

ASSESSMENT OF THE NEED FOR CERTIFIED ATHLETIC TRAINERS
AND THE PERCEPTION OF ATHLETIC TRAINERS' ROLES
AMONG SCHOOL ADMINISTRATORS AND INTERSCHOLASTIC SPORTS COACHES
AT THE HIGH SCHOOL LEVEL IN JAPAN

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ABSTRACT

Purpose: To assess the perceived need for certified ATs and the perception of ATs' roles among school administrators and coaches at the high school level in Japan. **Methods:** 1,776 public high schools and 866 private high schools were selected to answer a web-based survey distributed via e-mail. **Results:** 4 out of 99 schools had a certified AT, and 22 coaches had at least 1 certified AT for the team(s) they coached. 65.6% of school administrators and 71.8% of coaches who did not have a certified AT indicated the need for certified ATs. There was a significant positive correlation between the perceived importance of having certified ATs and the understanding of ATs roles in all 3 groups (all participants: $r=0.459$, $p=0.01$, only school administrators: $r=0.483$, $p=0.01$, and only coaches: $r=0.457$, $p=0.01$). **Conclusion:** Increasing awareness of ATs' qualifications and the benefits of having a certified AT is an important step to increase the need for certified ATs and improve the employment opportunity in the future.

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LIST OF ABBREVIATIONS

US – United States

NATA – National Athletic Trainers' Association

BOC – Board of Certification

BOCATCs – Board of Certification Athletic Trainers

JASA – Japan Sports Association

JASA-ATs – JASA-certified Athletic Trainers

MEXT – Ministry of Education, Culture, Sports, Science and Technology-Japan

QR – Quick Response

WW II – World War II

JOC – Japan Olympic Committee

JATO – Japan Athletic Trainers' Organization

ATs – Athletic Trainers

PE – Physical Education

NCAA-D2 – National Collegiate Athletic Association Division II

CHAPTER 1

INTRODUCTION

Athletic training is a well-established profession in the United States (US), and the use of athletic trainers (ATs) for athlete-focused healthcare is common¹⁻⁴. The US-based National Athletic Trainers' Association (NATA) was founded in 1950 and has since become the largest athletic training organization in the world with over 42,000 Board of Certification (BOC) athletic trainers (ATCs)^{2,5-9}. The athletic training profession in Japan is rapidly developing; however a clear code of practice has not been established¹⁰⁻¹². The BOC Role Delineation study which identifies the entry-level standards of practice, the domains of athletic training, an entry-level job analysis and a review of literature containing over 450 publications was first published in 1982 and has been revised six times to accommodate the ever changing medical and allied healthcare professions^{6,13,14}. This type of study is necessary in Japan to verify and delineate the varied roles of individuals who identify themselves as ATs, by sharing and improving management techniques and practices of athletic healthcare of athletes at all levels of sports^{15,16}.

The Japan Sports Association (JASA), an equivalent organization in Japan to the NATA, was founded in 1911¹⁷⁻¹⁹. The JASA was originally started to encourage Japanese citizens to participate in sports for health purposes and to support the development and performance of Japanese Olympic athletes^{18,20-23}. The JASA did not have a curriculum or certifying system for ATs and other sports instructors until they created a "Sports Trainer"

certification in 1965¹⁹. This qualification is equivalent to a sports coaching qualification and has no athlete-focused healthcare requirements, unlike the current AT qualifications in both the US and Japan^{19,24}. The JASA began certifying ATs in 1994 and has currently certified more than 1,600 JASA-certified athletic trainers (JASA-ATs) on a limited basis due to the lack of job opportunities in Japan²⁵. A recent unpublished questionnaire indicated that 40% of JASA-ATs and ATCs in Japan were not compensated for their work²³.

The recognition of athletic training as an allied healthcare profession in 1990 by the American Medical Association is one of the major difference between ATCs and JASA-ATs^{3,6,15,26,27}. The Japan Ministry of Health, Labour, and Welfare has not yet recognized JASA-ATs as allied healthcare professionals while acupuncturists, judo therapists, and acupressure masseuses have been recognized since 1947, and have assumed role of ATs before the JASA-AT program began^{4,19,28-32}. Many of the JASA-ATs consequently have other professional skills such as acupuncture and physical therapy that allow them to fill multiple sport related positions^{11,33-35}. Only 19.9% of JASA-ATs were employed as full-time ATs and 43% of the JASA-ATs earn less than \$12,500 annually in 2012.²⁵

According to the study conducted in 1997 by the Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT), which involved 54,000 secondary school students and teachers of 200 secondary schools in Japan, 49% of high school students participated in interscholastic sports, and 33% of students who participated in interscholastic

sports had experienced athletic injuries in the past.³⁶ Total of 243,803 injuries were reported at the high school level in Japan in 2011, and 58.6% (n=142,782) of the injuries occurred during interscholastic sports³⁷. There were 88 catastrophic injuries, and 15 fatalities of which five were due to heat illness in 2011^{38,39}. Although 69.5% of interscholastic sports coaches (hereafter coaches) answered that they had knowledge of athletic injury prevention, their qualification and educational background in injury/emergency management skills were undefined³⁶.

Despite the high incidence of athletic related injuries in the high school setting, the number of ATs working in such high school setting is limited in Japan. In 2012, there were 1,410,967 high school students participating in interscholastic sports, while only 126 JASA-ATsⁱ, including full-time, part-time, and volunteer ATs, worked at high schools in Japan^{25,40}. Based on these data, the estimated ratio of JASA-ATs to student athletes in Japan was 1:11,198 whereas the estimated ratio of ATCsⁱⁱ to student athletes in the US in 2010 was 1:1,117ⁱⁱⁱ at the high school level^{9,41}. The number of ATCs in high school settings in the US has dramatically improved in the past 15 years (1:5,000 in 1998)⁵.

Studies relative to the need for ATs in high school settings in Japan are limited.

Nishi (2000) found that 70% of high schools in Kinki region (n=27) were willing to add an

ⁱ The estimated number is based on the 2012 JASA Global Practice Analysis responses received where 28% of respondents (N≈500) worked at the secondary school level

ⁱⁱ The number of ATCs are based on the 2010 NATA Members by Setting responses received where 25% (6,864) of respondents (n=27,458) worked at the high school level

ⁱⁱⁱ There were 7,667,955 high school students in the US participating in athletics in 2010 according to the National Federation of State High School Associations

AT to their staff only if the AT was under a volunteer contract⁴². Nakamura, et al. (2003) assessed 16 different sports in the Kinki region (n=239) and found that 9.2% of high school coaches were working with an AT and 92.5% agreed that they needed an AT for their teams⁴³. These studies were conducted only in a limited area of Japan; moreover, the respondents' job position was not clear in Nishi's study, and the definition of AT was not clear in Nakamura's study. To our knowledge, no nationwide needs assessment regarding certified ATs at the high school level has been conducted or published in Japan.

A key component of an athletic training-focused needs assessment is an understanding of whether the participants recognize the unique roles and responsibilities of an AT versus other sports health-related practitioners. Currently, in Japan, there is an obvious misunderstanding of the unique medically related skills professional ATs should possess³⁴. In order to address this issue, the JASA stated in the 2010 JASA-AT Master Plan that promoting athletic training knowledge and skills as JASA-ATs would be one of their priorities⁴⁴. To date, no study had been conducted to assess the perception of ATs' roles among administrative school faculty at any level of schools in Japan.

Therefore, the purpose of this study was to assess the perceived need for certified ATs and the perception of ATs' roles among school administrators and coaches at the high school level in Japan. The following research questions were addressed in this study:

- 1) What is the perceived need for certified ATs among school administrators and coaches at

the high school level in Japan?

1a) If there is a perceived need for certified ATs among school administrators and coaches at the high school level in Japan, what are the current limitations which prevent employment opportunities of certified ATs with full-time contract?

1b) If there was not a perceived need for certified ATs among school administrators and coaches at the high school level in Japan, what were the schools' current and intended procedures to provide student athlete-focused healthcare?

METHODS

Research Design

We conducted descriptive study that involved an international web-based survey distributed by e-mail. The survey was designed to assess the need for certified ATs and the perception of ATs' roles among high school administrators and coaches at the high school level in Japan.

Participants

School administrators and coaches at selected public and private high schools in Japan were involved in this study. A total of 1,776 public high schools and 866 private high schools were selected based on the top 12 prefectures that had the highest numbers of

JASA-ATs in the JASA-AT Master Plan 2010⁴⁴. Their contact information was obtained from the board of education in each district or each high school's online home page. One high school administrator and all of the coaches in each high school were asked to participate in this study. Either a principal or vice-principal was considered as a school administrator in this study because there is no position equivalent to an athletic director in Japan.

Participants who have two positions; school administrator and coach were asked to answer questions as school administrators. A letter outlining how to access the web-based survey link was sent to participants at each high school via e-mail (see appendix C for English and appendix D for Japanese).

Instruments

The questionnaire for this study (see appendix A) was validated with input from a panel of experts consisting of three of the faculty members in the athletic training program at a US university with two graduate accredited programs. All of the panel members were familiar with survey research and current athletic training situation in Japan and two were Japanese National and fluent in Japanese. Validity analysis of the survey scales was conducted based on a review by the panel of experts, and subsequent pilot test data, prior to dissemination of the final version of the survey instrument.

SurveyMonkey (<http://www.surveymonkey.com/>) was utilized as a web-based survey

development program and implementation tool for this study. The cost for a 12-month subscription under the “Gold” plan was \$25.00 per month. This plan allowed for unlimited questions, question piping, embedded reliability features such as question randomization, and SPSS/Microsoft Excel software export capability. The questionnaire was formatted within SurveyMonkey and the survey was written in Japanese (see appendix B). An English version of the survey was made for the validation panel assessment (see appendix A). The English version of the survey was also included in the proposal package submitted to the Universities Institutional Review Board. The back-translation process was conducted by a native Japanese ATC to ensure conceptual equivalence between the Japanese and English versions of the survey. The translator focused on ensuring similar conveyance of meaning (i.e., conceptual equivalence), not a verbatim translation^{23,45}. This individual was not involved in the creation of the survey questionnaire.

