for the prevention of injury, to provide care for an acute injury, and to manage rehabilitation after an injury. In addition to requirements for certification, many states have laws regulating the practice of athletic training. Based on these qualifications, the certified athletic trainer, other than a physician, is the most qualified individual to deal with secondary school athletic injuries on a daily basis.

What are the advantages of having a certified athletic trainer at your school?

Secondary school athletic trainers are available to provide quality health and injury care for student athletes involved in both practices and contests.

AT's providing immediate care to acute injuries may have a significant impact on a reduction of re-injuries athletes incur. Following proper evaluation and treatment procedures, athletes are less likely to aggravate an existing injury when the directions from an on-site AT are followed.

Full-time secondary school athletic trainers offer the additional benefit of being available during the school day to assist the injured athlete with recovery by implementing the instructions from the team or personal physician for treatment of that injury. Providing these services on at your school can tremendously reduce lost instructional time for the student athlete. Decrease in absenteeism can also result in retention of state funding for public schools. It can also reduce lost work time by parents trying to get their child to physician and rehabilitation appointments.

Many schools have compared the cost of treating their injured athletes at local clinics with treating them on-site under the supervision of an AT. They have found that their athletic trainers are providing the equivalent to thousands of dollars of athletic training services per year to their athletes. (Berry 1993, Almquist & Reynolds) These comparisons suggest that it is financially feasible and fiscally responsible to invest in employing a certified athletic trainer.

Administrators, coaches, parents, and physicians who have had the opportunity to work with certified athletic trainers enjoy the increased communication that has been provided. Coaches and administrators are relieved that someone is present with knowledge of injury management, not only for emergency situations, but also to make an objective evaluation of the athlete's health status prior to his or her return to play. Physicians and parents appreciate the fact that someone is on staff who will have contact with the injured athlete on a daily basis, and the physician is more comfortable knowing that the AT will make sure that his or her directions are followed. Parents are reassured that an allied health professional is looking out for the best interests of the health and safety of their child on a daily basis.

In another area of concern, certified athletic trainers may decrease the possibility of litigation being brought against a school district. In 1999 the American Medical Association (AMA) recommended that schools with athletics programs provide the services of an athletic trainer for their athletes. The courts have recognized the certified athletic trainer of the Board of Certification (BOC) as the professionally educated athletic health care provider. Along with the team physician, the AT can establish policies and procedures for the secondary school athletic training program to protect not only the student athlete, but school personnel as well.

What is the educational background of a certified athletic trainer?

In general, an AT is trained to look for potential opportunities for injury to an athlete, whether from a condition in the student athlete's body, from the environment of the stadium or gymnasium, or from equipment. Athletic trainers work with coaching staffs to review the safe design of practice drills to insure that they do not pose inherent dangers. The safety of the student athlete is always the ultimate goal.

An AT has an extensive background in pre-season and in-season conditioning, and nutritional counseling. Because of his or her frequent contact with the student athlete, the certified athletic trainer has the opportunity to monitor the physical and psychological condition of the student athletes both in and out of season. Success is measured in the development of healthy young people who are also student athletes.

Also, the selection, fitting, and proper care of protective equipment by a certified athletic trainer can be instrumental in reducing injuries by insuring the proper use and fit of protective equipment.

Athletic trainers are required to be proficient in the following areas.

Assessment and Evaluation

Recognizing and evaluating athletic injuries is one of the primary aspects of athletic training. Specific tests for range of motion, joint stability, flexibility and manual muscle testing, as well as a thorough screening of neurological, sensory and motor ability are used by the AT to evaluate the severity of the injury.

Acute Care of Injury and Illness

The certified athletic trainer is skilled in administering the proper emergency care and in making prompt, appropriate medical referrals.

Therapeutic Exercise for the Physically Active

During the recovery of an injured student athlete, the certified athletic trainer initiates a treatment regimen under the direction of the team physician or the student athlete's personal physician. These treatments may include rehabilitative exercises designed to return the student athlete to his or her athletic endeavor in the same, if not better, physical condition than before the injury.

General Medical Conditions and Disabilities

The certified athletic trainer has knowledge of the general medical conditions and disabilities of secondary school athletes and as such, is better able to recognize a potential problem, to provide appropriate acute care, and to make a referral to the appropriate medical consultant.

Pathology of Injury And Illness

The certified athletic trainer has the special skills and the knowledge that allow him or her to understand the physiological responses of human growth and development, as well as the progression of injuries and the illnesses and diseases that may afflict the secondary school athlete.

Pharmacological Aspects of Injury and Illness

The certified athletic trainer has in-depth knowledge and skill regarding the pharmacological aspects of dealing with the injuries and illnesses of secondary school athletes. The AT understands the indications, contraindications, precautions, interactions, and governing regulations relevant to the treatment of the injuries and illnesses of the secondary school athlete.

Nutritional Aspects of Injury and Illness

The certified athletic trainer has been thoroughly educated to understand the relationship between athletic performance and nutrition. The AT also understands the signs and symptoms of eating disorders and is skilled in referring problems to the appropriate member of the medical community for consultation.

Health Care Administration

The certified athletic trainer has the knowledge and skills to develop, administer and manage a health care facility. An effective secondary school athletic training program must be well organized, paying careful attention to the details of record keeping, developing and maintaining an up to date Emergency Action Plan, standard operating procedure, supply inventory and facility maintenance. Purchasing supplies and equipment is of constant concern, especially in times of restricted budgets.

Psycho-Social Intervention and Referral

Certified athletic trainers are also educators and counselors. They instruct and counsel the student athletes in all areas of their physical condition and explain the recovery and rehabilitation process.

Professional Development and Responsibilities

In order to maintain their certification, the BOC requires the AT to earn continuing education units by attending seminars and symposia relating to the profession of sports medicine and athletic training. They have an understanding of national and state regulatory agencies and standards.

Concussion assessment, treatment, management and rehabilitation

Due to recent state laws enacted regarding recognition, care and treatment of head injuries, athletic trainers are the gatekeepers for appropriate evaluation and care for student athletes that suffer from a concussion.

In conclusion, the preceding information substantiates the credibility of the certified athletic trainer. The AT is the best-prepared, readily available professional to provide daily care for athletic injuries to student athletes in the secondary school setting. Their educational preparation and clinical training equips them to provide a multitude of services. They are also the individuals who are most capable of organizing and directing an athletic health care system for a secondary school. Relying on coaches, administrators, and volunteers (athletic training student aides) to provide athletic health care services not only puts the athlete at risk, but also the school district and its employees.

Is the health care of student athletes important to your school district? If so, an athletic trainer is the best sports medicine professional available to provide that care on a daily basis.

Why not another allied health professional?

Emergency Medical Service Personnel (EMT, Paramedic)

The educational background of EMS personnel is highly specialized in the care of acute trauma both minor and catastrophic in nature. They are adept at the stabilization and transportation of all injuries for transport to a medical receiving facility. However, it does not provide them with the necessary skills and knowledge to provide for the comprehensive daily injury treatment and rehabilitation of the injured athlete. EMS personnel lack the education and skills to:

- Perform a functional evaluation to determine whether the athlete may return to participation.
- Apply preventative taping or protective padding.
- Develop rehabilitation progressions and protocols.
- Provide athletes with scientific nutritional information.
- Analyze the biomechanics of athletic performance and their relationship to the onset of injury.

While EMS personnel should not be viewed as the sole provider of athletic health care, they are an integral part of a comprehensive athletic health care team.

Physical Therapists

While physical therapists and physical therapy assistants are well-educated in the areas of rehabilitation and reconditioning, they lack the formal education of on-the-field evaluation procedures and the provision of immediate first aid for athletic injuries. They may not have extensive experience in preventative taping nor are they likely to be well versed in providing sports nutrition information.

Why not the coach?

Coaches become coaches because they love the thrill of competition and the joy of teaching secondary school athletes the nuances of athletic endeavors. Even though they may be excellent coaches, they are not often adequately prepared to provide appropriate care for an injured student athlete. Most have very limited training in regard to the acute care required by an injury and almost none in the area of rehabilitative care. While coaches are adept in the preparation of game strategies and the evaluation of athletic ability, they lack the formal education to provide a functional or clinical analysis of an injured student athlete's condition. They neither have the time nor the education to design or implement a rehabilitation program for the injured student athlete. In many states, providing such services may even be against the law. A coach will have tendency to base his or her treatment of an athletic injury on personal experience, while a BOC certified athletic trainer makes decisions based on formal education and clinical experience and medical knowledge.

PART TWO

Site Evaluation Survey

Directions

The Site Evaluation Survey is composed of numerous sections submitted by various school and community based individuals. These various sections will provide vital information that is to be incorporated into a separate section that will be completed by the proposal writer. The proposal writer is that person designated by the committee to compile and write the proposal for the school board. It is this compilation that will provide the proposal writer with the necessary information to formulate a presentation and proposal tailored to the specific needs and resources of the target facility.

It is suggested that the proposal writer thoroughly review the entire Site Evaluation Survey, including the sections designated for completion by community and school-based individuals. The proposal writer should begin by penciling in information that is known. Once all of the surveys completed by various individuals are returned, compile the information obtained. This information should be compiled in the SITE EVALUATION SURVEY section of this document.

Please use the surveys as templates when interviewing community and school based individuals. This allows the proposal writer to gauge the individual's commitment to the objective of the proposal. The purpose of the proposal should be employment of a BOC certified athletic trainer at the target facility.

When interviewing parents, it is suggested that numerous copies of the survey be made and distributed to the parents of current student athletes at the facility. The more surveys distributed, the greater opportunity to have an adequate number returned for a valid and reliable result.

The questions identified in this survey are designed to provide ample opportunity to address any stumbling blocks that can sidetrack the forward progress of implementing an athletic health care program in the school. Although the survey may seem long, it is essential to be knowledgeable in the many facets involved with creating a new position. Hopefully the details provided by the survey will allow sufficient information to develop a proposal with a high probability for success.

The interpretation of the survey results will be discussed on page 35.

GOOD LUCK!

The Need for the AT -- Part 1

	YES	NO
1. Does your target facility have a single staff member who consistently reviews and organizes records such as injury reports, physical forms, treatment reports and orders, etc., for the entire athletic program?		
2. Does your target facility provide a staff member who performs athletic training duties specific to a job description and consistent with state law?		
3. Does your school have qualified medical personnel such as Certified Athletic Trainers (ATs) or Medical Doctors (MDs) at the facility daily to provide medical care for athletic injuries or illness? xx		
4. Does your school have after-school or weekend activities at which qualified/certified medical personnel (ATs, or MDs) are present?		
5. Does your target facility have a regular system used to review the effectiveness of the athletic program in preventing injury or illness?		
6. Does your target facility emphasize student health care by providing a school registered nurse (RN) during the academic day?		
7. Does your school have a written emergency medical plan? Does your school have written emergency action plans specific to all athletic venues?		
8. Does your school comply with OSHA blood borne pathogen guidelines?		
9. Does your state have laws and regulations pertaining specifically to coaches education in first aid, CPR and Concussions?		
10. Does your state have laws and regulations pertaining specifically to who can provide care for injuries sustained in sports and athletics beyond basic first aid and CPR?		
11. Does your state have laws regarding the qualifications of those who teach courses in athletic training for students and coaches?		
12. Is the profession of athletic training regulated in your state?		
13. Do the coaches at the targeted facility believe that they are providing optimal medical and injury care for the student-athletes they supervise?		
14. Does your target facility have someone who reviews and determines compliancy of state laws surrounding concussion management?		
15. Does your target facility have someone who is qualified, as per the laws of the state, to treat students and student athletes who have suffered a concussion?		
16. Does your target facility have someone who is qualified, as per the laws of the state, to determine the Return to Participation status of student athletes who have suffered a concussion?		
17. Does your target facility have requirements for coaches in concussion education?		
TOTAL		

The Athletic Health Care Facility

See Appendix II Document 5 to calculate the facility requirements for your target facility.