Quick Response (QR) code (DENSO WAVE, 1994) was utilized to distribute the survey. The QR code was a type of matrix barcode which allowed faster readability and greater storage capacity compared to the standard Universal Product Code⁴⁶. The factual investigation research of the usage of QR code among 750 female aged from 20 to 69 in Japan indicated that 67.7% of the respondents were experienced in using the QR code, and 82.6% of the respondents knew how to use the QR code⁴⁷. The internet address for the survey questionnaire was stored in the QR code, in addition to the internet address link to the

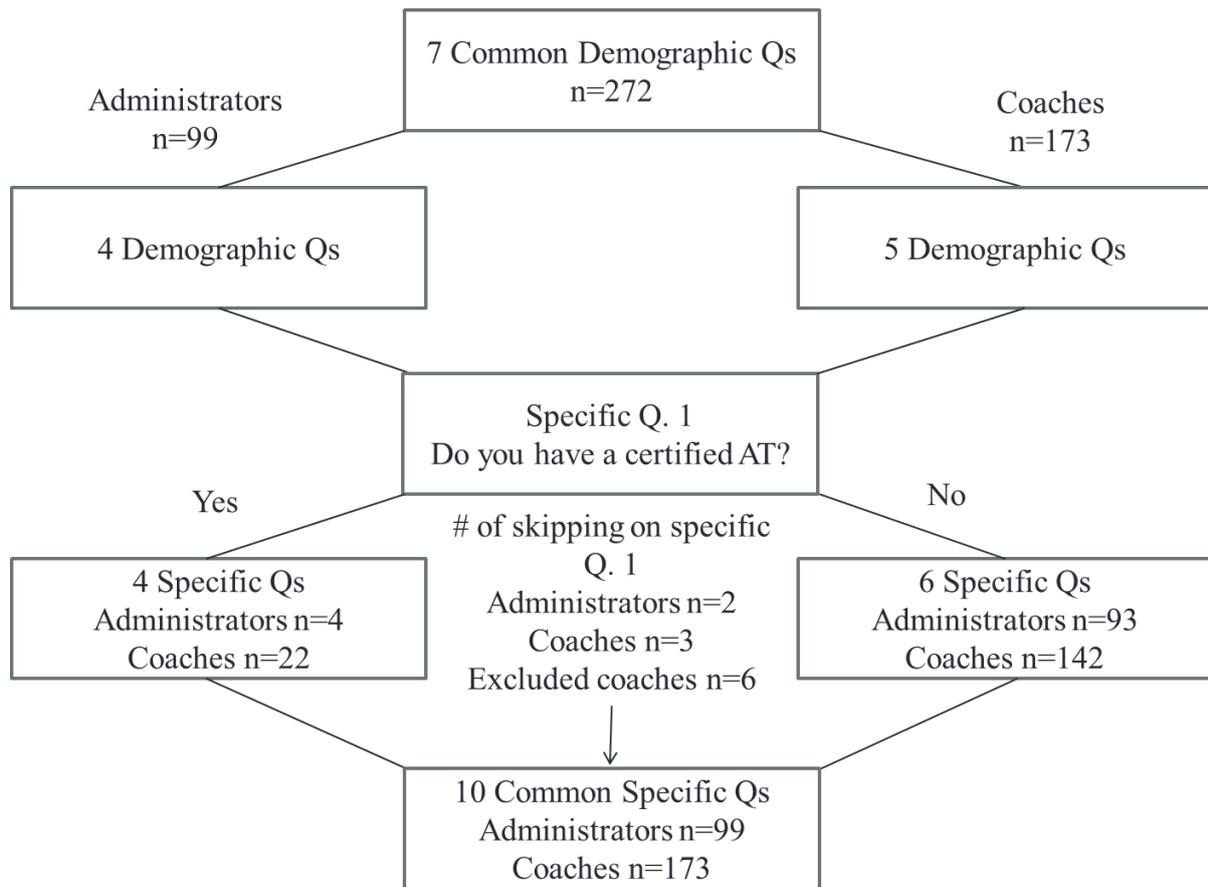
survey posted on the cover letter. The QR code was readable by most cell phones including smart phones, which allowed participants to respond to the survey using their smart phones.

QR Code Sample



There were a total of 26 to 29 questions depending on the answers (Table 1). All participants were requested to read a consent form prior to start answering the survey which asked whether the participants understand the purpose of this study and consented to participate in this study. Participants were not allowed to answer the survey without agreement with contents of the consent form. There were seven common demographic questions for both school administrators and coaches, four demographic questions for school administrators and five demographic questions for coaches. All athletic training specific questions were same for both school administrators and coaches, and the total number of questions differed depending on their responses. Six questions were designed for schools and interscholastic sports teams that did not have an access to a certified AT, four questions were designed only for schools and interscholastic sports teams that had an access to one or more certified ATs, and 10 questions for all participants. Only JASA-ATs and ATCs were considered as certified ATs in this study.

Table 1. Flow Chart of Questionnaires



Data Analysis

SurveyMonkey, SPSS version 22.0.0 (IBM, Corp., Armonk, NY, USA), and Microsoft Excel 2010 (Microsoft, Redmond, WA, USA) were utilized for data analysis. Pearson’s correlation coefficient was utilized to analyze the relationship between the perceived importance of having certified ATs (question 56) and the understanding of ATs role (question 64). Both variables were assessed using five points Likert-scale questions as subsequence analyses using subset of sample groups. Pearson’s chi square tests were used to analyze the relationship between the two categorical variables; between the position

(school administrators and coaches) and the perception of needs for certified ATs, a responsible personnel for initial treatment and emergency situation, a responsible personnel for making decisions to return to play for student athletes, and a reason for not having a certified AT. Significance level was set at $p < 0.05$.

RESULTS

Survey Response Rate Statistics

The web-based survey remained available online via the SurveyMonkey website for 45 consecutive days, from January 14th, 2014 to February 28th, 2014. The e-mail including a weblink to the survey with a cover letter was sent to 1,388 (N=1,776) public high schools and 391 (N=866) private high schools in 12 different prefectures in Japan. The board of education in each district was contacted to ask for support in distributing the survey to high schools in their prefectures. Only the board of education in Kanagawa agreed to distribute the survey to all 159 public high schools in Kanagawa. The board of education in Tokyo, Shizuoka, Hokkaido, and Ibaraki agree to provide a list of e-mail addresses for all the public high schools in their prefectures. The contact information for all private high schools and public high schools in the other prefectures was found on the schools' websites. Reminder e-mails were sent to all of the high schools twice, every two weeks following the initial survey e-mail. During this period, seven e-mails were received indicating refusal of survey

participation, and three e-mails were received to clarify contents of the survey questionnaires.

In response to those e-mail inquiries, a complete list of questionnaire formatted in Portable Documentation Format was sent for clarification of the contents.

A total of 437 survey response was obtained from school administrators and coaches. Responses with a successful completion of the last page of the online survey were considered to be “fully completed”, or otherwise considered to be “partially completed”. Among the total responses, there were 272 fully completed responses (62.3%), 157 partially completed responses (35.9%), and eight non-consent responses (1.8%). Respondents that skipped questions in the survey were recorded as, “# of respondents who skipped this question” for each question. The response rate for the survey could not be determined since the actual number of survey distributed by each school representative to the school administrators and coaches was unknown.

Respondents

Among the 272 fully completed respondents, 35.7% (n=97) were school administrators, 63.6% (n=173) were coaches, and 0.7% (n=2) were dual appointment; school administrator and coach (Table 2). The two dual appointment individuals were asked to answer the questions as a school administrator.

Table 2. Response Rate in Job Positions

Answer Options	Response Percent %	Response Count
School Administrators (principal or vice-principal)	35.7	97
Coaches	63.6	173
School Administrator/Coach	0.7	2
<i># of respondents who answered this question</i>		272
<i># of respondents who skipped this question</i>		0

The number of respondents in each prefecture is provided in Table 3. The number of respondents in all 12 prefectures ranged from 0 (Fukuoka) to 37 (Kanagawa) in school administrators, and from 0 (Fukuoka and Saitama) to 47 (Kanagawa) in coaches. As such, Kanagawa accounted for 37.4% and 27.2% of total responses in school administrators and in coaches, respectively.

Table 3. Number of Contacted High Schools and Respondents in Each Prefecture

Prefecture	# of HS Requests Sent (# of HS in the prefecture)	# of Responses(Administrators)	# of Responses(Coaches)
Tokyo			
<i>Public HS</i>	190 (N=203)	6	2
<i>Private HS</i>	133 (N=237)	4	14
Kanagawa			
<i>Public HS</i>	159 (N=159)	35	47
<i>Private HS</i>	15 (N=81)	2	0
Chiba			
<i>Public HS</i>	106 (N=132)	2	1
<i>Private HS</i>	22 (N=58)	1	0
Osaka			
<i>Public HS</i>	85 (N=166)	1	2
<i>Private HS</i>	21 (N=95)	1	0
Saitama			
<i>Public HS</i>	55 (N=153)	1	0
<i>Private HS</i>	32 (N=56)	0	0
Aichi			
<i>Public HS</i>	61 (N=165)	0	1
<i>Private HS</i>	22 (N=56)	1	0
Hyogo			
<i>Public HS</i>	123 (N=161)	4	0
<i>Private HS</i>	14 (N=52)	0	17
Shizuoka			
<i>Public HS</i>	98 (N=99)	14	19
<i>Private HS</i>	42 (N=44)	3	12
Hokkaido			
<i>Public HS</i>	232 (N=239)	14	17
<i>Private HS</i>	24 (N=58)	1	1
Ibaraki			
<i>Public HS</i>	98 (N=99)	3	16
<i>Private HS</i>	15 (N=30)	0	0
Hiroshima			
<i>Public HS</i>	87 (N=94)	6	23
<i>Private HS</i>	14 (N=40)	0	1
Fukuoka			
<i>Public HS</i>	94 (N=106)	0	0
<i>Private HS</i>	37 (N=59)	0	0
Overall			
<i>Public HS</i>	1388 (N=1776)	86	128
<i>Private HS</i>	391 (N=866)	13	45

* HS=High schools

Among school administrators who fully completed the survey (n=99), 86.9% of respondents (86/99) were from public high school, and 13.1% (13/99) were from private high school (Table 4). Among coaches who fully completed the survey (n=173), 74% (128/173) were from public high school, and 26% (45/173) were from private high school.