Based on the number of sports, teams and athletes in the target facility's athletic programs, what is the suggested size of the athletic training facility including rehabilitation/reconditioning area? _____ Sq. ft.

	YES	NO
27. Do you have space allocated for private evaluations such as physician evaluations?		
28. Do you have available a minimal space (100sq.ft.) to initiate an athletic training program?		
29. Does the proposed athletic training room have suggested space allocation for rehabilitative equipment and exercises?		
30. Does the proposed athletic training room have suggested space allocation for taping, evaluations, modalities, wound care, etc?		
31. Does the proposed athletic training room have adequate separate space allocated for an office?		
32. Does the proposed athletic training room office space allow visual supervision of athletes in the athletic training room?		
33. Is a secured area available for storage of athletic training consumable supplies, (approx. 50 sq. ft. min), separate from the athletic training room area?		
34. Is there telephone access (or potential for access) in the proposed athletic training room?		
35. Does the accessibility of the proposed athletic training room comply with the ADA?		
36. Is office furniture (desk, filing cabinet, computer) available for the proposed athletic training room from surplus within the school?		
37. Does the proposed athletic training room have outside access?		
38. Does the proposed athletic training room have adequate HVAC (heating and ventilation)?		
39. Is the proposed athletic training room accessible equally by both boys and girls?		
40. Does the proposed athletic training room currently have access to water (hot, cold, drain)?		
41. Does the proposed athletic training room currently have electrical outlets and GFI protection available?		
42. Does the proposed athletic training room have a separate office space available (partitioned) that allows visual supervision of athletes in the athletic training room?		
43. Is the general climate of the school administration supportive of making a commitment to better the present proposed athletic training room in future years?		

44. How many square feet does the largest area have that may be available for an athletic training room?	Sq. ft.		
45. What is the proximity to the athletic practice and game areas?	Feet		
TOTAL			

Financial Requirements and Ability -- Part 1

	YES	NO
46. Does your target facility have a <u>strong</u> financial support system?		
47. Is there an outside source for funding activities, salaries and stipends?		
48. Has your school system been able to avoid terminating teachers or workers for lack of funding?		
49. Do coaches and activity sponsors feel adequately paid for extra duty services?		
50. Is your school system's financial outlook positive/adequate/favorable for the next 2 years?		
TOTAL		

Financial Requirements and Ability – Part 2

51. Where is the source of your athletic funding? (budgeted funds, booster funds, activity fees, combination of the preceding) Describe the distribution in specific percentages.

Budget _____ %
 Booster Club Donations _____ %
 Activity Fees _____ %
 Gate Receipts _____ %
 Other funding _____ %

52. What is the range of head coaches stipends or salaries:

Summer- \$ _____
 Fall- \$ _____
 Winter- \$ _____
 Spring- \$ _____
 Summer- \$ _____

53. What is the total number of coaches employed by your target facility? (Appendix II Document 1)

54. What percentage of the targeted school district's total budget is allocated for sports and activities?

55. When was the last raise given to teachers?

56. When was the last raise given to coaches?

57. When was the last raise given to staff?

Information from this section can be used at a later time to back up your proposal.
System Athletic Support Questions -- Part 1

	YES	NO
58. Does your target facility have a strong athletic support?		
59. Does your target facility have a history of hiring and firing coaches based upon winning percentage and championships achieved?		
60. Are games and events (including travel) scheduled during school hours?		
61. Are students excused during the day for athletics or activities for regular season games?		
62. Do you have courses specifically designed for athletic teams and practices?		
63. Is Physical Education required for graduation?		
64. Does athletic participation fulfill PE Requirements?		
TOTAL		

System Athletic Support Questions -- Part 2

	Very Strong	Strong	Neutral	Weak	Very Weak
65. Describe the level of support your Athletic/Activities Director has for hiring an AT.					
66. Describe the level of support your Principal has for hiring an AT.					
67. Describe the level of support your School Board has for hiring an AT.					
68. Describe the level of support your Booster Club has for hiring of AT.					
69. Describe the level of support your Students have for hiring an AT.					
70. Describe the level of support your School Community as a whole has for hiring an AT.					
71. Describe the level of support your Parental Community has for hiring an AT					
72. Describe the level of support your Coaches have for hiring an AT.					
73. Describe the level of support your Athletic/Activities Director has for sports and athletics.					
74. Describe the level of support your Principal has for sports and athletics.					
75. Describe the level of support your School Board has for sports and athletics.					

76. Describe the level of support your Booster Club has for sports and athletics.					
77. Describe the level of support your Students have for sports and athletics.					
78. Describe the level of support your School Community as a whole has for sports and athletics.					
79. Describe the level of support your Coaches have for sports and athletics.					
Total questions 65 to 79.					

	Very Strong	Strong	Neutral	Weak	Very Weak
80. Describe the level of support your Athletic/Activities Director has for academics.					
81. Describe the level of support your Principal has for academics.					
82. Describe the level of support your School Board has for academics.					
83. Describe the level of support your Booster Club has for academics.					
84. Describe the level of support your Students have for academics.					
85. Describe the level of support your School Community as a whole has for academics.					
86. Describe the level of support your Coaches have for academics.					
Total scores of questions 80 to 86.					

Evaluation of results -- Questions 65-86

Total the numbers in each column to establish the "climate" of support you would have toward proposing a full time AT model (Strong and Very Strong athletic support in 65-79), or an athletic trainer/teacher model (more emphasis on academic support 80-86, and less support toward athletics 65-79).

The ratio of Very Strong to Weak and athletic versus academic support identified by the totals in Part 2, added to the information obtained in the other sections of the Site Evaluation will assist you in determining the most potentially successful model of athletic trainer position to propose.

Hiring Policies

	1. Athletic Director	2. Principal	3. Superintendent	4. School Board	5. Human Resources
87. Who makes the hiring recommendations for athletic coaches and staff?					
88. Who makes the hiring recommendations academic faculty and staff?					

	1. Exceptional Coach/ Average Teacher	2. Exceptional Teacher/ Average Coach	3. Average Coach/ Average Teacher	4. Exceptional Teacher/ Exceptional coach	5. Decision is based upon available financial resources.
89. If a coaching and a separate teaching position are open, indicate the solution that would typically be used to fill each or both.					

	YES	NO
90. Does your target facility have health care providers locally who support sports medicine specialties who would be open to the opportunity of providing services (at least in part) to your target facility?		

Alternate Employment Models

	YES	NO
91. Does your state department of education provide extra funding for vocational job		
92. Does your target facility include a vocational job-training		
93. Does your target facility currently have a "Health Occupations" course in the curriculum?		
94. Does your target facility or district currently have a "Sports Medicine" or "Athletic Training" course or class in the curriculum?		
95. Does your target facility currently have a "Human Physiology/Anatomy" course in the curriculum?		
96. Does your target facility currently have requirement for coaches to take courses in First Aid and CPR?		

97. Does your target facility currently have requirements for coaches to take courses in athletic injury management?		
98. Does your target facility currently have Employee Wellness courses for staff and faculty?		
<i>Total the number of Yes and No votes, then proceed to the next section.</i>		

99. What are the daily physical education requirements for graduation at the target facility?

PART THREE

Surveys for Others Interested in the Position Proposal

Survey for Parents

There is a growing desire to improve athletic health care in our school/district. The purpose of this survey is to evaluate the current status of athletic health care, and to establish the current feasibility and support for the hiring of an NATABOC certified athletic trainer.

Please fill out the following form based on your experience and knowledge.

The Need for the AT

	YES	NO
1. Does your target facility have a single staff member who consistently reviews and organizes records such as injury reports, physical forms, treatment reports and orders, etc., for the entire athletic program?		
2. Does your target facility provide a staff member who performs athletic training duties specific to a job description and consistent with state law?		
3. Does your school have qualified/certified medical personnel (Certified Athletic Trainers (ATs), or Medical Doctors (MDs) at the facility daily to perform medical duties for student athletic injuries or illness prior to examination by advanced medical personnel?		
4. Does your school have after-school or weekend activities where qualified/certified medical personnel (ATs, or MDs) are present?		
5. Does your target facility have a regular system used to review the effectiveness of the athletic program in preventing injury or illness?		
6. Does your target facility emphasize student health care by providing a school registered nurse (RN) during the academic day?		
7. Does your school have a written emergency medical plan?		

8. Does your school comply with OSHA blood borne pathogen guidelines?		
9. Does your state have laws and regulations pertaining specifically to coaches' education in regard to first aid and athletic injury situations beyond CPR?		
10. Does your state have laws and regulations pertaining specifically to who can provide care for injuries sustained in sports and athletics beyond first aid and CPR?		
11. Does your state have laws regarding the qualifications of those who teach courses in athletic training for students and coaches?		
12. Is the profession of athletic training regulated by statute in your state?		
13. Do the coaches at the targeted facility believe that they are providing optimal medical and injury care for the student-athletes they supervise?		
TOTAL		

The Athletic Health Care Facility

	YES	NO
14. Does your target facility have adequate space for an athletic training room to handle the flow and routine athletic health care of the athletic population?		
15. Does your target facility have adequate space to handle both conditioning and reconditioning programs?		
16. Does your target facility have adequate space for an athletic training room to handle preventive taping, wrapping and padding?		
17. Does your target facility have adequate space to provide privacy for injury examinations?		
18. Does your target facility have adequate and secured office space for record keeping and other administrative duties?		
19. If "no" to questions 22, 23, 24, and 25, is your target facility willing to re-allocate or procure the space required to support a comprehensive yet cost-effective athletic health care system?		
TOTAL		

System's Support for Athletics -- Part 1

	YES	NO
20. Does your target facility have a strong athletic support?		
21. Does your target facility have a history of hiring and firing coaches based upon winning percentage and championships achieved?		
22. Are games and events (including travel) scheduled during school hours?		
23. Are students excused during the day for athletics or activities for regular season games?		
24. Do you have courses specifically designed for athletic teams and practices?		
25. Is Physical Education required for graduation?		
26. Does athletic participation fulfill PE Requirements?		
TOTAL		

System's Support for Athletics -- Part 2

	Very Strong	Strong	Neutral	Weak	Very Weak
27. Describe the level of support your Athletic/Activities Director has for hiring an AT.					
28. Describe the level of support your Principal has for hiring an AT.					
29. Describe the level of support your School Board has for hiring an AT.					
30. Describe the level of support your Booster Club has for hiring of AT.					
31. Describe the level of support your Students have for hiring an AT.					
32. Describe the level of support your School Community as a whole has for hiring an AT.					
33. Describe the level of support your Coaches have for hiring an AT.					
34. Describe the level of support your Athletic/Activities Director has for sports and athletics.					
35. Describe the level of support your Principal has for sports and athletics.					
36. Describe the level of support your School Board has for sports and athletics.					
37. Describe the level of support your Booster Club has for sports and					
38. Describe the level of support your Students have for sports and					
39. Describe the level of support your School Community as a whole has for sports and athletics.					
40. Describe the level of support your Coaches have for sports and					
41. Describe the level of support your Athletic/Activities Director has for academics.					
42. Describe the level of support your Principal has for academics.					
43. Describe the level of support your School Board has for academics.					
44. Describe the level of support your Booster Club has for academics.					
45. Describe the level of support your Students have for academics.					
46. Describe the level of support your School Community as a whole has for academics.					
47. Describe the level of support your Coaches have for academics.					

Survey for Coaches

There is a growing desire to improve athletic health care in our district/school. The purpose of this survey is to evaluate the current status of athletic health care, and to establish the current feasibility and support for the hiring of an NATABOC certified athletic trainer.

Please fill out the following form based on your experience and knowledge.

The Need for the AT

	YES	NO
1. Does your target facility have a single staff member who consistently reviews and organizes records such as injury reports, physical forms, treatment reports and orders, etc., for the entire athletic program?		
2. Does your target facility provide a staff member who performs athletic training duties specific to a job description and consistent with state law?		
3. Does your school have qualified/certified medical personnel (Certified Athletic Trainers (ATs), or Medical Doctors (MDs) at the facility daily to perform medical duties for student athletic injuries or illness prior to examination by advanced medical personnel?		
4. Does your school have after-school or weekend activities at which qualified/certified medical personnel (ATs, or MDs) are present?		
5. Does your target facility have a regular system used to review the effectiveness of the athletic program in preventing injury or illness?		
6. Does your target facility emphasize student health care by providing a school registered nurse (RN) during the academic day?		
7. Does your school have a written emergency medical plan?		
8. Does your school comply with OSHA blood borne pathogen guidelines?		
9. Does your state have laws and regulations pertaining specifically to coaches' education in regard to first aid and athletic injury situations beyond CPR?		
10. Does your state have laws and regulations pertaining specifically to who can provide care for injuries sustained in sports and athletics beyond first aid and CPR?		
11. Does your state have laws regarding the qualifications of those who teach courses in athletic training for students and coaches?		
12. Is the profession of athletic training regulated by statute in your state?		
13. Do the coaches at the targeted facility believe that they are providing optimal medical and injury care for the student-athletes they supervise?		
TOTAL		

The Athletic Health Care Facility

	YES	NO
14. Does your target facility have adequate space for an athletic training room to handle the flow and routine athletic health care of the athletic population?		
15. Does your target facility have adequate space to handle both conditioning and reconditioning programs?		
16. Does your target facility have adequate space for an athletic training room to handle preventive taping, wrapping and padding?		
17. Does your target facility have adequate space to provide privacy for injury examinations?		
18. Does your target facility have adequate and secured office space for record keeping and other administrative duties?		
19. If "no" to questions 22, 23, 24, and 25, is your target facility willing to re-allocate or procure the space required to support a comprehensive yet cost-effective athletic health care system?		
TOTAL		

Financial Requirements and Ability -- Part 1

	YES	NO
20. Does your target facility have a <u>strong</u> financial support system?		
21. Is there an outside source for funding activities, salaries and stipends?		
22. Has your school system been able to avoid terminating teachers or workers for lack of funding?		
23. Do coaches and activity sponsors feel adequately paid for extra duty services?		
24. Is your school system's financial outlook positive/adequate/favorable for the next 2 years?		
TOTAL		

System's Support for Athletics -- Part 1

	YES	NO
26. Does your target facility have a strong athletic support?		
27. Does your target facility have a history of hiring and firing coaches based upon winning percentage and championships achieved?		
28. Are games and events (including travel) scheduled during school hours?		
29. Are students excused during the day for athletics or activities for regular season games?		
30. Do you have courses specifically designed for athletic teams and practices?		
31. Is Physical Education required for graduation?		
32. Does athletic participation fulfill PE Requirements?		
TOTAL		

System's Support for Athletics -- Part 2

	Very Strong	Strong	Neutral	Weak	Very Weak
33. Describe the level of support your Athletic/Activities Director has for hiring an AT.					
34. Describe the level of support your Principal has for hiring an AT.					
35. Describe the level of support your School Board has for hiring an AT.					
36. Describe the level of support your Booster Club has for hiring of AT.					
37. Describe the level of support your Students have for hiring an AT.					
38. Describe the level of support your School Community as a whole has for hiring an AT.					
39. Describe the level of support your Coaches have for hiring an AT.					
40. Describe the level of support your Athletic/Activities Director has for sports and athletics.					
41. Describe the level of support your Principal has for sports and athletics.					
42. Describe the level of support your School Board has for sports and athletics.					

43. Describe the level of support your Booster Club has for sports and athletics.					
44. Describe the level of support your Students have for sports and athletics.					
45. Describe the level of support your School Community as a whole has for sports and athletics.					
46. Describe the level of support your Coaches have for sports and athletics.					
47. Describe the level of support your Athletic/Activities Director has for academics.					
48. Describe the level of support your Principal has for academics.					
49. Describe the level of support your School Board has for academics.					
50. Describe the level of support your Booster Club has for academics.					
51. Describe the level of support your Students have for academics.					
52. Describe the level of support your School Community as a whole has for academics.					
53. Describe the level of support your Coaches have for academics.					

Survey for the Athletic Director

There is a growing desire to improve health care to the athletes in our district/school. The purpose of this survey is to evaluate the current status of athletic health care, and to establish the current feasibility and support for the hiring of an NATABOC certified athletic trainer.

The Need for the AT -- Part 1

	YES	NO
1. Does your target facility have a single staff member who consistently reviews and organizes records such as injury reports,, physical forms, treatment reports and orders, etc., for the entire athletic program?		
2. Does your target facility provide a staff member who performs athletic training duties specific to a job description and consistent with state law?		
3. Does your school have qualified/certified medical personnel (Certified Athletic Trainers (ATs), or Medical Doctors (MDs) at the facility daily to perform medical duties for student athletic injuries or illness prior to examination by advanced medical personnel?		
4. Does your school have after-school or weekend activities when qualified/certified medical personnel (ATs, or MDs) are present?		
5. Does your target facility have a regular system used to review the effectiveness of the athletic program in preventing injury or illness?		
6. Does your target facility emphasize student health care by providing a school registered nurse (RN) during the		
7. Does your school have a written emergency medical plan?		
8. Does your school comply with OSHA blood borne pathogen guidelines?		
9. Does your state have laws and regulations pertaining specifically to coaches' education in regard to first aid and athletic injury situations beyond CPR?		
10. Does your state have laws and regulations pertaining specifically to who can provide care for injuries sustained in sports and athletics beyond first aid and CPR?		
11. Does your state have laws regarding the qualifications of those who teach courses in athletic training for students and coaches?		
12. Is the profession of athletic training regulated by statute in your state?		
13. Do the coaches at the targeted facility believe that they are providing optimal medical and injury care for the student-athletes they supervise?		
TOTAL		

The Athletic Health Care Facility

	YES	NO
22. Do you have available a minimal space (100sq.ft.) to dedicate to an athletic training room?		
23. Is a secured area available for storage of athletic training consumable supplies, (approx. 50 sq. ft. min) separate from the athletic training room area?		
24. Is there telephone access (or potential for access) in the proposed athletic training room?		
25. Does the accessibility of the proposed athletic training room comply with the ADA?		
26. Is office furniture (desk, filing cabinet, computer) available for the proposed athletic training room from surplus within the school?		
27. Does the proposed athletic training room have outside access?		
28. Does the proposed athletic training room have adequate HVAC (heating and ventilation)?		
29. Is the proposed athletic training room accessible equally by both boys and girls?		
30. Does the proposed athletic training room currently have access to water (hot, cold, drain)?		
31. Does the proposed athletic training room currently have electrical outlets available?		
32. Does the proposed athletic training room have a separate office space available (partitioned) and allow visual supervision of athletes in the athletic training room?		
33. Is the general climate of the school administration supportive of making a commitment to improve upon the present proposed athletic training room in future years?		
TOTAL		

34. How many square feet does the largest area have that may be available for an athletic training room?	Sq. ft.
35. What is the proximity to the athletic area?	feet

Financial Requirements and Ability -- Part 1

	YES	NO
36. Does your target facility have a strong financial support system?		
37. Is there an outside source for funding activities, salaries and stipends?		
38. Has your school system been able to avoid terminating teachers or workers for lack of funding?		
39. Do coaches and activity sponsors feel adequately paid for extra duty services?		
40. Is your school system's financial outlook positive/adequate/favorable for the next 2 years?		
TOTAL		

Financial Requirements and Ability – Part 2

42. What is the source of athletic funding? (budgeted funds, booster funds, activity fees, combination of the preceding) Describe the distribution in specific percentages.

Budget	_____	%
Booster Club Donations	_____	%
Activity Fees	_____	%
Gate Receipts	_____	%
Other Funding	_____	%

43. What is the range of head coaches stipends or salaries:

Summer-	\$ _____
Fall-	\$ _____
Winter-	\$ _____
Spring-	\$ _____

44. What is the total number of coaches employed by your target facility? (Appendix II Document 1)

45. What percentage of the targeted school district's total budget is allocated for sports and activities?

46. When was the last raise given to teachers? _____

47. When was the last raise given to coaches? _____

48. When was the last raise given to staff? _____

System's Support for Athletics -- Part 1

	YES	NO
49. Does your target facility have a strong athletic support?		
50. Does your target facility have a history of hiring and firing coaches based upon winning percentage and championships achieved?		
51. Are games and events (including travel) scheduled during school hours?		
52. Are students excused during the day for athletics or activities for regular season games?		
53. Do you have courses specifically designed for athletic teams and practices?		
54. Is Physical Education required for graduation?		
55. Does athletic participation fulfill PE Requirements?		
TOTAL		

System's Support for Athletics -- Part 2

	Very Strong	Strong	Neutral	Weak	Very Weak
56. Describe the level of support your Athletic/Activities Director has for hiring an AT.					
57. Describe the level of support your Principal has for hiring an AT.					
58. Describe the level of support your School Board has for hiring an AT.					
59. Describe the level of support your Booster Club has for hiring of AT.					
60. Describe the level of support your Students have for hiring an AT.					
61. Describe the level of support your School Community as a whole has for hiring an AT.					
62. Describe the level of support your Coaches have for hiring an AT.					
63. Describe the level of support your Athletic/Activities Director has for sports and athletics.					
64. Describe the level of support your Principal has for sports and athletics.					
65. Describe the level of support your School Board has for sports and athletics.					
66. Describe the level of support your Booster Club has for sports and athletics?					
67. Describe the level of support your Students have for sports and athletics?					
68. Describe the level of support your School Community as a whole has for sports and athletics?					
69. Describe the level of support your Coaches have for sports and athletics?					
70. Describe the level of support your Athletic/Activities Director has for					
71. Describe the level of support your Principal has for academics?					
72. Describe the level of support your School Board has for academics?					
73. Describe the level of support your Booster Club has for academics?					
74. Describe the level of support your Students have for academics?					
75. Describe the level of support your School Community as a whole has for academics?					
76. Describe the level of support your Coaches have for academics?					

Survey for the Principal

There is a growing desire to improve health care to the athletes in our school/district. The purpose of this survey is to evaluate the current status of athletic health care, and to establish the feasibility and support for the hiring of an NATABOC certified athletic trainer.