Table 4. School Administration Breakdowns

Answer Options (High Schools)	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Public co-ed	86.9	86	69.4	120
Private co-de	7.1	7	24.9	43
Public men's	0.0	0	1.1	2
Private men's	4.0	4	1.1	2
Public women's	0.0	0	3.5	6
Private Women's	2.0	2	0.0	0
<i># of respondents who answered this question</i>		99		173
<i># of respondents who skipped this question</i>		0		0

Demographic Questions – School Size

There were two demographic questions regarding school size and number of interscholastic sports team. Among the total number of respondents (n=272), 25% (68/272) had less than or equal to 500 students, 54.4% (148/272) had 501-999 students, and 20.6% (56/272) had more than or equal to 1,000 students (Table 5). The highest percentage (41.9%) of school (114/272) had 11 to 15 interscholastic sports teams, followed by 21.3% (58/272) with 16-20, and 20.2% (55/272) with 6-10 interscholastic sports teams (Table 6).

Table 5. Number of Total Students in Each School

Answer Options	Response Percent (%)	Response Count
≤500	25.0	68
501-999	54.4	148
≥1000	20.6	56
<i># of respondents who answered this question</i>		272
<i># of respondents who skipped this question</i>		0

Table 6. Number of Interscholastic Sports Teams in Each High School

Answer Options	Response Percent (%)	Response Count
0 - 5	7.0	19
6 - 10	20.2	55
11 - 15	41.9	114
16 - 20	21.3	58
Over 21	9.6	26
<i># of respondents who answered this question</i>		272
<i># of respondents who skipped this question</i>		0

Demographic Questions – Interscholastic Sports Teams

There were two demographic questions regarding interscholastic sports teams (n=272). When interscholastic sports teams were divided by gender, the highest percentage of respondents (male: 28.4%, 73/257, female: 36.3%, 92/252) answered that less than 100 of students, for each gender, participated in interscholastic sports in their schools (Table 7).

When male and female students were combined, 35.5% of respondents (81/228) answered that more than 401 students participated in interscholastic sports in their schools. The most popular sports for male and female students were soccer (37.1%) and tennis (17.6%), respectively (Table 8). There were no collision sports among the five most popular sports for both genders. Twenty four point four percent of respondents (60/245) answered that the most popular interscholastic sports team among male students involved 26 to 40 students.

Similarly, 30.6% of respondents (74/242) indicated that the most popular interscholastic sports team among female students involved 26 to 40 students (Table 9).

Table 7. Number of Student Athletes who Participating in Interscholastic Sports

Number of <i>Male</i> Students	≤ 100	101 - 200	201 - 300	301 - 400	≥ 401	Unknown	Response Count
% of Respondents	28.4	21.0	17.9	15.6	8.9	8.2	n=257

Number of <i>Female</i> Students	≤ 100	101 - 200	201 - 300	301 - 400	≥ 401	Unknown	Response Count
% of Respondents	36.3	27.3	15.4	10.3	2.4	8.3	n=253

Number of <i>Overall</i> Students	≤ 100	101 - 200	201 - 300	301 - 400	≥ 401	Unknown	Response Count
% of Respondents	17.5	13.2	11.8	14.5	35.5	7.5	n=228

Table 8. Top 5 Popular Interscholastic Sports

	Sports	# of Respondents	Response Percent (%)
Male	Soccer	101	37.1
	Baseball	80	29.4
	Track&Field	16	5.9
	Tennis	16	5.9
	Basketball	13	4.8

	Sports	# of Respondents	Response Percent (%)
Female	Tennis	49	17.6
	Dance	37	13.6
	Basketball	30	11.0
	Badminton	25	9.2
	Valleyball	23	8.5

* Sports in comments are included

Table 9. Number of Students in the Most Popular Interscholastic Sports Team

Number of Male Students	≤ 10	11 - 25	26 - 40	41 - 55	56 - 70	≥ 71	Response Count
% of Respondents	11.0	17.6	24.4	15.1	17.6	14.3	n=245

Number of Female Students	≤ 10	11 - 25	26 - 40	41 - 55	56 - 70	≥ 71	Response Count
% of Respondents	19.9	28.9	30.6	15.3	4.1	1.2	n=242

Demographic Questions only for School Administrators

There were four demographic questions specifically for school administrators (n=97) and participants holding dual appointment positions (n=2) regarding injuries that occurred at

their schools in 2013. Fifty four point three percent of school administrators (n=50)

answered that less than 20 athletic injuries occurred at their school in 2013 (Table 10).

Seventy four percent of school administrators (n=71) answered that they did not have any

head injuries, while 23.9% of school administrators reported at least one head injury in 2013

(Table 11). Three catastrophic injuries and no fatality in 2013 were reported (Table 12 and

13).

Table 10. Number of Athletic Injuries Occurred at Each High School

Q.9 How many athletic injuries occurred at your school in 2013? (Any injuries including heat stroke, concussion, fracture, contusion, sprain, dislocation, strain, and etc)

Answer Options	Response Percent (%)	Response Count
0-20	54.3	50
21-40	16.3	15
41-60	10.9	10
61-80	3.3	3
81-100	4.3	4
> 101	5.4	5
Unknown	5.4	5
<i># of respondents who answered this question</i>		92
<i># of respondents who skipped this question</i>		7

Table 11. Number of Head Injuries Occurred at Each High School

Q.10 In those athletic injuries in 2013, how many were head injuries such as concussion?

Answer Options	Response Percent (%)	Response Count
0	74.0	71
1	9.4	9
2	9.4	9
3	2.1	2
4	1.0	1
5	0.0	0
6	0.0	0
> 7	2.1	2
Unknown	2.1	2
<i># of respondents who answered this question</i>		96
<i># of respondents who skipped this question</i>		3

Table 12. Number of Catastrophic Injuries Occurred at Each High School

Q11. In those athletic injuries in 2013, how many were catastrophic		
Answer Options	Response Percent (%)	Response Count
0	99.0	96
1	0.0	0
2	0.0	0
3	1.0	1
4	0.0	0
5	0.0	0
6	0.0	0
> 7	0.0	0
Unknown	0.0	0
<i># of respondents who answered this question</i>		97
<i># of respondents who skipped this question</i>		2

Table 13. Number of Fatalities Occurred at Each High School

Q.12 In those athletic injuries in 2013, how many were fatalities?		
Answer Options	Response Percent (%)	Response Count
0	100.0	97
1	0.0	0
2	0.0	0
3	0.0	0
4	0.0	0
5	0.0	0
6	0.0	0
> 7	0.0	0
Unknown	0.0	0
<i># of respondents who answered this question</i>		97
<i># of respondents who skipped this question</i>		2

Demographic Questions only for Coaches

There were five demographic questions for coaches (n=173). Thirty seven coaches (21.4%) supervised two sports, while two coaches (1.2%) supervised three to four sports (Table 14). There were a total of 26 different sports coached, of which American football, rugby, ice hockey, judo, karate, and boxing were categorized as collision or combative sports in the survey. They were categorized into four levels of last season standings as follows:

level one is “appearance on a national athletic competition”; level two is “appearance on a regional level competition”; level three is “appearance on a prefecture level competition”; and level four is “my coaching team did not qualify for a prefecture level competition” (Table 15).

Table 14. Demographics of the Coaching Sports

Sports	# of Respondents	Sports	# of Respondents
Track&Field	33	American Football	3
Basketball	28	Swimming	2
Tennis	24	Softball	2
Baseball	20	Karate	2
Valleyball	16	Rugby	2
Soccer	14	Gymnastics	2
Table tennis	12	Ice hockey	1
Badminton	11	Boxing	1
Kendo	10	Mountaineering	1
Handball	7	Cheerleading	1
Dance	4	Syouriinji	1
Kyudo	4	Canoe	1
Judo	3	Naginata	1
		Others	9
		Total	215

* The Sports are included both male and female sports
 ** Sports in comments are included

Table 15. Previous Season Standing of Coaching Team

Previous Season Standing				
Team level 1	Team level 2	Team level 3	Team level 4	Response Count
23	29	63	87	202
11.4	14.4	31.1	43.1	(%)

*Team level 1=Appearance on a national athletic competition; Team level 2=Appearance on a regional level competition; Team level 3=Appearance on a prefecture level competition; Team level 4=My coaching team did not qualify for a prefecture level competition

Ninety five point three percent of the coaches (164/172) answered that the total number of athletic injuries occurring in 2013 was less than 20 (Table 16). Eighty seven point nine percent of the coaches (152/173) did not have any head injuries, while 11.1% of coaches (19/173) reported more than one head injury in 2013 (Table 17). There were no

catastrophic injuries or fatalities among these coaching teams in 2013 (Table 18 and 19).

Table 16. Number of Athletic Injuries Occurred in Coaching Team

Q.14 How many athletic injuries occurred in your team in 2013?		
Answer Options	Response Percent (%)	Response Count
0-20	95.3	164
21-40	2.3	4
41-60	0.6	1
61-80	1.2	2
81-100	0.0	0
> 101	0.0	0
Unknown	0.6	1
# of respondents who answered this question		172
# of respondents who skipped this question		1

i. 4 coaches answered that they had 21-40 athletic injuries in 2013. Their coaching sports were sumo(26-40)&tennis(11-25), soccer(>70)&track and field(26-40), dance(41-55), baseball(11-25)&basketball(11-25).

ii. 1 coach answered that he/she had 41-60 athletic injuries in 2013. His/her coaching sports were soccer(>70)&tennis(11-25).

iii. 2 coaches answered that they had 61-80 athletic injuries in 2013. Their coaching sports were baseball(26-40)&tennis(41-55), soccer(56-70)&kyudo(41-55)

***Numbers in () are number of student-athletes in the team**

Table 17. Number of Head Injuries Occurred in Coaching Team

Q.15 In those athletic injuries, how many were head injuries such as concussion?

Answer Options	Response Percent (%)	Response Count
0	87.9	152
1	5.8	10
2	2.3	4
3	0.6	1
4	0.6	1
5	0.6	1
6	0.0	0
> 7	1.2	2
Unknown	1.2	2

of respondents who answered this question **173**

of respondents who skipped this question **0**

i. 10 coaches answered that they had 1 head injury. Their coaching sports were soccer(26-40)&badminton(11-25), baseball(26-40)&tennis(41-55), soccer(26-40), tennis(11-25)&dance(26-40), baseball(>70)&tennis(>70), soccer(56-70)&kyudo(41-55), baseball(11-25)&table tennis(1-10)&hand ball(1-10), baseball(56-70)&basketball(26-40), soccer(41-55)&badminton(26-40), american football(56-70)

ii. 4 coaches answered that they had 2 head injuries. Their coaching sports were tennis(11-25), baseball(>70)&tennis(>70), tennis(11-25), baseball(11-25)&basketball(11-25)

iii. 1 coach answered that he/she had 3 head injuries. His/her coaching sports were baseball(56-70)&dance(41-55).

iv. 1 coach answered that he/she had 4 head injuries. His/her coaching sports were soccer(26-40)&softball(11-25).

v. 1 coach answered that he/she had 5 head injuries. His/her coaching sports were soccer(>70)&tennis(11-25).

vi. 2 coaches answered that they had more than 7 head injuries. Their coaching sports were baseball(56-70)&tennis(56-70), baseball(N/A).

***Numbers in () are number of student-athletes in the team**

Table 18. Number of Catastrophic Injuries Occurred in Coaching Team

Q.16 In those athletic injuries, how many were catastrophic injuries?

Answer Options	Response Percent (%)	Response Count
0	99.4	171
1	0.0	0
2	0.0	0
3	0.0	0
4	0.0	0
5	0.0	0
6	0.0	0
> 7	0.0	0
Unknown	0.6	1

of respondents who answered this question **172**

of respondents who skipped this question **1**

Table 19. Number of Fatalities Occurred in Coaching Team

Q.17 In those athletic injuries, how many were fatalities?		
Answer Options	Response Percent (%)	Response Count
0	100.0	172
1	0.0	0
2	0.0	0
3	0.0	0
4	0.0	0
5	0.0	0
6	0.0	0
> 7	0.0	0
Unknown	0.0	0
# of respondents who answered this question		172
# of respondents who skipped this question		1

Specific Questions for School Administrators

Number of ATs at High Schools

A total of 97 school administrators and two dual appointment administrators answered this question. Four point one percent of high schools (4/97) had access to a certified AT, and 82.5% of high schools (80/97) did not have an access to any “trainers” (Table 20). Thirteen of respondents indicated that they have a trainer(s), but they were unaware whether the trainer(s) is/are certified. Of the four certified ATs at high schools, three of them were JASA-ATs, and one was an ATC (Table 21).

All three JASA-ATs worked as part-time at public co-education high schools. Annual salaries for two of the JASA-ATs were less than 500,000 yen (approximately 5,000 US dollars); salary of the third JASA-AT was unknown. One of the JASA-ATs was also a judo therapist. The only ATC worked at high school was under a full-time contract at a private co-education high school with an annual salary greater than 4,000,000 yen

(approximately 40,000 US dollars). The ATC also had a high school teaching credential.

Table 20. Number of Certified ATs at High Schools

Q.18 How many certified athletic trainers are working at your high school?		
Answer Options	Response Percent (%)	Response Count
0	82.5	80
1	4.1	4
2	0.0	0
3	0.0	0
4	0.0	0
> 5	0.0	0
There is a trainer(s), but I am unaware whether the trainer is certified	13.4	13
<i># of respondents who answered this question</i>		97
<i># of respondents who skipped this question</i>		2

Table 21. Demographics of Certified ATs at High Schools

	Certification	Other Certifications	Annual Salary	Job Position	School	Prefecture
AT-1	JASA-AT	N/A	Under \$5,000	Part-time	Public co-ed	Kanagawa
AT-2	JASA-AT	Judo therapy	Under \$5,000	Part-time	Public co-ed	Kanagawa
AT-3	JASA-AT	N/A	N/A	Part-time	Public co-ed	Hiroshima
AT-4	ATC	Teacher	More than \$40,001	Full-time	Private co-ed	Tokyo

There was one question for school administrators (n=80) who had neither certified ATs nor any other “trainers” for their school on question 18 (Table 22). Of those 80 high school administrators, 68.4% (54/79) indicated that they did not have anyone who provide student athlete-focused healthcare services, and 25.3% (20/79) indicated that “high school teachers” provide student athlete-focused healthcare services.

Table 22. Student Athlete-Focused Healthcare Providers at High Schools WITHOUT Certified ATs and any Other Trainers

Q.19 Are there any healthcare providers currently providing student athlete-focused healthcare services at your school or interscholastic sports program besides JASA-ATs and ATCs?

Answer Options	Response Percent (%)	Response Count
No	68.4	54
Yes. We do not have a certified AT, but there is a(an)		
acupuncturist	1.3	1
judo therapist	0.0	0
masseuse	1.3	1
physical therapist	1.0	1
doctor	1.3	0
high school teacher	25.3	20
other healthcare provider	1.3	1
student athletic training intern	1.3	1
	<i># of respondents who answered this question</i>	79
	<i># of respondents who skipped this question</i>	1

Specific Questions for Coaches

Number of ATs at Interscholastic Sports Teams

A total of 22 coaches (12.7%) responded that their teams were covered by at least one certified AT, and two of them had two certified ATs (Table 23). Although 17% of coaches (29/170) worked with a trainer(s), they were unsure whether the trainer(s) is/are certified or not. A total of 13 interscholastic teams were covered by JASA-ATs, nine interscholastic sport teams were covered by ATCs, and two interscholastic teams were covered by athletic trainers with both credentials (Table 24). The details of status in the certified ATs are listed in table 24.

Table 23. Number of Certified ATs at Interscholastic Sports Teams

Q.18 How many certified athletic trainers are working at your team?		
Answer Options	Response Percent (%)	Response Count
0	70.0	119
1	11.8	20
2	1.2	2
3	0.0	0
4	0.0	0
> 5	0.0	0
There is a trainer(s), but I am unaware whether the trainer is certified	17.0	29
# of respondents who answered this question		170
# of respondents who skipped this question		3

* Five coaches who answered that they have one certified AT and one coach who answered that he/she has three certified ATs in his/her team did not specify status of their certified ATs in the question 20,21, and 22. These six coaches were considered as "there is a trainer(s), but I am unaware whether the trainer is a certified or not".

Table 24. Demographics of Certified ATs at Interscholastic Sports Teams

	Certification	Other Certifications	School	Prefecture	Team Level
AT-1	JASA-AT	N/A	Public co-ed	Kanagawa	3
AT-2	JASA-AT	N/A	Public co-ed	Kanagawa	3
AT-3	JASA-AT	Acupuncture, Massage	Public co-ed	Shizuoka	4
AT-4	JASA-AT, ATC	N/A	Public co-ed	Hokkaido	1
AT-5	ATC	No	Public co-ed	Kanagawa	4
AT-6	JASA-AT	N/A	Public co-ed	Shizuoka	3
AT-7	JASA-AT	N/A	Private co-ed	Tokyo	2
AT-8	ATC	Teacher	Private co-ed	Tokyo	1
AT-9	ATC	Teacher	Private co-ed	Tokyo	4
AT-10	ATC	Teacher	Private co-ed	Tokyo	3
AT-11	ATC	N/A	Private co-ed	Tokyo	4
AT-12	ATC	Teacher	Private co-ed	Tokyo	2
AT-13	ATC	Teacher	Private co-ed	Tokyo	4
AT-14	JASA-AT, ATC	Teacher	Private co-ed	Tokyo	3
AT-15	ATC	N/A	Private co-ed	Tokyo	3
AT-16	ATC	Teacher	Private co-ed	Tokyo	2
AT-17	JASA-AT	N/A	Public co-ed	Kanagawa	2
AT-18	JASA-AT	N/A	Public co-ed	Kanagawa	2
AT-19	JASA-AT	Judo therapy, Massage	Public co-ed	Hiroshima	3
AT-20	JASA-AT	Acupuncture	Public co-ed	Hiroshima	3
AT-21	JASA-AT	N/A	Private co-ed	Hiroshima	3
AT-22	JASA-AT	N/A	Private co-ed	Hiroshima	3
AT-23	JASA-AT	N/A	Public boys	Shizuoka	3
AT-24	JASA-AT	N/A	Private boys	Tokyo	4

* N/A = respondents answered as "unknown"

** Team Level: 1=Appearance on a national athletic competition 2=Appearance on a regional level competition
3=Appearance on a prefecture level competition 4=My coaching team did not qualify for a prefecture level competition

Among 119 coaches who answered that their team have neither a certified AT nor any trainers, 79.8% of the coaches (95/119) did not have any person providing student

athlete-focused healthcare services to their coaching teams, and 15.1% of them (18/119)

answered that “high school teachers” were responsible for providing student athletes

healthcare services (Table 25).

Table 25. Student Athlete-Focused Healthcare Providers for Interscholastic Sports Teams WITHOUT Certified ATs

Q.19 Are there any healthcare providers currently providing student athlete-focused healthcare services at your school or interscholastic sports program besides JASA-ATs and ATCs?

Answer Options	Response Percent (%)	Response Count
No	79.8	95
Yes. We do not have a certified AT, but there is a(an)		
acupuncturist	0.0	0
judo therapist	1.7	2
masseuse	0.9	1
physical therapist	0.0	0
doctor	0.0	0
high school teacher	15.1	18
other healthcare provider	2.5	3
student athletic training intern	0.0	0
	<i># of respondents who answered this question</i>	119
	<i># of respondents who skipped this question</i>	0

Specific Questions only for School Administrators and Coaches with No Certified ATs

Healthcare Services at High Schools and Sports Teams WITHOUT Certified ATs

There were five questions specifically for the school administrators (n=93) and coaches (n=142) who answered that they did not have certified ATs at their high schools or they had a “trainer” but the trainer’s certification was unknown. The highest percentage (59.1%) of the school administrators (55/93) answered that “school nurses” were responsible for providing and initial assessment and care for the athletic injury, while the highest percentage (38.7%) of coaches (42/142) answered that “interscholastic sports coaches” were responsible for providing an initial assessment and care for athletic injury (Table 26). The

highest percentage of school administrators (58/93) answered that “interscholastic sports coaches” were responsible for treatment planning and making return to play decisions, while the highest percentage (48.6%) of coaches (69/142) answered that outside healthcare providers were responsible (Table 27). Seven point five percent of school administrators (7/93) and 11.3% of coaches (16/142) chose that they did not have a designated person in such a case.