The Need for the AT -- Part 1

	YES	NO
1. Does your target facility have a single staff member who consistently reviews and organizes records such as injury reports, physical forms, treatment reports and orders, etc., for the entire athletic program?		
2. Does your target facility provide a staff member who performs athletic training duties specific to a job description and consistent with state law?		
3. Does your school have qualified/certified medical personnel (Certified Athletic Trainers (ATs), or Medical Doctors (MDs) at the facility daily to perform medical duties for student athletic injuries or illness prior to examination by advanced medical personnel?		
4. Does your school have after-school or weekend activities when qualified/certified medical personnel (ATs, or MDs) are present?		
5. Does your target facility have a regular system used to review the effectiveness of the athletic program in preventing injury or illness?		
6. Does your target facility emphasize student health care by providing a school registered nurse (RN) during the academic day?		
7. Does your school have a written emergency medical plan?		
8. Does your school comply with OSHA blood borne pathogen guidelines?		
9. Does your state have laws and regulations pertaining specifically to coaches' education in regard to first aid and athletic injury situations beyond CPR?		
10. Does your state have laws and regulations pertaining specifically to who can provide care for injuries sustained in sports and athletics beyond first aid and CPR?		
11. Does your state have laws regarding the qualifications of those who teach courses in athletic training for students and coaches?		
12. Is the profession of athletic training regulated by statute in your state?		
13. Do the coaches at the targeted facility believe that they are providing optimal medical and injury care for the student-athletes they supervise?		
TOTAL		

The Athletic Health Care Facility

	YES	NO
14. Does your target facility have adequate space for an athletic training room to handle the flow and routine athletic health care of the athletic population?	<input type="checkbox"/>	<input type="checkbox"/>
15. Does your target facility have adequate space to handle both conditioning and reconditioning programs?	<input type="checkbox"/>	<input type="checkbox"/>
16. Does your target facility have adequate space for an athletic training room to handle preventive taping, wrapping and padding?	<input type="checkbox"/>	<input type="checkbox"/>
17. Does your target facility have adequate space to provide privacy for injury examinations?	<input type="checkbox"/>	<input type="checkbox"/>
18. Does your target facility have adequate and secured office space for record keeping and other administrative duties?	<input type="checkbox"/>	<input type="checkbox"/>
19. If “no” to questions 22, 23, 24, and 25, is your target facility willing to re-allocate or procure the space required to support a comprehensive yet cost-effective athletic health care system?	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>

Employment Models in Education

	YES	NO
20. Does your state department of education provide extra funding for vocational job training?	<input type="checkbox"/>	<input type="checkbox"/>
21. Does your target facility include a vocational job-training program?	<input type="checkbox"/>	<input type="checkbox"/>
22. Does your target facility currently have a “Health Occupations” course in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
23. Does your target facility or district currently have a “Sports Medicine” or “Athletic Training” course or class in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
24. Does your target facility currently have a “Human Physiology/Anatomy” course in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
25. Does your target facility currently have requirement for coaches to take courses in First Aid and CPR?	<input type="checkbox"/>	<input type="checkbox"/>
26. Does your target facility currently have requirements for coaches to take courses in athletic injury management?	<input type="checkbox"/>	<input type="checkbox"/>
27. Does your target facility currently have Employee Wellness courses for staff and faculty?	<input type="checkbox"/>	<input type="checkbox"/>

28. What are the daily physical education requirements for graduation at the target facility?

Survey for Teachers

There is a growing desire to improve health care to the athletes in our school/district. The purpose of this survey is to evaluate the current status of athletic health care, and to establish the feasibility and support for the hiring of an NATABOC certified athletic trainer.

System's Support for Athletics -- Part 1

	YES	NO
1. Does your target facility have a strong athletic support?		
2. Does your target facility have a history of hiring and firing coaches based upon winning percentage and championships achieved?		
3. Are games and events (including travel) scheduled during school hours?		
4. Are students excused during the day for athletics or activities for regular season games?		
5. Do you have courses specifically designed for athletic teams and practices?		
6. Is Physical Education required for graduation?		
7. Does athletic participation fulfill PE requirements?		
TOTAL		

System's Support for Athletics -- Part 1

	Very Strong	Strong	Neutral	Weak	Very Weak
8. Describe the level of support your Athletic/Activities Director has for hiring an AT.					
9. Describe the level of support your Principal has for hiring an AT.					
10. Describe the level of support your School Board has for hiring an AT.					
11. Describe the level of support your Booster Club has for hiring of AT.					
12. Describe the level of support your Students have for hiring an AT.					
13. Describe the level of support your School Community as a whole has for hiring an AT.					
14. Describe the level of support your Coaches have for hiring an AT.					
15. Describe the level of support your Athletic/Activities Director has for sports and athletics.					
16. Describe the level of support your Principal has for sports and athletics.					
17. Describe the level of support your School Board has for sports and athletics.					
18. Describe the level of support your Booster Club has for sports and athletics.					
19. Describe the level of support your Students have for sports and athletics.					
20. Describe the level of support your School Community as a whole has for sports and athletics.					
21. Describe the level of support your Coaches have for sports and athletics.					
22. Describe the level of support your Athletic/Activities Director has for academics.					
23. Describe the level of support your Principal has for academics.					
24. Describe the level of support your School Board has for academics.					
25. Describe the level of support your Booster Club has for academics.					
26. Describe the level of support your Students have for academics.					
27. Describe the level of support your School Community as a whole has for academics.					
28. Describe the level of support your Coaches have for academics.					
TOTAL					

Employment Models in Education

	YES	NO
29. Does your state department of education provide extra funding for vocational job training?		
30. Does your target facility include a vocational job-training program?		
31. Does your target facility currently have a "Health Occupations" course in the curriculum?		
32. Does your target facility or district currently have a "Sports Medicine" or "Athletic Training" course or class in the curriculum?		
33. Does your target facility currently have a "Human Physiology/Anatomy" course in the curriculum?		
34. Does your target facility currently have requirement for coaches to take courses in First Aid and CPR?		
35. Does your target facility currently have requirements for coaches to take courses in athletic injury management?		
36. Does your target facility currently have Employee Wellness courses for staff and faculty?		

Survey for the Physician

There is a growing desire to improve health care to the athletes in our school/district. The purpose of this survey is to evaluate the current status of athletic health care and to establish the feasibility and support for the hiring of an NATABOC certified athletic trainer.

The Need for the AT

	YES	NO
1. Does your target facility have a single staff member who consistently reviews and organizes records such as injury reports, physical forms, treatment reports and orders, etc., for the entire athletic program?		
2. Does your target facility provide a staff member who performs athletic training duties specific to a job description and consistent with state law?		
3. Does your school have qualified/certified medical personnel (Certified Athletic Trainers (ATs), or Medical Doctors (MDs) at the facility daily to perform medical duties for student athletic injuries or illness prior to examination by advanced medical personnel?		
4. Does your school have after-school or weekend activities when qualified/certified medical personnel (ATs, or MDs) are present?		
5. Does your target facility have a regular system used to review the effectiveness of the athletic program in preventing injury or illness?		
6. Does your target facility emphasize student health care by providing a school registered nurse (RN) during the academic day?		

7. Does your school have a written emergency medical plan?		
8. Does your school comply with OSHA blood borne pathogen guidelines?		
9. Does your state have laws and regulations pertaining specifically to coaches' education in regard to first aid and athletic injury situations beyond CPR?		
10. Does your state have laws and regulations pertaining specifically to who can provide care for injuries sustained in sports and athletics beyond first aid and CPR?		
11. Does your state have laws regarding the qualifications of those who teach courses in athletic training for students and coaches?		
12. Is the profession of athletic training regulated by statute in your state?		
13. Do the coaches at the targeted facility believe that they are providing optimal medical and injury care for the student-athletes they supervise?		
TOTAL		

HOW TO INTERPRET THE RESULTS

Now that you have completed the Site Evaluation Survey, how do you make use of the results? The purpose of this *Guide* is to help you communicate the need for on-site certified athletic trainers to the local decision-makers. In order to succeed, you need to know the personality of the school system you are trying to influence. Many of the questions on the Site Evaluation Survey are aimed at exposing this personality.

Your data is unique to your school or school district. Much of the information that you have compiled and organized has never been examined this way. No statistical comparison can be applied for its interpretation, but it is still factual information. This information will be useful when making your presentation to school board members, administrators, parents, or perhaps to other educators with whom you may be competing for funding. The better prepared you are with factual data, the better your chances are that you will achieve your desired goal.

Other information you have gathered using the survey does lend itself to the statistical method of examination. However, without comparison to previous studies, the validity of your conclusions could be questioned. Each individual institution must examine and interpret the statistical data locally. We can suggest a number of methods you may use to provide valid data for your school or community, but you must decide, based on your own research, which approach is best.

As you look at many of the question sets that you have completed, you will note that a majority use Likert Scales, ranking responses on a scale from 1 to 5, to collect the data. If a number of persons in the school system were to take the same survey, point values could be assigned to each possible answer. For example, a ‘Very Strong’ answer could be given 10 pts., ‘Strong’ 8 pts., ‘Neutral’ 6 pts., ‘Weak’ 4 pts., and ‘Very Weak’ 2 pts. When all of the surveys are completed, a point value could be assigned and the data interpreted on a numerical scale. If you wish to gather information from a large number of people, this scoring method would be helpful.

UNDERSTANDING AND USING EACH SECTION OF THE EVALUATION

The Need for the AT—Part 1

This section examines the school system’s current method of providing care for student athletes. Knowledge about local and state regulatory acts pertaining to athletic health care and its delivery to students is also covered in this segment of the survey.

The Need for the AT—Part 2

This portion of the evaluation examines a number of informational items that will become useful later in the proposal process. This information can be vital to whether or not your proposal “sails or fails.”

The Athletic Health Care Facility

This section examines the current physical space available to ensure that an AT can implement a successful system to provide for the student athletes at the targeted site. Without adequate space and equipment, the program is handicapped from the start. Appendix II Document 5 has vital information in dealing with this section.

Financial Requirements and Ability

These sections identify the sources for financing the necessary salaries and equipment from within the system, and potential problems and difficulties in creating new salaries and stipends. This information is essential to determine which employment model the presenter chooses to propose to locally.

System Athletic Support

This section identifies additional personality facets of the school system. If the school is a strong athletic school, recognizing this trait can assist you in proposing the appropriate employment model. If the targeted location has a strong athletic personality, a full time AT would provide the best coverage for a wide array of activities.

Hiring Policies

Many times schools hire teachers who can coach, or coaches who can teach. This section will help you determine the employment model that will most easily conform to the hiring practices of the school system.

Employment Models in Education

Many states fund different positions within the educational program with varying levels of financial support. This section helps you identify employment models that may be partially or wholly funded by state programs, if the position satisfies mandated state guidelines.

The state of Washington, for example, reimburses school districts for Vocational Education students at a higher rate than for regular students. Many schools in that state have created Vocational Education/Athletic Trainer positions because of this added benefit in funding. The students are provided the opportunity to take the Sports Medicine Course that allows them to glimpse career choices in health care professions, and the athletes get comprehensive athletic health care through the practicum of the course--all paid for by state vocational education funding. This section will help you identify similar programs in your state that may be available to fund your proposal.

Explanation of the Appendices for the Site Evaluation Study

Appendix I – Answers to Frequently Asked Questions

This is a collection of frequently asked questions about having an AT on staff.

Appendix II – Sample Survey Documents

This section helps you collect data that can reinforce your assertion that a Comprehensive Athletic Health Care System would benefit your school or school district.

The sample “Average Hours Per Week or Session Form” helps establish the hours required and the sport coverage demands to the administration considering creating the position. This form can also be very helpful for those hoping to establish need for an Assistant AT.

The “Ratios Form” will help you show need for providing equality of coverage in the vital function of the AT. This form can be very helpful for those hoping to establish need for an Assistant AT.

The “Season Coverage Graph” helps establish the hours required and sport coverage demands for the administration in creating the position. This form can also be very helpful for those hoping to establish need for an Assistant AT.

The “Suggested Athletic Training Facility Requirements” will help evaluate the availability of an adequate facility.

The “Athletic Training Coverage Policy in the Secondary School Setting” will assist the school administration to determine priority levels for coverage of simultaneous practices and events.