Table 26. Personnel Responsible for Initial Injury Assessment at High Schools or Interscholastic Sports Teams WITHOUT Certified ATs

Q.50 If an athletic-related injury occurs during an interscholastic sports programs, who is responsible for providing student athletes an initial assessment and care for the injury?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Other healthcare providers working at your team or school (PTs, acupunturists, etc)	2.2	2	3.5	5
Interscholastic sports coaches	24.7	23	38.7	55
High school teachers	0.0	0	0.0	0
Student manager	0.0	0	0.0	0
Other student athletes	0.0	0	0.0	0
School nurse	59.1	55	29.6	42
Sport team doctor	0.0	0	0.0	0
Healthcare providers at a clinic where the athlete usually goes to	11.8	11	25.4	36
No designated person	0.0	0	1.4	2
Others	2.2	2	1.4	2
<i># of respondents who answered this question</i>		93		142
<i># of respondents who skipped this question</i>		0		0

Table 27. Personnel Responsible for Treatment Plan and Making Decisions at High

Schools and Interscholastic Sports Teams WITHOUT Certified ATs

Q.51 If a student were to become injured during an interscholastic sports program, who is responsible for creating a treatment plan and making a decision to return to play?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Other healthcare providers working at your team or school (PTs, acupuncturists, etc)	2.2	2	4.9	7
Interscholastic sports coaches	62.4	58	33.1	47
High school teachers	0.0	0	0.0	0
Student manager	0.0	0	0.7	1
Other student athletes	0.0	0	0.0	0
School nurse	2.2	2	0.7	1
Sport team doctor	0.0	0	0.0	0
Healthcare providers at a clinic where the athlete usually goes to	24.7	23	48.6	69
No designated person	7.5	7	11.3	16
Others	1.0	1	0.7	1
<i># of respondents who answered this question</i>		93		142
<i># of respondents who skipped this question</i>		0		0

Among the school administrators who did not have a certified AT, 53.3% (49/92) had an emergency action plan, while 62.7% of coaches (89/142) did not have one (Table 28).

The definition of emergency action plan was not specified in the questionnaire, and therefore, the interpretation could be anywhere from having the emergency contact information to procedures of activating Emergency Medical Services. Moreover, lower percentage of coaches answered “no” compared to school administrators, which might indicate that some of the coaches were unaware of the existence of an emergency action plan at their schools.

Table 28. Availability of an Emergency Action Plan at High Schools or Interscholastic Sports Teams WITHOUT Certified ATs

Q.52 Does your school have an emergency action plan for serious injuries such as concussion and catastrophic injuries?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Yes	53.3	49	37.3	59
No	46.7	43	62.7	89
<i># of respondents who answered this question</i>		92		142
<i># of respondents who skipped this question</i>		1		0

The main reasons why they did not have a certified AT were “budget”, “the position for an AT in the school system”, “lack of understanding of roles of ATs”, and “lack of

resource for recruiting” both in school administrators and coaches (Table 29). Seventy two point five percent of school administrators (66/91) and 63.6% of coaches (89/140) answered that they did not have a certified AT because of the budget. Twenty four point two percent of school administrators (22/91) and 29.3% of coaches (41/140) did not understand the roles of certified ATs.

Table 29. Reasons for Not Hiring Certified ATs at High Schools or Interscholastic Sports Teams

Q.53 What is the potential reason why your school does not have a JASA-AT or ATC? Please all the applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Budget	72.5	66	63.6	89
The position does not fit into the school system	40.7	37	43.6	61
Lack of resource and method for recruiting JASA-ATs and/or ATCs	23.1	21	37.9	53
I do not feel needs for JASA-ATs or ATCs	14.3	13	10.7	15
I prefer other healthcare professionals	1.1	1	0.7	1
I do not understand the roles of JASA-ATs and/or ATCs	24.2	22	29.3	41
I do not feel benefit for school and/or student athletes	3.3	3	2.9	4
Others	3.3	3	6.4	9
	<i># of respondents who answered this question</i>	91		140
	<i># of respondents who skipped this question</i>	2		2

Sixty five point six percent of school administrators (61/92) and 71.8% of coaches (102/139) preferred to employ a certified AT if the budget is not a consideration (Table 30). The highest percentage of the school administrators (64.1%) answered that they would employ a certified AT for their schools because of the “sense of responsibility to provide safe environment for their students”, while 17.4% (16/92) answered that they would not employ one because the roles of ATs did not fit any of the employment categories at their schools and

districts.

Table 30. Perceived Needs for Certified ATs WITHOUT Considering Budget

Q.54 Would you employ a JASA-AT and/or ATC for your school without considering the school budget? Please all the applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Yes				
Sense of responsibility to provide safe environment for student athletes	64.1	59	61.2	85
Legal liability	13.0	12	7.9	11
Better to optimize student athletes' performance	30.4	28	47.5	66
No				
The roles of a JASA-AT and/or ATC are unclear	12.0	11	11.5	16
I do not feel benefit of JASA-ATs and/or ATCs for the school or student athletes	0.0	0	2.2	3
the employment categories set force by the school/district	17.4	16	11.5	16
I prefer other medical professions for managing athletic-related injuries	5.4	5	2.9	4
<i># of people who answered ONLY "Yes" choice</i>	65.6	61	71.8	102
<i># of people who answered ONLY "No" choice</i>	29.0	27	21.1	30
<i># of people who answered both Yes&No choice</i>	1.1	1	2.1	3
<i># of people who answered "Others"</i>	3.3	3	2.8	4
<i># of respondents who answered this question</i>		92		139
<i># of respondents who skipped this question</i>		1		3

Specific Questions for all Respondents

Perception of ATs' Roles

There were a total of 10 common specific questions for all school administrators (n=99) and all coaches (n=173). Approximately 63% of school administrators (62/98) answered either “Strongly agree” or “Moderately agree” on the question regarding whether the degree and quality of the medical coverage for their schools were appropriate (Table 31). Forty six point two percent of coaches (80/173) answered either “Strongly agree” or “Moderately agree” on this question.

Table 31. Quality of Medical Coverage at High Schools and Coaching Teams

Q.55 Do you agree that the degree and quality of the medical coverage for your school are appropriate?

Answer Options	<u>School Administrators</u>		<u>Coaches</u>	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Strongly agree	23.5	23	5.7	10
Moderately agree	39.8	39	40.5	70
Neither agree nor disagree	27.6	27	42.8	74
Moderately disagree	7.1	7	9.3	16
Strongly disagree	2	2	1.7	3
<i># of respondents who answered this question</i>		98		173
<i># of respondents who skipped this question</i>		1		0

Twenty three point one percent of school administrators (23/98) presented a strong agreement to the importance of having certified ATs for their school settings (Table 32), while 33.6% of coaches (58/172) strongly agreed that a certified AT is an important asset for their teams. Approximately 27% of school administrators (27/98) and 22% of coaches (39/172) presented a neutral response to this question.

Table 32. Importance of Having Certified ATs at High Schools and Coaching Teams

Q.56 Do you agree that certified athletic trainer is an important asset when you organize a safe sports environment for your student athletes?

Answer Options	<u>School Administrators</u>		<u>Coaches</u>	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Strongly agree	23.1	23	33.6	58
Moderately agree	39.7	39	36.1	62
Neither agree nor disagree	27.2	27	22.7	39
Moderately disagree	8.0	8	7.0	12
Strongly disagree	2.0	2	0.6	1
<i># of respondents who answered this question</i>		98		172
<i># of respondents who skipped this question</i>		1		1

The majority of school administrators and coaches perceived most roles in the domain of “sports injury/illness prevention and wellness protection” as ATs’ role; except for sports equipment fitting and safety check of practice and game fields (Table 33). The highest percentages of the school administrators and coaches selected taping and stretching as ATs’ role.

Table 33. Perception of ATs' Roles in the Domain of Injury/Illness Prevention

Q. 57 "Sports Injury/Illness Prevention and Wellness Protection" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Taping	82.5	80	93.5	158
Stretch	82.5	80	89.4	151
Icing	73.2	71	81.7	138
Massage	68.0	66	82.3	139
Sports equipment fitting	41.2	40	45.6	77
Hydration during games and practice	54.6	53	50.9	86
Safety check of practice and game fields	49.5	48	41.4	70
Emergency action plan	76.3	74	70.4	119
Others	5.2	5	3.0	5
I do not expect anything to athletic trainers	1.0	1	0.0	0
	<i># of respondents who answered this question</i>	97		169
	<i># of respondents who skipped this question</i>	1		4

The majority of school administrators and coaches perceived all roles in the domain of “immediate and emergency care in sports fields” as ATs’ role (Table 34). Both school administrators and coaches showed lower expectation for ATs to provide emergency care for catastrophic injuries and medical conditions such as head/neck/spinal injuries, anaphylaxis shock, asthma attack, hemorrhaging, and heart attack, compared to typical orthopedic type of injuries.

Table 34. Perception of ATs' Roles in the Domain of Immediate and Emergency Care in the Sports Fields

Q.58 "Immediate and Emergency Care in Sports Fields" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
CPR/AED	82.3	79	83.8	140
Emergency care for				
Heat stroke	84.4	81	85.6	143
Skull fracture	55.2	53	61.1	102
Concussion	71.9	69	71.9	120
Spinal injury	54.2	52	59.9	100
Anaphylaxis shock	51.0	49	55.7	93
Asthma attack	53.1	51	55.7	93
Hemorrhaging	59.4	57	62.3	104
Heart attack	65.6	63	61.1	102
Fracture	82.3	79	84.4	141
Sprain	86.5	83	90.4	151
Strain	86.5	83	85.6	143
Open wounds and contusion	69.8	67	68.3	114
Others	2.1	2	1.8	3
I do not expect anything to athletic trainers	1.0	1	0.0	0
	<i># of respondents who answered this question</i>	96		167
	<i># of respondents who skipped this question</i>	3		6

The majority of school administrators and coaches perceived all roles in the domain of “athletic training rehabilitation” as ATs’ role (Table 35). Fifty point five percent of school administrators (49/97) and 50% of coaches (84/168) perceived that making a return to play decision for an injured student-athlete as ATs’ role. Fifty four point six percent of school administrators (53/97) and 72% of coaches (121/168) perceived the use of therapeutic modality as ATs’ role.

Table 35. Perception of ATs' Roles in the Domain of Athletic Rehabilitation

Q.59 "Athletic Training Rehabilitation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Making a decision whether an injured student athlete return to play or not	50.5	49	50.0	84
Post injury rehabilitation exercise programing	85.6	83	89.3	150
Thermothrapy, cryotherapy, electrotherapy, massage	54.6	53	72.0	121
Exchange information with team doctors and other healthcare providers	62.9	61	63.1	106
Sharing information with team coaches about student athletes' health condition	91.8	89	90.5	152
Others	2.1	2	1.8	3
I do not expect anything to athletic trainers	1.0	1	0.0	0
<i># of respondents who answered this question</i>		97		168
<i># of respondents who skipped this question</i>		2		5

The majority of the school administrators and coaches perceived all roles in the domain of “conditioning” as ATs’ role (Table 36). More than 80% of school administrators and coaches perceived that teaching “warming up and cooling down”, “weight training”, and “performance enhancement training” as ATs’ role. Both school administrators and coaches showed higher expectation for ATs to cover the roles of strength coaches such as “weight training” and “performance enhancement training” in this domain.

Table 36. Perception of ATs' Role in the Domain of Conditioning

Q.60 "Conditioning" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Teaching				
warming up and cooling down	89.7	87	84.4	141
weight training	85.6	83	80.8	135
performance enhancement training (agility, speed, etc)	80.4	78	83.8	140
Coaching sports performance skills	56.7	55	53.9	90
Planning for their peak performance	85.6	83	75.5	126
Others	1.0	1	1.8	3
I do not expect anything to athletic trainers	1.0	1	2.4	4
<i># of respondents who answered this question</i>		97		167
<i># of respondents who skipped this question</i>		2		6

The majority of school administrators and coaches perceived most of the roles in the domain of “assessment and evaluation” as ATs’ role; except for “concussion assessment and

evaluation” (Table 37). Less than half of school administrators (47.4%) and coaches (49.4%) perceived that concussion assessment and evaluation as ATs’ role.

Table 37. Perception of ATs’ Role in the Domain of Assessment and Evaluation

Q.61 "Assessment and Evaluation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Injury assessment and evaluation	77.3	78	85.1	143
Physical exams before the season starts	78.4	76	79.8	134
Concussion assessment and evaluation	47.4	46	49.4	83
Making a treatment plan based on the injury assessment and evaluation	85.6	83	78.0	131
Others	1.0	1	0.6	1
I do not expect anything to athletic trainers	1.0	1	0.6	1
<i># of respondents who answered this question</i>		97		168
<i># of respondents who skipped this question</i>		2		5

The highest percentage of school administrators and coaches perceived that the injury report and record keeping as ATs role in the domain of “healthcare and organizational management” (Table 38). Less than half of the school administrators and coaches perceived ordering athletic training supplies and budgeting athletic training supplies as ATs’ role.

Table 38. Perception of ATs’ Role in the Domain of Healthcare and Organizational Management

Q.62 "Healthcare and Organizational Management" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Injury report	85.4	82	79.0	132
Record keeping	80.2	77	79.0	132
Ordering athletic training supplies	30.2	29	49.9	75
Budgeting athletic training supplies	25.0	24	34.7	35
Organizing a medical staff for your school	49.0	47	56.9	95
Traveling with your school teams for practice and/or games	70.8	68	77.3	129
Others	1.0	1	1.2	2
I do not expect anything to athletic trainers	1.0	1	1.8	3
<i># of respondents who answered this question</i>		96		167
<i># of respondents who skipped this question</i>		3		6

More than 70% of the school administrators and coaches perceived all roles in the domain of “educational teaching” as ATs’ role (Table 39). The highest percentage of school

administrators and coaches perceived that educating student athletes regarding sports related was ATs' role.

Table 39. Perception of ATs' Role in the Domain Education and Instruction

Q.63 "Educational Teaching" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trianer's role? Please check all that applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Teaching				
student athletes how hydration is important	79.4	77	73.4	124
student athletes about sports injuries	86.6	84	87	147
student athletes' parents about sports injuries	79.4	77	73.4	124
coaches and teachers about sports injuries	86.6	84	77.5	131
student athletes about sports	76.3	74	72.8	123
student athletes' parents about sports nutrition	72.2	70	72.2	122
coaches and teachers about sports nutrition	73.2	71	71	120
Others	1.0	1	1.8	3
I do not expect anything to athletic trainers	2.0	2	1.2	2
	<i># of respondents who answered this question</i>	97		169
	<i># of respondents who skipped this question</i>	2		4

Five point one percent of school administrators (5/99) and 4.6% of coaches (8/173) perceived that their level of understanding of ATs' roles was "very high" (Table 40). The highest percentage of the school administrators (42.4%) answered their level of understanding of ATs' role was "moderate", while the highest percentage of coaches (33%) answered "low".

Table 40. Understanding of ATs' Roles

Q.64 How much do you understand of athletic trainers' roles?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Very high	5.1	5	4.6	8
High	21.2	21	26.6	46
Moderate	42.4	42	29.5	51
Low	29.3	29	33.0	57
Very low	2.0	2	6.4	11
	<i># of respondents who answered this question</i>	99		173
	<i># of respondents who skipped this question</i>	0		0

Pearson's correlation coefficient test was used to analyze the relationship between

perceived needs for certified ATs and perception of ATs' roles through two Likert-scale questions. There was a positive correlation between those two variables in all three groups: all participants ($r=0.459$, $p=0.01$), only school administrators ($r=0.483$, $p=0.01$), and only coaches ($r=0.457$, $p=0.01$) (Table 41).

Table 41. Pearson's Correlation Coefficient between Perceived Need and Perception of ATs' roles

Important Asset vs. Degree of Understanding	
Respondents	Pearson's r
All Participants (n=272)	0.459
All School Administrators (n=99)	0.483
All Coaches (n=173)	0.457

$p=0.01$

DISCUSSION

This was the first study to assess the perceived need for certified ATs and the perception of ATs' roles among school administrators and coaches at the high school level in Japan. The most important findings from results in this study were as follows:

- 1) One percent of high schools (one school out of 99 schools surveyed) had a full-time certified AT, and 3% had a part-time certified AT (three schools out of 99 schools surveyed);
- 2) Twelve percent of high school interscholastic sports teams (22 out of 173 coaches) were covered by at least one certified AT;
- 3) Thirteen percent of school administrators (13 out of 99 school administrators) and 17% of coaches (29 out of 173 coaches) had a "trainer" for their schools or teams, but they did

not recognize the certification status of their trainers.

Research Question #1) What is the perceived need for certified ATs among school administrators and coaches at the high school level in Japan?

Deficiency of Certified ATs at the High School Level in Japan

Our result indicated that 4.1% of school administrators (4/99) and 13% of coaches (22/173) had at least one certified AT, and 13.4% of school administrators (13/99) and 17% of coaches (29/173) had a trainer who's certification status was not known. Nishi (2000) found that 25.9% out of 27 high schools in 3 different prefectures in Japan had at least one "trainer", and only two of the "trainers" were certified⁴². Lindaman (1992) surveyed among athletic directors in Michigan and found 41% of them (n=405) employed at least one ATC for their high schools⁴⁸. Miller (1991) investigated that 45% of high schools (n=1,076) in Pennsylvania, New Jersey, and Delaware had an access to an ATC⁴⁹. Our study and Nishi's study show that certified AT's deficiency at the high school level is remarkable in Japan compared to the high schools in the US.

Among the four certified ATs at the high schools in this study, three were employed at public high schools under a part-time contract (Table 21). For the three of four certified ATs, the contracts were with a government body such as the Board of Education in each prefecture and they were contracted out to high schools by the Board of Education. Only

one certified AT, who also held a teaching credential, was directly employed by a private high school in Tokyo under a full-time contract. Private conversations and anecdotal evidence indicated that having teaching credentials would be a key factor to be employed at a high school setting in Japan, and private high school might have more flexibility to accommodate a full-time AT as their employee.

Perceived Needs for Certified ATs at the High School Level

Sixty five point six percent of school administrators (61/93) and 71.8% of coaches (102/142) who did not have certified AT indicated that they would employ a certified AT if budget was not an issue (Tables 30 and 42). In the previous studies, these numbers were considered as the need for certified ATs^{42,43,48-50}. In the current study, of those who indicated an employment of a certified AT was not an issue, the respondents who did not answer “strongly” or “moderately” agreed that certified ATs were important asset when they organize a safe environment for their student athletes, and did select the reason for not currently having certified AT as “I do not feel needs for JASA-ATs or ATCs” were filtered out due to conflicting answers (Table 42). As a result, remaining 49.5% of school administrators (46/93) and 53.5% of coaches (76/142) represent those who indicated a need for a certified AT if budget was not an issue. Within this sample group, there was not significant relationship between positions (school administrators and coaches) and perceived need for a

certified AT ($\chi^2(1)=0.257, p=0.612$).

Nakamura et al. (2003) reported that 9.2% of high school coaches (22/239) in Kinki area in Japan had an AT for their coaching teams, and 92.5% of all coaches (221/239) indicated a need for ATs⁴³. In the US, Miller reported that 95% of athletic directors of the secondary schools in Pennsylvania, New Jersey, and Delaware who did not have an access to an AT for their schools (n=557) indicated a need for ATs, while Koabel-Bagley (1994) reported that 90% of athletic directors in New York state high schools who did not have an access to an AT indicated a need for ATs^{49,50}. Our results showed lower percentages of a need for certified ATs compared to the previous studies completed in Japan and the US. Japanese school system, in regards to interscholastic sports organization, is different from that of US, such that the position of “athletic director” does not exist in the Japanese school system; therefore, the school principals or vice principals were asked to participate in the current study. It is plausible that the athletic directors in the US are more aware of the sports safety in the school setting compare to the principals or vice principals of the high schools in Japan. Comparing to Nakamura’s study, which focused on the coaches in the Kinki area, our study involved a nationwide recruitment of participants in Japan. The nationwide recruitment and its method of our study involve less selection bias, which might better represent the target population in Japan. In our result, there were significant positive correlations between the perceived importance of ATs for their schools or coaching teams and

the level of understanding of AT’s roles in all groups: all participants ($r=0.459, p=0.01$), only school administrators ($r=0.483, p=0.01$), and only coaches ($r=0.457, p=0.01$) (Table 41).

Overall, our results suggest that the relatively lower perceived need for a certified AT is associated with the lack of understanding of AT’s roles. The results further suggest that increasing the awareness and understanding of AT’s roles among school administrators and coaches would help increase the perceived need for certified ATs at high school level.