Rationale for a Full-time AT

A position for a full-time certified athletic trainer is designed to attract a quality athletic training professional. All student athletes in secondary schools deserve quality athletic health care provided by credentialed professionals dedicated solely to this practice. Historically, secondary school athletic trainers have been hired as teachers with additional stipends provided for minimal athletic training duties for some sports. However, with the specificity of the education of NATABOC certified athletic trainers and with the acknowledgement of athletic training as an allied health care profession, athletic training has become a destination profession. There are many advantages for choosing the full-time AT model as opposed to other models (i.e. teacher/AT, part-time, or split position).

A full-time AT:

- Provides quality athletic training coverage of practices and contests beyond the traditional school day without the necessity of additional stipends as in the case of coaching positions.

Funding of a full-time NATABOC athletic trainer establishes the dedication of the school system in securing professional athletic health care for the student athletes. If the athletic trainer is compensated with a full-time salary, as are other support staff or teachers, this funding may not impact the athletic budget directly.

- Provides increased availability during the school day to provide injury care services to athletes during the lunch periods, study halls or any non-academic time.

Quality rehabilitative and reconditioning treatment during the school day reduces the loss of class time and often accelerates the athlete's return to full participation. If the AT is only available to assist student athletes after school or prior to practice, the opportunity for comprehensive rehabilitative treatments to be performed on a consistent basis is greatly reduced.

- Provides an increased opportunity for communication with parents, coaches and physicians regarding the status of injured athletes.

Full-time athletic trainers have more opportunity to speak with parents, the treating physician and/or others who may be involved in a student athlete's treatment during the day rather than after school when the athletic training room is overwhelmed with athletes from many sports and activities. Communication is a vital component to the successful health care of student athletes.

- Works with injured athletes during their physical education class when an injury prohibits them from participating in the class.

Not only is the professional adaptive physical education alternative provided for these athletes, but the regular physical education teacher is also relieved from providing additional activities for them and from the possible class management problems that may be created by the non-participating student.

- Provides injury rehabilitation to the general student population, upon referral by their physician for athletic-related injuries.

In states where regulation of athletic trainers permits, students injured in non-interscholastic athletic related activities (i.e.: Club teams), the athletic trainer may render rehabilitation/reconditioning services under the direction of the treating physician. This may reduce the financial burden upon the family as a result of the injury. Again, the benefits of providing these services within the school are the increase in compliance and the reduction in lost academic time.

- Evaluates facilities for dangers to the athlete.

A component of the athletic training health care delivery system is to evaluate facilities and equipment and identify problem areas as well as solutions to provide the safest possible environment for athletes to participate in.

- Provide expertise in development of system Emergency Action Plans, Lightning Policies, Heat Policies, etc.

Research indicates that planning ahead for emergencies and natural catastrophes may reduce the significance of detrimental consequences. It is of benefit to school systems to show evidence of precautions in place prior to the unfortunate, resulting in a reduction in liability.

- Maintains injury and treatment records.

The NATABOC certified athletic trainer is educated in maintaining adequate records of treatments and injuries of all student athletes under their care. This quality of record keeping on medical issues is essential in today's litigious society.

Another valuable benefit of having a full-time position must include the increased employment stability of personnel. According to data from a 1987 NATA Survey, athletic trainers serving in full-time assignments remain in their positions much longer than those serving in dual capacity roles as teacher/athletic trainers, or those in split-time or part-time positions. The longer the athletic trainer remains with the program, the more consistent will be the care of injured athletes. Furthermore, establishing continuity of care will directly affect the confidence that parents, athletes, physicians, administrators and coaches will have in the program.

In summary, the full time athletic trainer's sole responsibility should be the athletic health care of the student athlete. In order to provide consistent and expert injury care on a daily basis, the athletic trainer must be focused on the athletic training program. The elimination of other responsibilities allows for a more consistent standard level of care. It also provides the opportunity to maintain a reasonable work **load during the** workweek, which has a direct impact on the longevity of the athletic trainer **in their professional setting**. . The demand of an unreasonable number of hours required to fulfill the responsibilities of the position has a direct impact on the quality of personal and family life that the athletic trainer experiences, and is the reason most often cited for changing jobs or professions.

Rationale for the Athletic Trainer/Educator

The general consensus among school administrators and health care professionals is that a full-time athletic trainer can provide the best sports medical care and event coverage. However, due to budgetary restraints and/or the desire to utilize the athletic trainer's talents in the classroom, many schools hire the athletic trainer as a classroom educator as well. If the athletic trainer must be hired as both an athletic trainer and a teacher, two issues should be considered. First, the dual position of teacher/athletic trainer demands a tremendous commitment of time. To compensate the teacher/athletic trainer for the extended hours beyond a regular school day, a provision for release time and/or practicum courses (after school sports medicine student supervision) should be considered. Second, the athletic trainer's stipend should be approximately equal to that of the highest stipend paid to a member of the coaching staff.

Certified athletic trainers may be qualified to teach different courses based on state or district requirements and their credentials. The certified athletic trainer offers the following strengths as an educator:

- the ability to offer broad-based instruction to high school students and staff.
- the ability to provide classroom and related practical experiences to students interested in pursuing sports medical careers.
- the ability to instruct the physically active in lifetime wellness.
- the ability to teach the value of preventive medicine, and exercise fitness, now considered a prime area in today's climate of health care cost cutting.
- the ability to instruct students in First Aid and CPR.
- the ability to give students the opportunity to learn lifetime work skills such as appropriate communication, the ability to work in a professional manner with their peers and supervisors, and facilitate the decision making process.
- the ability to deliver an overview of the career opportunities within the multi-faceted health care delivery system.

The American Medical Association has formally recognized athletic training as an allied health profession, and recommends that each secondary school that offer athletic programs secure the services of an athletic trainer.

Possible Teaching Assignments for a Certified Athletic Trainer

The following list suggests a wide variety of courses within the traditional and vocational curricula that might be taught by an AT.

Basic Education--Full-time/part-time any academic area (May require teaching credentials or endorsement.)

Sports Medicine/Athletic Training
First Aid/CPR Class
Allied Health/Medical Careers
Health
Physical Education
Other academic areas

Vocational Education (Vocational education opportunities vary from state to state.)

Full-time, part-time-- Teaching credentials are not always mandatory.
Sports Medicine/Athletic Training
Allied Health/Medical Careers
Emergency Medicine/Primary care specialist
Introduction to Health Occupations
Health Occupations
Fitness Specialist (fitness related careers)

Community Education

- Community education classes
- Lifetime wellness instruction
- Introduction to the health care delivery system

Why Have Some Schools Incorporated the Sports Medicine Program into the Vocational Area?

Although many “traditional” vocational programs (agriculture, wood shop, mechanics, etc.) prepare students to work in the field immediately after high school, most careers in sports medicine require a bachelor’s degree or higher. (Currently, around 70 percent of ATs have a master’s degree.) Innovative school administrators recognized that giving students the opportunity to begin the preparation process for a career in the health professions in high school would give these students a tremendous head start, but finding the funding to start a new program is often costly.

Vocational programs are funded at a slightly higher rate compared to regular education programs in some states. This makes vocational education attractive to school districts since they receive more money per pupil from the state for students enrolled in vocational programs. The push to begin sports medicine programs probably would not have occurred without the availability of these funds, but the success of the programs is attributed to their popularity with students and their parents.

Each state has different vocational education philosophies and requirements. If you think that starting a new sports medicine/athletic training program through the vocational track might be possible at your school, discuss the idea with your school district vocational director and/or with the state vocational office to find out what the requirements would be.

A sample Sports Medicine Curriculum is included in the **Sample Documents** section of the Appendices.

Rationale for Split-Position ATs

School districts that may not have the resources immediately available to fund a full-time athletic trainer for the health care of their student athletes may use the split-position option to begin providing the services of an athletic trainer in a particular school. It is recommended that when hiring a split-duty certified athletic trainer, the philosophy be to eventually phase the split-duty position into one that is full-time at each site.

Pro's and Con's of a Split Position

The benefits of having a full-time athletic trainer on staff cannot be overstated. Difficult issues may arise when an athletic trainer is hired with a split-duty job description. The chart below outlines some pro's and con's about such an assignment:

PRO's

- The school can fill two positions for the salary of one position (commiserate with level of education). A stipend may also be involved in order to compensate the athletic trainer or the duties of this job.
- A qualified person will be on campus for the health care of student athletes.
- It can be cost effective
- The cost of liability insurance may decrease.
- A liaison between coaches, parents and physicians will be provided.
- The coach will be relieved of the responsibility for the medical care of his athletes.
- Educational experiences can be offered to coaches, parents, and the school community.
- Students will be exposed to a growing medical profession.

CON's

- The AT may not be able to perform both jobs to maximum effectiveness
- The AT may not be able to get his/her responsibilities finished in a 40 hour work week
- Conflicts between the schedules of the different positions may occur.
- Turnover rates for split-duty positions are high.
- Quality and thoroughness in a split-duty athletic health care program will be difficult to maintain.
- Relationships with the students may be more difficult depending on the split-duty assignment.
- A career professional is not as apt to apply for a split-duty position.

Guidelines for Hiring a Split-position Athletic Trainer

1. The position should be designed as a 40 hour per week position.
2. The salary and employee benefits of the position should be commensurate with the level of education attained by the certified athletic trainer, compared to other professionals in the school system.
3. The school should commit to providing adequate facilities and supplies in order to furnish quality athletic health care to the student athletes.

It is the position of the National Athletic Trainers' Association Secondary School Athletic Trainers Committee that all secondary schools should have a full-time certified athletic trainer for its student athletic health care. These options are presented with the understanding that any split-duty position is not as effective as a full-time position. The school should make a commitment to phasing the split-duty position into a full-time position as rapidly as possible.

Examples of Split Duty Positions

AT/Equipment Manager

The athletic trainer could manage the issue, collection, fitting, maintenance, cleaning, inventory and ordering of athletic equipment for all athletic teams on a seasonal basis.

AT/Athletic Director/Assistant Athletic Director

The athletic trainer could be responsible for checking athletic eligibility, supervision, field/court safety, payments and finances, the scheduling of officials, transportation, games, security, and meals along with other athletic director duties.

AT/Strength Coach

The AT could be responsible for weight room supervision, instruction in proper technique and safety, and the designing of rehabilitative and preventative conditioning programs for teams, individuals, and staff.

AT/Security

An athletic trainer could be hired to monitor the halls during lunch periods or other passing periods, to attend to locker room security, to supervise an on campus detention facility, or to monitor a study hall facility.

AT/Teacher/Substitute teacher

With the proper credentials an athletic trainer could be a full-time teacher in a curriculum subject area. Some examples include, but are not limited to, science, physical education, health, vocational education or athletic training. Athletic trainers may also serve in the positions of long-term substitute, a period sub, a school-based or district-based sub. (Funds for this duty should already be allocated in the school budget for the substitute.)

AT/Activities Director

An athletic trainer could be responsible for intramural activities, extracurricular activities, the student store, and any rally or spirit programs.

AT/District Health Educator

Your athletic trainer could provide CPR/First Aid instruction to both staff and students. The AT could help the school to meet certain OSHA requirements by providing in service programs on blood borne pathogens or other health issues, in addition to assisting in risk management issues and organizing health screenings, immunizations, or physicals.

AT/Nurse

Your athletic trainer could provide care for the general population as well as the athletic population with proper education and credentialing dependent upon state and school district laws and regulations.

There are many positions on a high school campus that may be altered to split time with typical athletic training duties to provide for a 40 hour per week employee. A commitment should exist on the part of school and district level administration for this to take place.

Contracted Position Examples

Part Time Athletic Trainer

A part time athletic trainer could be hired to work 20 to 30 hours per week with strictly athletic training duties. It is recommended that the salary and employment benefits should be commensurate with teachers having the same education for hours worked.