Table 42. Percentage of Needs for Certified ATs with Filtration Process

	School administrators		Coaches	
	# of school administrators	%	# of coaches	%
# of school administrators and coaches who did not have a certified AT	93	-	142	-
# of school administrators and coaches who did not have a certified AT and indicated an employment of a certified AT if budget was not an issue	61	65.6%	102	71.8%
# of school administrators and coaches who did not have a certified AT, indicated an employment of a certified AT if budget was not an issue, and "strongly" or "moderately" agreed certified ATs were important asset when they organize a safe environment for their student athletes	47	50.5%	81	57.0%
# of school administrators and coaches who did not have a certified AT, indicated an employment of a certified AT if budget was not an issue, "strongly" or "moderately" agreed certified AT were important asset when they organize a safe environment for their student athletes, and did not select the reason for not currently having certified AT as "I do not feel needs for JASA-ATs or ATCs"	46	49.5%	76	53.5%

Research Question #1a) If there is a perceived need for certified ATs among school administrators and coaches at the high school level in Japan, what are the current limitations which prevent employment opportunities of certified ATs with full-time contract?

Logistical Limitations in the School System

Among the 46 school administrators and 76 coaches who indicated a need for a certified AT, 88.9% of school administrators (40/46) and 77.3% of coaches (58/76) indicated that they did not have a budget for certified AT (Table 43). Based on our result, budget limitation appeared to be one of the main barriers for a high school or interscholastic sports team to employ a certified AT, which might be resulting in low-salary or part-time certified AT positions in Japan.

Forty percent of school administrators (18/46) and 44% of coaches (33/76) answered that the AT's position does not fit into the high school system in Japan, as most public schools required full-time employee to be licensed in teaching regulated by the Board of Education. As athletic training in Japan is still developing, potential routes of establishing AT position in high school system in Japan have not been explored^{3,4}. Full-time employment opportunity at a high school may increase if the AT is also licensed in teaching, which allows a dual duty position and helps justify the employment. Private high schools in Japan may have more flexibility to create a position for an AT than public high schools, as they are not bound by the Board of Education regulation in their prefecture.

Among school administrators and coaches who indicated a perceived need for a certified AT for their schools and coaching teams, there was no significant relationship between positions and reasons for not currently having a certified AT ($\chi^2(1)=0.43$, $p=0.512$), indicating the barriers for hiring a certified AT is consistent regardless of the position. The

main reasons for not having a certified AT were budgetary issue and a lack of logistical support for the AT position which is described as “AT’s position does not fit into the school system”. These two issues seems to be closely related as budge cannot be allocated for the position that is not supported by the school system. It might be more important to focus on increasing awareness of the qualification of the certified AT and the benefits of having a certified AT to the school especially in the area of sports safety to first justify the value and position of the AT.

The MEXT had mounted several projects since 1985 such as “practical use of sports experts project,” to provide student athletes in public high schools and middle schools with opportunities to learn sports and exercises from professional coaches and trainers⁵¹. The MEXT delegated project control authority to the Board of Education in each prefecture, and allow them to choose whether or not they want to use a subsidy from the MEXT for this project, and the amount if they choose to use the subsidy. For example, the Board of Education in Nagano prefecture employed 82 professional sports coaches and trainers for public high schools and 128 professional sports coaches and trainers for middle schools in the “practical use of sports experts project” in 2008, with the annual budget of 11,961,000 yen (approximately \$119,610 USD)⁵¹. In Kochi prefecture, the coaches and trainers who were involved in this project visited their assigned public high school or middle school 15 times during the period of May 1st to January 31st with a compensation of 45,000 yen

(approximately \$450 USD) in 2014⁵². This project may be a great opportunity for the ATs to introduce the AT profession and provide sports safety education for students, parents, teachers, and school administrators of the public high schools and middle schools in Japan. The direct experience with certified ATs may increase public awareness of the athletic training profession and the importance of this position in the high school and middle school sports field.

Table 43. Reasons for NOT Having Certified ATs among School Administrators and Coaches who Had Perceived Needs for Certified ATs

Q.53 What is the potential reason why your school does not have a JASA-AT or ATC? Please all the applies.

Answer Options	<u>School Administrators</u>		<u>Coaches</u>	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Budget	88.9	40	77.3	58
The position does not fit into the school system	40.0	18	44.0	33
Lack of resource and method for recruiting JASA-ATs and/or ATCs	26.7	12	40.0	30
I do not feel needs for JASA-ATs or ATCs	0.0	0	0	0
I prefer other healthcare professionals	2.2	1	0	0
I do not understand the roles of JASA-ATs and/or ATCs	22.2	10	21.3	16
I do not feel benefit for school and/or student athletes	0.0	0	0	0
Others	0.0	0	8.0	6
<i># of respondents who answered this question</i>		45	75	
<i># of respondents who skipped this question</i>		1	1	

Standard for Medical Coverage at High School in Japan

Another possibility of limited employment opportunities of certified ATs may be associated with the difference in standard of degree and quality of medical coverage. Of the 40% of school administrators (18/46) and 38.1% of coaches (29/76) who indicated a need for a certified AT, “strongly” or “moderately” agreed that the degree and quality of medical

coverage at their school were appropriate despite the absence of a certified AT (Table 44).

These contradicting answers might be due to a lack of understanding in the ATs qualification, and differences in the quality standard and extent of the school safety in Japan compared to that of US. Due to a very limited number of full-time certified ATs (1%) that works at the high school level, it is possible that the school administrators and coaches were only exposed to part-time or volunteer ATs that visit once in a while, and were not aware of the full benefit of having ATs at the site for care and prevention of emergency situations. An independent t-test indicated that there was a significant difference between groups, school administrators and coaches who had a certified AT and who did not, on a level of understanding of ATs' roles ($t=5.775$, $p<.001$). The result showed that those school administrators and coaches who did not have a certified AT indicated a lower level of understanding regarding the ATs' roles compared to those who did have a certified AT. Furthermore, it is possible that all athletic injuries were not directly reported to the school administrators due to the lack of a consistent personnel who takes care of the athletic injuries, as initial assessment and care were provided by either coach, school nurse, or outside health care provider. This could result in underestimation of the injury rate, as majority (54.3%) of the school administrators reported that the less than 20 athletic injuries occurred at their school in 2013, which was relatively low comparing to 142,782 athletic injuries that was reported nationally in Japan among 5060 high schools during the year of 2011. The need for certified ATs might not be perceived if

school administrators and coaches are confident that their current medical coverage is sufficient and are not open to changes or improvements to the medical system at their high schools.

Table 44. The Degree and Quality of the Medical Coverage among School Administrators and Coaches who Had Perceived Needs for Certified ATs

Q.55 Do you agree that the degree and quality of the medical coverage for your school are appropriate?

Answer Options	<u>School Administrators</u>		<u>Coaches</u>	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Strongly agree	2.2	1	1.3	1
Moderately agree	37.8	17	36.8	28
Neither agree nor disagree	55.6	25	48.7	37
Moderately disagree	4.4	2	11.9	9
Strongly disagree	0	0	1.3	1
<i># of respondents who answered this question</i>		45	76	
<i># of respondents who skipped this question</i>		1	0	

Current Persons who Cover the AT's Roles

Among the 46 school administrators who indicated a need for certified AT, 54.4% of school administrators (25/46) indicated that the “school nurse” was responsible for providing an initial assessment and care for athletic injuries (Table 45). It appears that many school administrators believe that the school nurses are responsible for all medical related issues at a high school including athletic injuries that occur within interscholastic sports teams. However, student athletes frequently participate in interscholastic sports activities after school hours, on weekends, and holidays. A school nurse’s working hours are unlikely to coincide with the interscholastic activities, in which case, they are unavailable for initial assessment and care at times of injuries. One unpublished article in Japan reported that 78%

of high school students did not go to see a school nurse even if they were injured during interscholastic sports hours because their school nursing room was usually not open at the time⁵³. According to the MEXT, the job description of school nurses were: 1) managing students' health at school, 2) educating students about health, 3) applying first aid and organizing in emergency situations, 4) counseling students about health, 5) managing environmental hygiene, 6) applying medical examination on students, 7) planning and organizing events for students' health, 8) preventing students from epidemics, and 9) organizing a school infirmary. A school nurse in Japan is required a teaching license, and the position is considered as a teacher in the school system. A nursing license is not required to become a school nurse.⁵⁴ Their working hours are usually same as other teachers from 8:30am to 5:00pm Monday through Friday. Covering interscholastic sports activities after school hours, weekends, and holidays is extra work hours for them, and it is likely to be a volunteer basis.⁵⁵ On the other hand, coaches were more likely to rely on themselves or outside healthcare providers at where athletes choose to go on their own responsibility. There was a significant relationship between positions and perception of who was responsible for the initial assessment and care of injured student athletes ($\chi^2(2)=13.758$, $p=0.001$), indicating that there was a discrepancy between school administrators and coaches in their understanding. This discrepancy also raises a question of who would be responsible for managing the emergency situation during the after school or weekend/holiday

interscholastic sports activities.

Table 45. Responsible Person for an Initial Treatment for Athletic Injury among School Administrators and Coaches who Had Perceived Needs for Certified ATs

Q.50 If an athletic-related injury occurs during an interscholastic sports programs, who is responsible for providing student athletes an initial assessment and care for the injury?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Other healthcare providers working at your team or school	2.2	1	2.6	2
Interscholastic sports coaches	30.4	14	38.2	29
High school teachers	0.0	0	0.0	0
Student manager	0.0	0	0.0	0
Other student athletes	0.0	0	0.0	0
School nurse	54.4	25	22.4	17
Sport team doctor	0.0	0	0.0	0
Healthcare providers at a clinic where the athlete usually goes to	13.0	6	34.2	26
No designated person	0.0	0	1.3	1
Others	0.0	0	1.3	1
<i># of respondents who answered this question</i>		46		76
<i># of respondents who skipped this question</i>		0		0

Sixty point nine percent of the school administrators (28/46) and 27.6% of coaches (21/76) indicated that coaches were responsible for a treatment plan and decision to return to play for their student athletes, while 51.3% of the coaches (39/76) indicated that healthcare providers at a clinic where the athlete usually goes to were responsible in making such decisions (Table 46). Bell et al. (1984) reported that 92% of athletic directors who did not have an access to an AT for their schools answered that sports coaches were responsible for their healthcare supervision⁵⁶. Koabel-Bagley (1994) found that 75% of athletic directors who did not have an access to an AT for their schools expected coaches to have such responsibilities for student athletes in their teams⁵⁰. High percentages of school administrators who do not have an access to an AT expect coaches to have a responsibility for

student athletes, however, the coaches' training and qualification in making such decisions is unclear. In our result, there was a significant relationship between positions and perceived responsible personnel for a treatment plan and decision to return to play for student athletes ($\chi^2(3)=14.171, p=0.003$). School administrators perceived that treatment of injured athletes is the coach's responsibility; however, coaches did not think that that is within their duties. Our results regarding the questions who was responsible for emergency care and initial assessment, and making treatment plans and decisions for return to sports, showed that school administrators and coaches had conflicting ideas of management of injured athletes in interscholastic sports activities.