Clinical/Corporate/Hospital Athletic Trainer

A contract between a medical clinic or institution and the high school could be made to provide an athletic trainer to your site for daily afternoon sports coverage. The institution in addition to a stipend paid by the school could pay some salary and benefits.

Athletic Trainer/Physical Therapist/Occupational Therapist

This employee could be contracted to provide workman's compensation physical therapy to district employees as well as traditional athletic health care for the athletes.

Rationale for the Part-time AT

The Part-time position has been found useful in situations where the school system deems athletic health care vital, but cannot create or fill a teaching or other split time position, nor can it create or justify a full-time or AT/Educator position.

Advantages to the Part-time AT position include:

- Having only to find funding for 1/2 salary. Many times this level of funding can be donated from local sponsors such as medical or physical therapy clinics, booster clubs, or other sources of funding outside the school system. This type of funding is typically called 'soft' funding.
- The AT is at all scheduled practices and games, but does not have to stay on campus during the academic day. There are ATs who are looking for this level of employment, particularly those with small children who desire to stay at home and work part-time.
- Once a part-time position has been created, it may be easier to go back to the school board with documentation in following years to create a full-time or AT/Educator position as need dictates.

Disadvantages include, but are not limited to the following:

- Difficulty with hours, numerous practices, and games tend to create a full-time job out of a part-time job without a high degree of cooperation and communication from the administration and coaching staff's.
- "Soft" funding can run dry from year to year as sponsors lose interest, or change emphasis. Long-term contracts create a sense of security with the employee and the employer, but are difficult to negotiate in advance.
- Some longer tournaments (Thursday 12 hours, Friday 12 hours, Saturday 12 hours = 36 total hours) can fill a full-time workweek, let alone a part-time week. Additional hours would have to be paid to the employee by the school on an hourly basis. This should be clarified in the contract prior to beginning employment.

Contracted Position Examples

- *Part-time Athletic Trainer*
A part time athletic trainer could be hired to work 20 or 30 hours per week with strictly athletic training duties. It is recommended that the salary should be commensurate with teachers having the same education for hours worked.
- *Clinical/Corporate/Hospital athletic Trainer*
A contract between a medical clinic or institution and the high school could be made to provide an athletic trainer to your site for daily afternoon sports coverage. Some salary and benefits could be paid by the institution in addition to a stipend paid by the school.
- *Athletic Trainer/Physical Therapist/Occupational Therapist*
This employee could be contracted to provide workman's compensation physical therapy to district employees as well as traditional athletic health care for athletes.

APPROACHING THE SCHOOL BOARD

It is important that the person or group supporting the proposal for the hiring of an athletic trainer establishes a strong relationship with at least one school board member who will champion the proposal to the other board members. If you are employed in the school system to which you will be presenting the proposal, make sure that you go through the appropriate channels to avoid creating animosity to the proposal or to you. School systems sometimes provide a specific process through which proposals are generated from within the system. This ensures that administrators are not surprised by the presentation. Be sure that your school administration approves of your proposal prior to your talking to board member.

How can you secure a place on the meeting agenda?

School board meetings are carefully regulated to allow the community to know what items will be discussed in the board meetings. Strict policies are in place to govern the number of days that the agenda must be posted at the administration building and printed in the local news media before a meeting. In order to be included on the agenda, a speaker must request to appear before the board as much as three weeks before the agenda must be posted.

1. Call your school superintendent's office to find out what the local policy is regarding the following items.
2. Ask how many days before the meeting you must request to be placed on the agenda.
3. Ask how long you will be allowed to speak.
4. Ask how many different speakers may speak during the allotted time, or whether each speaker must request to be on the agenda separately.
5. Ask for the deadline for getting your printed information for each board member to the administration building to be included in their pre-board information packet. (Board members usually get their packets several days before the meeting so they can prepare for the discussion. Include your phone number and e-mail address with your other materials because they may want to ask you some additional questions.) Be sure to include a packet for the superintendent.

What should be included in the envelope of materials for each board member?

1. Provide the board members with the background material necessary to understand the problem you perceive. Explain how you did your research and provide them with the results from your survey summarized in an easily understandable form.
2. You may also wish to include brochures and other resources available from NATA. Brochures and resource materials are available online at <http://www.nata.org/brochures-and-other-informational-materials> and <http://www.nata.org/athletic-training/job-settings/secondary-schools-setting>

3. You can also provide the board with recent media articles focusing on athletic trainers and their role in sports safety. NATA tracks these articles and provides a continually updated list at <http://www.nata.org/press-room/in-the-news>

How should you prepare for your presentation in a board meeting?

1. Based on the results of your study, tailor your presentation to your school district.
2. Make sure that your presentation is short and to the point. Practice giving your presentation to be sure that it fits into the time you have been given on the agenda.
3. If you know any of the board members, and you feel comfortable doing so, call them after they have received their packets to see if they have any questions.
4. Try to have a group of parents who support your request to attend the meeting.
5. If you have a strong advocate who is a well-known and well-liked physician or youth worker in your area, ask if he or she would consider asking to be on the agenda to speak in support of your request.

How can you make an effective presentation?

1. Take extra packets to the meeting in case a board member has left his/hers at home. Be sure to have enough packets for the assistant superintendents and the media who may be present.
2. Dress professionally.
3. Remember to keep your presentation as brief as possible and do not digress from your topic.
4. Be sure you are perceived as a friend of the district, doing a job you love for kids that you love. Above all, do not be confrontational. When you finish, thank the board for considering your proposal.

Appendix I – Answers to Frequently Asked Questions

How does an AT improve the delivery of health services?

- Student health and safety is *always* of major concern to the school district. Currently, the health and safety of student-athletes is sometimes hampered because of a lack of qualified, full-time, on-site athletic health care professionals. The certified athletic trainer can fill this need.
- Today's health care environment has resulted in shorter hospital stays and reduced access to adjunctive services, including private physical therapy. Injured student athletes are frequently remanded to the AT's care at an early stage of recovery (in some cases 24 hours post-operatively), necessitating an increased commitment of time and labor by the athletic trainer to ensure successful recovery.
- New sports teams have been introduced to the activity menu, increasing the probability for a greater number of injured student athletes requiring treatment.
- Schools with lower enrollments tend to push athletes to participate with minor injuries due to lack of back up athletes. ATs can ensure athlete's participation and safely and rehabilitation of injuries more effectively than coaching staffs.

How can an AT reduce health care costs to athletes and their families?

- While initial start-up costs to employ an athletic trainer can be substantial because of the cost of building, equipping, and supplying an athletic training room, the certified athletic trainer can reduce the cost of athletic health care to student athletes. In the long run, costs can be reduced by providing athletic health care services free-of-charge and on campus that previously were done for a fee and off campus. Schools that currently employ certified athletic trainers have been able to show cost savings of as much as \$70,000-\$80,000/year to student-athletes and their families by providing on campus athletic training services. (Berry, 1993)

How does an AT relieve a coach of the responsibility of providing health-care for athletes?

- Without an AT on staff, the coach must serve as the primary care provider for athletic injuries during practice and in some game situations. Employment of a certified athletic trainer would reduce the coach's responsibility in this area, allowing that coach to concentrate more of his or her attention on the duties for which they were hired.

How does an AT provide professional management of athletic health care facilities and programs?

- Employment of the certified athletic trainer should insure professional management of the
- athletics training room, including supervision of student athletic trainers, supply procurement and inventory, proper care of equipment such as coolers and other related items, etc. All of these management activities have the potential to reduce long-range costs to the athletics department.
- The certified athletic trainer can (and should) be responsible for health-related paperwork for all student athletes including the collection and verification of sports physicals, insurance information, doctor's reports, the filing of athletic health insurance claims and other documents that may be necessary.
- A review of physicals and Pre-Participation Examinations (PPE's) by a qualified allied health care professional is essential to provide the coach with information about potential life threatening conditions such as asthma and anaphylaxis (allergies). Documentation of medical records and injury reports is increasingly important in today's litigious society.

How can an AT improve the quality of instruction for students?

- Employment of a certified athletic trainer allows a school district additional curriculum options for their school. Depending upon curriculum standards and credentialing requirements, courses such as Athletic Training/Sports Medicine, First Aid, CPR, and Anatomy & Physiology can be taught by the certified athletic trainer/educator.
- The educational requirements for student athletic trainers have increased substantially. Daily event coverage and treatment demands have made education of student athletic trainers very difficult.

Preparations for practices, event coverage, tutorial sessions and injury management create an unending flow of interruptions, seriously undermining the quality of instruction.

- Most colleges now require prospective student athletic trainers to complete formal preparation in sports medicine for consideration to their programs. Having taken a Sports Medicine Course in high school would greatly improve the student's chance of securing a student athletic trainer's position at a college. Additional staff would enhance our instructional capabilities.

Why do we need another AT?

- District goals of maximizing student participation have resulted in an increased demand for athletic health services. The numbers of athletes to be evaluated and treated has risen substantially, while the number of staff members and the time available for treatment has remained constant. Demand for services during peak times may even exceed the capabilities of one professional.
- Many sports have evolved to increase physical demands on athletes, resulting in an increase in both the frequency and severity of injury, and also resulting in an increased case load for the athletic trainer.
- Sports seasons have expanded so that there may be a significant overlap, necessitating either in additional hours of work for the athletic trainer or in events being left without coverage.
- Many extracurricular events are being hosted at off-campus sites concurrently with activities that are being conducted on-campus making it impossible to provide coverage by one AT.

How does an additional AT provide better risk management?

- Multiple simultaneous events (as many as four at one time) make adequate health care coverage for the student athletes at each event impossible. When the athletic trainer is not immediately present, coaches or students (minors) must make health care decisions.
- During peak times and when multiple events are scheduled, it has become increasingly difficult to meet documentation and diligence demands imposed by our contemporary legal climate.
- School districts employing certified athletic trainers may enjoy reductions in liability insurance premium rates and/or in the rates they must pay for student-athlete accident insurance policies.
- ATs can provide immediate Sports First Aid and CPR training/education to coaches.

How does an additional AT provide better utilization of health care personnel?

- Expanded numbers of teams, participants, and games, along with overlapping seasons have resulted in overwhelming time demands on one athletic trainer.
- With only one AT, there are no present provisions for event coverage in case of the athletic trainer's absence or illness.

Appendix II – Sample Survey Documents

1. STUDENT PARTICIPATION FORM

High School Athletic Participation Numbers

(The number of participants varies from year to year)

Sport	Number	Number	Number	Number	Number
Baseball					
Softball					
Basketball					
Cross Country					
Field Hockey					
Lacrosse					
Football					
Golf					
Gymnastics					
Soccer					
Swimming/Diving					
Tennis					
Track Indoor					
Track Outdoor					
Volleyball					
Wrestling					
Athletic Training Aides					
Drill Team					
Cheerleading					
Band and Flag					
Other:					
Total		**	**		*

* These coverage numbers reflect the total number of contests in these sports. It is common for athletic trainers are present at all home scrimmages, Varsity home contests, attend all playoff games and all football games, both home and away.

** These numbers reflect the number of participants in each sport. Some of these athletes participate in more than one sport.

The average sport has between _____ and _____ practices during the course of the season. These practices are covered every day by the athletic trainer. All sports have pre-season and post-seasons and practice every day during their athletic period.

2. AVERAGE HOURS PER WEEK PER SEASON FORM

The importance of establishing a comprehensive Coverage Policy for the target facility cannot be over emphasized. If this policy is not established, disagreements, controversy and chaos will occur. Please see the references section for the complete citation for "Establishing a Good Coverage Policy" by John Reynolds, MS, AT, as well as Appendix III for a sample coverage Policy.

The following does not include travel to and from playoff games.

Fall Season

Day	Sport	Sport	Sport	Sport	Sport	Total Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Winter Season

Day	Sport	Sport	Sport	Sport	Sport	Total Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Spring Season

Day	Sport	Sport	Sport	Sport	Sport	Total Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Pre-summer/Summer Season

Day	Sport	Sport	Sport	Sport	Sport	Total Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

3. RATIOS FORM*

Totals are averages for _____ School.

	Total
Number of students enrolled	
Number of all male student athletes (Count multiple sport athletes for each sport)	
Average number of male student athletes	
Number of all female student athletes (Count multiple sport athletes for each sport)	
Average number of female student athletes	
Number of principals (including vice and assistant)	
Number of counselors	
Number of teachers	
Number of male coaches _____ Number of female coaches _____	
Number of athletic trainers	
Ratio of male athletes/male coaches	
Ratio of female athletes/female coaches	
Ratio athletes/athletic trainer	
Ratio of all athletic activity participants plus athletes/athletic trainer (Include drill team, cheerleaders, and band members.)	

*For the purposes of this form, count each participant as one unit even though the same person may participate in multiple sports or activities.

4. SEASON COVERAGE GRAPH

Example Graph to Indicate the Months of Coverage for Various Sports

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Football	■	■	■	■	■							
Volleyball	■	■	■	■	■							
Cross Country	■	■	■									
Swimming	■	■	■	■		■	■	■				
Tennis	■	■										
Golf	■	■							■	■		
Basketball				■	■	■	■	■	■			
Wrestling				■	■	■	■					
Gymnastics	■	■	■	■	■	■	■					
Soccer	■	■	■	■			■	■	■	■		
Track & Field								■	■	■		
Lacrosse								■	■	■		
Field Hockey								■	■	■		
Baseball								■	■	■		
Softball								■	■	■		

Please fill out the following graph for _____ school.

Use the graph above as an example.

This graph does not include all sports that your school might offer to its student athletes.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Football												
Boys Volleyball												
Girls Volleyball												
Cross Country												
Swimming												
Boys Tennis												
Girls Tennis												
Golf												
Boys Basketball												
Girls Basketball												
Wrestling												
Gymnastics												
Boys Soccer												
Girls Soccer												
Track & Field												

5. SUGGESTED ATHLETIC TRAINING FACILITY REQUIREMENTS

Determining adequate size for an athletic training facility has long been a subject of debate. A general consensus in the literature states that minimum size for any facility (secondary school, college, or otherwise) is at least 1500 sq. feet. It is suggested though, that a 15' X 20' room, like a classroom or storage room, could be used initially with the future goal of establishing a more workable facility later. To help determine the target facility dimensions that are needed, it is important to establish the total number of all athletes participating in the most populous season at your institution. To arrive at that number, include all of the participants in all of the sports in one quarter of the year, fall, winter, spring, or summer. The following formula can then be used to determine the total square footage needed:

$$\frac{\text{number of student athletes at peak} \times 100}{20 \text{ athletes/table/day}} = \text{total square footage}$$

$$\frac{100 \text{ student athletes at peak} \times 100}{20 \text{ student athletes/ 2 treatment tables /day}} = 1000 \text{ square feet required}$$

The following guidelines are recommended to be included in the process of developing an athletic training facility.

1. The facilities must provide access in close proximity to practice and game facilities.
2. Male and female athletes should have equal access to the athletic training facility.
3. The facility should be easily accessible to ambulance and emergency personnel as well as for gurneys and other equipment.
4. It should be located on the ground floor with both outdoor and indoor access.
5. It should provide space for storage of supplies and equipment.
6. It should provide adequate heating, ventilation and air conditioning (HVAC).
7. It should have direct access to water and ice.
8. It should provide office space for administrative work in adjacent area. Communications such as telephones, hand radios, pagers, and network data ports are an integral part of an athletic training facility and should be included in the design of the room.
9. Limited access when the AT is not present.

Athletic Training Facility Start-Up Equipment

Equipment requirements for an athletic training program can vary from a simple container for consumable supplies, to an elaborate array of modalities and furniture.

We would like to emphasize that lack of a dedicated facility and/or equipment should not discourage a school from hiring the “person”, for it is the AT who will provide the care necessary to keep the athletes safe.

Here are two lists, one bare minimum and one basic to help estimate any additional costs one might incur when establishing an athletic training program in a secondary school. As the AT begins to provide athletic health care, the facility will take shape with equipment requests that are best matched to the needs of the school.

Minimum

Treatment table
Access to ice
Hydrocollator(moist heat pack)
File cabinet with lock
Cabinets with locks for supplies
Sink with hot and cold running water and drain
Access to telephone
Medical bag

Most of the above items can be found within the school or donated by the community. Items specific to athletic training that might not be found in a typical school may cost approximately: \$1,000.00

I. Basic

3+ Treatment/Evaluation tables
Taping bench/table
Ice machine
Hydrocollator(moist heat pack)
Computer (w/record keeping software)
Desk with locking drawers
File cabinet with lock
Countertop with cabinets that lock
Sink with hot and cold running water and drain
Telephone
Sandbag weight assortment
Low weight dumbbell set
Stationary Bicycle or ergometer
Clock with second hand
Automated External Defibrillator (AED)
Balance board

While many of the above items can be obtained from donations or may already be in the school, purchasing each item new would cost approximately:
\$3,000.00 - \$8,500.00

Budget for expendable medical supplies: \$2,500.00 - \$20,000.00 depending on school size.

There are a number of articles and information sources written on this topic. Some are included in the References and Resources section of this document.

For more information on facilities standards, please view the Board of Certification's Facilities Principles document at <http://www.bocatc.org/resources/facility-principles>

Appendix III - Establishing a Health Care Policy in the Secondary School Setting.

This section is provided for you to help establish what the AT your school hires will be working in the event activities are conducted over 40 hours per week, or if you implement a “Split Position” model athletic training program. This section may also be helpful to justify a full time over a part time AT.

What is a coverage policy?

It is a written description of the number of teams and events for which the athletic trainer is expected to provide athletic health care.

What are the characteristics of a good coverage policy?

- Provides high quality athletic health care
- Outlines a realistic time commitment
- Is mutually agreed upon by athletic trainer and athletic director/administration

What are some common problems with coverage policies?

- Failure to recognize additional commitments of the athletic trainer, particularly those in dual roles
- Not always agreed upon by athletic trainer and administration

What are the key elements of a good coverage policy?

- Who will be attended to?
- Which sports will be attended to?
- Which levels of teams will be attended to?
- Will intramural/club teams be attended to?
- Will only games be worked?
- Will practices be attended?
- Who will supervise the athletic training room?

What are some other items to be considered in establishing a good coverage policy?

Injury-related data

Injury Exposure Rate

Injuries/1000 exposures

Severity of injuries based on number of days of participation missed

Consideration of the likelihood and severity of an injury occurring in a given sport

Determination of coverage priority with coaches and administration

Working with sports with more moderate/severe injuries

Working away events

Procedures for working with EMS and Physicians

Provision of education for coaches

What is the effect of establishing a good coverage policy experience?

For the athlete

For the parents of the athlete

For the AT

For the physician

For the administration

A Model Coverage Policy

A. Must be supported by data from the local athletic training program

B. Must include injury exposure rates

1. Calculated for each sport as a whole
2. Sports with higher exposure rate generally receive priority
3. Injury Exposure rates are defined as:
Number of injuries/number of exposures x 1000

C. Injury Severity

1. No Time Loss (NTL)
2. Minor 1-7 days missed
3. Moderate 8-21 days missed
4. Severe 22+ days missed

D. Sample Injury Exposure Rates

*Football	7.29	Baseball	1.75
*Girls Soccer	4.89	*Girls Cross Country	1.63
*Boys Gymnastics	3.89	*Boys Outdoor Track	1.54
*Boys Soccer	3.88	Fall Cheerleading	1.47
*Girls Basketball	3.70	*Girls Indoor Track	1.29
*Wrestling	3.56	Boys Tennis	0.97
*Girls Lacrosse	3.26	Winter Cheerleading	0.94
*Boys Basketball	3.00	*Boys Indoor Track	0.91
*Field Hockey	2.63	*Boys Cross Country	0.79
*Boys Lacrosse	2.62	Girls Tennis	0.46
Softball	2.54	Girls Swim/Dive	0.20
*Girls Gymnastics	2.34	Boys Swim/Dive	0.13
*Girls Outdoor Track	1.80	Golf	0.00

- Indicates sports receiving home event coverage. Varsity football receives away coverage as well.

E. Sample Injury Severity (Moderate/Severe Injuries)

*Football	369	*Girls Indoor Track	25
*Wrestling	83	Winter Cheerleading	25
*Girls Basketball	68	*Girls Gymnastics	16
*Boys Soccer	65	*Boys Indoor Track	16
*Girls Soccer	62	*Girls Cross Country	15
*Boys Basketball	52	Softball	14
*Boys Lacrosse	46	*Boys Cross Country	11
Baseball	34	Girls Tennis	3
Fall Cheerleading	33	*Boys Outdoor Track	3
*Girls Lacrosse	32	Girls Swim/Dive	2
*Field Hockey	32	Boys Swim/Dive	2
Boys Tennis	29	*Boys Gymnastics	2
*Girls Outdoor Track	26	Golf	0

- * Indicates sports receiving home event coverage. Varsity football receives away coverage as well.

F. Sample AT Healthcare Policy

Attendance Policy: Fall (Using Sample Injury Rates)

Football (Varsity, JV, Freshmen)- (7.29, 369)

Practices

Travel with Varsity

Field Hockey- (2.63, 32)

Boys/Girls Cross Country- (.79/1.63, 11/15)

Minimum 1 ½ hours TR open daily

G. Healthcare Policy: Winter (Using Sample Injury Rates)

Boys/Girls Basketball (3.00/3.70, 52/68)

Wrestling (3.56, 83)

Girls Gymnastics (2.34, 16)

Boys/Girls Indoor Track (.91/1.29, 16/25)

Minimum 1 ½ hours TR open daily

H. Healthcare Policy: Spring (Using Sample Injury Rates)

Boys/Girls Lacrosse (2.62/3.26, 46/32)

Boys/Girls Soccer (3.88/4.89, 65/62)

Boys/Girls Outdoor Track (1.54/1.80, 3/26)

Boys Gymnastics (3.89, 2)

Minimum 1 ½ hours TR open daily

Appendix IV Sample Documents

1. POSITION DESCRIPTION: ATHLETIC TRAINER

General Statement of Duties

The position of athletic trainer is a full school year position. The duties of the athletic trainer include, but are not limited to, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and reconditioning of athletic injuries, health care administration, and professional development and responsibility as specified in the *Domains of the NATA Certified Athletic Trainer*. The athletic trainer serves as a liaison between physicians, coaches, athletes, and parents. The athletic trainer ensures that players participate only when physically able and that any physician instructions are understood and followed. The athletic trainer will coordinate with the Activities/Athletic Director to ensure that the athletic trainer will attend to the athletic training room and all required events..

Position Requirements

1. The athletic trainer must be certified by the National Athletic Trainers Association Board of Certification (NATA BOC) and maintain the standards established by the NATA's role delineation study.
2. The athletic trainer must be a member in good standing of the NATA.
3. The athletic trainer must be a member in good standing of NATA District.
4. The athletic trainer must be a member in good standing of the (State) Athletic Trainers Association. This may include state licensure and/or registration,

Specific Duties

In cooperation with the principal, the Activities/Athletics Director, athletic trainer must:

- develop plans for providing athletic trainer coverage at all interscholastic athletic events identified in *Athletic Training Program Coverage Policy*.
- establish daily hours of operation for the athletic training room.
- develop a comprehensive emergency action plan for their specific facilities.
- initiate and administer an athletic training student aide program in accordance with the schools clubs and activities guidelines.
- establish a working relationship with a designated team physician and community physicians.
- complete (school systems) Blood Borne Pathogens Exposure Control Plan training and comply with the regulations therein.
- Maintain adequate medical quality records on all injuries and rehabilitation procedures. comply with any and all policies regarding health care delivery as indicated by the (school system) regulations, and outlined in the Athletic Injury Management section of the (school) Athletic Training Program Policies and Procedures Manual.

2. POSITION DESCRIPTION FOR A CERTIFIED ATHLETIC TRAINER/EDUCATOR

Athletic Trainer Job Responsibilities:

1. The athletic trainer will provide athletic health care for home contests on a schedule cooperatively determined by athletic trainer and athletic director, as well as attend most varsity contests, non-varsity contests in football and varsity football away-games. Varsity and selected non-varsity contests will be worked based on the risk of the sports and the availability of the athletic trainer during a particular sport season.
2. Practice attendance will be determined by athletic trainer and athletic director and will typically include daily attendance of varsity and non-varsity sports. This availability will be based upon injury risk of the sport and other mutually agreed upon factors.
3. The athletic trainer will work selected post-season contests as determined by the athletic trainer and athletic director.
4. The athletic trainer will provide for the prevention of athletic injuries through the application of protective tapings, wraps, and braces, and assist in the design of practices to help to reduce the incidence of injury.
5. The AT will advise coaches of flexibility, strengthening, and conditioning programs to help prevent injuries and optimize performance.
6. The athletic trainer will provide immediate care of athletic injuries and refer the athlete to medical facilities when necessary.
7. The AT will design and supervise rehabilitation programs for athletic injuries under the direction of a referring physician.
8. Medical histories and correspondence will also be kept on file in the athletic training room. The athletic trainer will maintain accurate medical records for injuries, treatment, rehabilitation, and physician referrals.
9. The AT will be responsible for budgeting, ordering, and inventorying athletic training supplies.
10. The athletic trainer will supervise athletic training student aides from the sports medicine program.
11. The AT will counsel and advise student athletes on health related issues, including nutrition and substance abuse.
12. The AT will conduct sports medicine workshops for the district's coaches. These workshops will include information on injury prevention, basic first aid and CPR, injury recognition and treatment, and injury rehabilitation. In addition they will provide specific information on blood borne pathogens, HIV/AIDS, the district's Sports Medicine Protocols, and other health-related topics.
13. The athletic trainer may serve as a consultant to the middle school athletic program by advising middle school student athletes in the athletic training room on an appointment basis.
14. The AT may advise and assist with equipment purchases and fittings.

15. The athletic trainer maintains open channels of communication with coaches, parents, and physicians regarding athletic injuries, treatment, and rehabilitation.
16. The athletic trainer may market the athletic training program within the school district and the medical community through newsletters, brochures, media contacts, etc.
17. The athletic trainer is responsible to the Athletic Director and is supervised by the Team Physicians.
18. The athletic trainer/educator should be given release time in consideration for the additional hours worked in providing sports medical care to athletes and supervising sports medicine students after regular school hours.

3. Sample Proposal for an NATABOC Certified Athletic Trainer (AT) in a School District

Statement of the Problem

There are many advantages of providing an athletic program in the high school setting. Yet, with participation in athletics, there comes an inherent risk of injury. (Powell, 1999) The American Medical Association, through an extensive Report on Scientific Affairs, (Lyznicki & Champion, 1999) stated "The Board of Education and the Department of Health of the individual states should encourage that an adequate Athletic Medicine Unit be established in every school that mounts a sports program." A member of this unit should be "an athletic health coordinator (preferably a NATABOC-certified athletic trainer {AT})."

_____ School District, is a strong proponent of students and student health, and recognizes that the health and welfare of student-athletes is an essential component of the athletic program. To date, _____ High School relies upon coaches and volunteers to provide this care, much of which they are not trained or prepared to offer. (This may actually violate state statutes. *(footnote your State's Athletic Training law here if appropriate.)*) Therefore, in an effort to provide our student athletes with competent comprehensive athletic health care, an extensive fact finding project has been completed.

Proposed Solution

Establishing a position for a full time Certified Athletic Trainer (AT) will fulfill the void in athletic health care that has been identified at _____ High School. The AT will provide injury prevention, immediate emergency care, injury evaluation, rehabilitation/reconditioning and record keeping duties for the athletic program. The qualifications for certified athletic trainers within the state include, at minimum, a bachelor of science degree from an accredited college or university, and successful completion of the National Athletic Trainers' Association's Board of Certification Exam. In addition, the State of _____ requires ATs to become (Licensed, certified, or registered) within the State.

The AT is highly qualified to meet _____ High School's athletic health care needs. The AT is trained to recognize, treat and rehabilitate athletic injuries and illness as well as organize a comprehensive system of administration of the health care system.

Estimated Costs

Salary	\$ _____	(includes benefits)
Stipend for Extra hours	\$ _____	
Expendable supplies	\$ _____	
Capital Equipment	\$ _____	
Facility Renovation/Remodel	\$ _____	
Total Cost to High School:	\$ _____	

4. Sample Sports Medicine Curriculum

A. Introduction to Sports Medicine

- Describe the history of sports medicine/athletic training
- Identify the essential components of an effective sports medicine program
- Identify personal characteristics of sports medicine practitioners
- Describe proper goal setting practices
- Demonstrate personal, school, and career goal setting
- Maintain a daily planning/observation journal
- Define medical terminology and abbreviations (throughout year)

B. Organization/Administration of Sports Medicine

- Describe and demonstrate Athletic Treatment Center operational protocols (record keeping, inventory, budgeting)
- Identify and describe how blood-borne pathogens are transmitted, universal precautions, and disposal of hazardous wastes and sanitation.
- Identify types of liability concerns and how to prevent such occurrences
- Describe the disqualifying conditions for athletes and demonstrate the procedures of administering pre-participation physical examinations.
- Describe and demonstrate the functions and uses of various sports medicine supplies and equipment.

C. Emergency Procedures

- Demonstrate the proper procedure in providing cardio-pulmonary resuscitation.
- Describe and demonstrate various first aid procedures (splinting, bleeding control, etc.)
- Demonstrate the procedures in obtaining vital signs of an injured person.
- Identify the steps to take in planning for athletic emergencies.
- Demonstrate the function of the emergency equipment necessary for handling athletic emergencies.
- Describe and demonstrate the anatomical basis, specific evaluative procedures, preventive exercises/techniques, and treatment techniques for head and cervical spine injuries.

- Describe and demonstrate how to recognize and treat environmental illness (heat stroke, heat exhaustion, hypothermia).

D. Athletic Injuries: Evaluation, Treatment, And Taping/Wrapping Procedures

- Describe how the human body reacts to injury
- Identify the differences between acute and chronic injuries
- Identify different types of sports injuries
- Demonstrate an injury evaluation using the HOPS procedure
- Describe and demonstrate basic treatment procedures for sports injuries (RICES)
- Identify the basic procedures and supplies needed for athletic taping and wrapping.

E. Specific Sports Injuries

- Describe and demonstrate the anatomical basis, preventive exercises, specific evaluative procedures, treatment techniques, and specific taping and wrapping procedures for:
 1. Foot/ankle/lower leg injuries
 2. Knee/thigh injuries
 3. Trunk injuries (hip/spine/rib)
 4. Internal injuries (abdominal/thoracic)
 5. Shoulder injuries
 6. Arm/elbow injuries
 7. Wrist/hand/finger injuries

F. Protective Equipment

- Describe and demonstrate the proper fit, care, and usage of sports protective equipment.
- Identify the types and functions of protective equipment.
- Demonstrate how to make custom protective equipment.

G. Physiology of Exercise/Fitness for Sports

- Describe and demonstrate how to measure fitness with body fat testing, strength/conditioning tests, and flexibility tests.
- Describe and demonstrate the principles and procedures of strength training, flexibility, cardiovascular conditioning (aerobic/anaerobic), and proprioception.
- Demonstrate how to set up an individual on a program for injury prevention or general fitness enhancement.

H. Rehabilitation of Injuries

- List and describe goals and objectives of various types of rehabilitation programs and how to evaluate a student athlete's progress in a program.
- Describe and demonstrate various types of exercises and their functions in a rehabilitation program.

- Describe and demonstrate the use of range of motion, strengthening, and proprioceptive exercises in a rehabilitation program for all major areas of the body.
- Describe and demonstrate special rehabilitation techniques such as proprioceptive neuromuscular facilitation, joint mobilization, etc.
- Describe and demonstrate a functional return to play criteria.

I. Therapeutic Modalities

- Describe and demonstrate the physiological effects, indications/contraindications of use of the following modalities:
 1. Ice
 2. Heat
 3. Hydrotherapy
 4. Electrical stimulation
 5. Ultrasound
 6. Massage
 7. Miscellaneous

J. Nutrition

- List the various components of food and describe the functions of each component.
- Describe the components of a pre-event meal
- Describe and demonstrate how to safely lose or gain weight
- Describe the signs, symptoms and treatment of various eating disorders.

K. Pharmacology

- Identify the physiological and psychological effects of performance enhancing drugs.
- List and describe the effects and side effects of anabolic steroids.
- Describe drug testing procedures.
- Identify types and functions of various prescription and over-the-counter drugs used in sports medicine.

L. Sports Psychology

- Demonstrate various psychological methods to help student athletes cope with injuries.
- Demonstrate various psychological methods to help student athletes prepare for competition.

M. Internal Medicine Section

- Describe (and demonstrate when applicable) the etiology and treatment of the following conditions:
 1. Colds and influenza
 2. Allergies
 3. Common dermatological problems (fungal, bacteria, viral infections)
 4. Gastrointestinal tract problems
 5. Diabetes
 6. Anemia
 7. Exercise induced asthma
 8. A.I.D.S.
 9. The female athlete
 10. Sudden death in athletes
 11. Other miscellaneous conditions

N. Careers, Professional Preparation and Issues

- List and describe the various career options, including educational requirements in the sports medicine field.
- List and describe the professional organizations and associations of various sports medical professions.
- Demonstrate leadership abilities in the field of sports medicine through work with the (insert name of local sports medicine leadership group) and _____ High School student government
- Demonstrate job search methods in the health care field
- Demonstrate how to write an effective resume
- Demonstrates composure and effective communication skills in a mock job interview.
- List and describe the several issues relating to various sports medicine professions and how these issues impact each profession.

O. Field Experience In Sports Medicine

- Observe procedures and assist in the following sports medicine settings
 - Athletic training (high school, college, clinical)
 - Physical therapy (outpatient, inpatient, sports medicine)
 - Medicine (Specialties including: orthopedics, pediatrics, family practice, ophthalmology, otolaryngology, radiology, pathology, and others by request)
 - Fitness (fitness centers, health clubs, etc.)
 - Emergency medicine (emergency room, ambulance)
 - Anatomy (observe autopsies by county coroner)
 - Chiropractic

Other specialties by request

Appendix V. References

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Selected Resources

BOC Facility Principles <http://www.bocatc.org/resources/facility-principles>

Safe Sports School Award <http://athletictrainers.org/>

Secondary School AT Resources <http://www.nata.org/athletic-training/job-settings/secondary-schools-setting>

NATA In the News <http://www.nata.org/press-room/in-the-news>

NATA Statements <http://www.nata.org/press-room>

NATA Salary Survey <http://www.nata.org/nata-salary-survey>