Table 46. Responsible Person for Plan and Making Decisions for Student Athletes among School Administrators and Coaches who Had Perceived Needs for Certified ATs

Q.51 If a student were to become injured during an interscholastic sports program, who is responsible for creating a treatment plan and making a decision to return to play?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Other healthcare providers working at your team or school	2.2	1	6.6	5
Interscholastic sports coaches	60.9	28	27.6	21
High school teachers	0.0	0	0.0	0
Student manager	0.0	0	0.0	0
Other student athletes	0.0	0	0.0	0
School nurse	4.3	2	1.3	1
Sport team doctor	0.0	0	0.0	0
Healthcare providers at a clinic where the athlete usually goes to	23.9	11	51.3	39
No designated person	8.7	4	11.9	9
Others	0.0	0	1.3	1
<i># of respondents who answered this question</i>		46		76
<i># of respondents who skipped this question</i>		0		0

Research Question #1b) If there was not a perceived need for certified ATs among school administrators and interscholastic sports coaches at the high school level in Japan, what

were the schools' current and intended procedures to provide student athlete – focused healthcare?

Twenty nine percent of school administrators (27/92) who did not have a certified AT for their school would not employ a certified AT even if budget was not an issue (Table 31). Nine point seven percent of school administrators (9/93) who did not have a certified AT for their school “strongly” or “moderately” disagreed that certified ATs were important asset when they organize a safe environment for their student athletes. Fourteen point three percent of school administrators (13/91) who did not have a certified AT for their school selected the reason for not currently having a certified AT as “I do not feel needs for certified ATs” (Table 30). Analyses of these questions revealed a total of 31 school administrators perceived that ATs were not needed.

Among the coaches who do not have a certified AT for their team, 21.1% of the coaches (30/139) would not employ a certified AT even if budget was not an issue (Table 31). Nine point two percent of coaches who do not have a certified AT for their team “strongly” or “moderately” disagreed that certified ATs were important asset when they organize a safe environment for their student athletes. Ten point six percent of coaches (10/140) who did not have a certified AT for their team selected the reason for not currently having a certified AT for their team as “I do not feel needs for certified AT” (Table 30). There were a total of 44 coaches who perceived that ATs were not needed.

The current and intended procedures to provide student athlete-focused healthcare in their schools and teams were shown in table 47 and 48. Among school administrators and coaches who perceived that ATs were not needed, there was a significant relationship between position and perception of who the responsible personnel was for providing initial assessment and care for athletic injuries ($\chi^2(3)=13.888, p=0.003$). School administrators indicated that school nurses were responsible, while coaches indicated coaches themselves were responsible for providing initial assessment and care for athletic injuries. A comparison of two groups of school administrators who had a perceived need for a certified AT and who did not have a perceived need for a certified AT, revealed no significant relationship ($\chi^2(2)=2.257, p=0.324$) indicating regardless of the perceived need for a certified AT, school administrators rely on school nurse for responsible person for providing initial assessment and care for athletic injury (Table 45 and 47). A comparison between two groups of coaches, who had a perceived need for a certified AT and who did not have a perceived need for a certified AT, revealed no significant relationship ($\chi^2(2)=2.065, p=0.356$), indicating regardless of the perceived need for a certified AT, coaches themselves assume a responsibility of providing initial assessment and care for athletic injury, or rely on the outside healthcare provider (Table 45 and 47). The results further support the discrepancies between school administrators and coaches in understanding of who to be responsible for providing initial assessment and care for athletic injury, regardless of the perceived need for a certified AT.

Table 47. Responsible Person for Initial Treatment among School Administrators and Coaches who did NOT Have Perceived Needs for Certified ATs and NOT Have Certified ATs

Q.50 If an athletic-related injury occurs during an interscholastic sports programs, who is responsible for providing student athletes an initial assessment and care for the injury?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Other healthcare providers working at your team or school	0.0	0	6.8	3
Interscholastic sports coaches	16.1	5	40.9	18
High school teachers	0.0	0	0.0	0
Student manager	0.0	0	0.0	0
Other student athletes	0.0	0	0.0	0
School nurse	67.7	21	27.3	12
Sport team doctor	0.0	0	0.0	0
Healthcare providers at a clinic where the athlete usually goes to	9.7	3	20.4	9
No designated person	0.0	0	2.3	1
Others	6.5	2	2.3	1
<i># of respondents who answered this question</i>		31		44
<i># of respondents who skipped this question</i>		0		0

Among school administrators and coaches who perceived that ATs were not needed, there was no significant relationship between position and perception of who the responsible personnel was for making a treatment plan and decisions to return to play for student athletes ($\chi^2(3)=4.199, p=0.241$), indicating regardless of the position, coaches and outside healthcare provider were perceived as being responsible for making a treatment plan and decisions to return to play for student athletes (Table 46 and 48). A comparison of two groups of school administrators, who had a perceived need for a certified AT and who did not have a perceived need for a certified AT, revealed no significant relationship ($\chi^2(3)=0.915, p=0.822$) indicating regardless of the perceived need for a certified AT, school administrators perceived that the coaches were responsible for making a treatment plan and decisions for return to play. A comparison of two groups of coaches, who had a perceived need for a certified AT and who did not have a perceived need for a certified AT, revealed no significant relationship

($\chi^2(3)=2.024, p=0.567$) indicating regardless of the perceived need for a certified AT, coaches perceived that the outside healthcare providers were responsible for making a treatment plan and decisions for return to play.

Table 48. Responsible Person for Plan and Making Decisions for Student Athletes among School Administrators and Coaches who did NOT Have Perceived Needs for Certified ATs and NOT Have Certified ATs

Q.51 If a student were to become injured during an interscholastic sports program, who is responsible for creating a treatment plan and making a decision to return to play?

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Other healthcare providers working at your team or school	0.0	0	4.5	2
Interscholastic sports coaches	51.6	16	38.6	17
High school teachers	0.0	0	0.0	0
Student manager	0.0	0	2.3	1
Other student athletes	0.0	0	0.0	0
School nurse	6.5	2	0.0	0
Sport team doctor	0.0	0	0.0	0
Healthcare providers at a clinic where the athlete usually goes to	32.3	10	45.5	20
No designated person	9.6	3	9.1	4
Others	0.0	0	0.0	0
<i># of respondents who answered this question</i>		31		44
<i># of respondents who skipped this question</i>		0		0

Among the 31 school administrators and 44 coaches who did not have a perceived need for certified ATs, the potential reasons as to why their schools do not have a certified AT are provided in table 49. Our result showed that there was no significant relationship between positions and reasons for not having a certified AT ($\chi^2(7)=5.551, p=0.593$), with budget being the most prevalent reason for both school administrators and coaches. A comparison of two groups of school administrators, who had a perceived need for a certified AT and who did not have a perceived need for a certified AT, revealed no significant relationship ($\chi^2(3)=1.980, p=0.576$) indicating regardless of the perceived need for a certified AT, school administrators perceived that the reason for not having a certified AT was

budgetary issue (Table 43 and 49). A comparison of two groups of coaches, who had a perceived need for a certified AT and who did not have a perceived need for a certified AT, revealed significant relationship ($\chi^2(3)=8.736, p=0.033$) indicating the reason for not having a certified AT was depending on their perceived need for a certified AT. Coaches who indicated a need for a certified AT responded that the reason for not having a certified AT was a budgetary issue (77.3%), while coaches who did not indicate a need for a certified AT responded that budgetary issue (50%), “the position does not fit into the school system” (50%), and “I do not understand the roles of JASA-ATs and/or ATCs” (45.5%). While budgetary issue is the main reason for both school administrators and coaches, the results suggest that the reasons for not having a certified AT among coaches who did not indicate a need for a certified AT is associated with a lack of understanding in ATs role and justification for the position within the school system.

Table 49. Reasons for NOT Having a Certified AT among School Administrators and Coaches who did NOT Have Perceived Needs for Certified ATs and NOT Have Certified ATs

Q.53 What is the potential reason why your school does not have a JASA-AT or ATC? Please all the applies.

Answer Options	School Administrators		Coaches	
	Response Percent (%)	Response Count	Response Percent (%)	Response Count
Budget	54.8	17	50.0	22
The position does not fit into the school system	41.9	13	50.0	22
Lack of resource and method for recruiting JASA-ATs and/or	22.6	7	36.4	16
I do not feel needs for JASA-ATs or ATCs	29.0	9	25	11
I prefer other healthcare professionals	0.0	0	2.3	1
I do not understand the roles of JASA-ATs and/or ATCs	25.8	8	45.5	20
I do not feel benefit for school and/or student athletes	9.7	3	9.1	4
Others	9.7	3	2.3	1
<i># of respondents who answered this question</i>		31		44
<i># of respondents who skipped this question</i>		0		0

LIMITATION

The limitation of the current study includes small sample size. The survey was distributed to 1,810 public and private high schools, and only 272 school administrators (n=99) and coaches (n=173) completely answered this survey. This study was originally planned to include high schools in 12 prefectures, but only high schools in 11 prefectures responded. The actual response rate in this study was unknown because the number of school administrators who actually received the survey was unknown; the estimated response rate among school administrators was 5.5% (99/1,810). This number of response rate was much smaller compared to Nishi's study (45%). Through this study, it was shown that conducting survey study with a good response rate was difficult without supports in Japan

especially from the board of education in each district and the JASA. It is strongly recommended for future survey researches to establish a supportive relationship with the board of education and the JASA in Japan to increase the response rate.

Among school administrators and coaches who fully completed the survey, 86.9% of the school administrators (n=86) and 74% of the coaches (n=128) were from public high schools. Due to the difficulty of finding e-mail addresses for private high schools, the results of survey were partial to public high schools.

CONCLUSIONS

The results of this investigation indicate that approximately half of school administrators and coaches who do not have a certified AT feel the needs of ATs for their schools and interscholastic sports. However, the roles of ATs were not clearly understood by the majority of school administrators and coaches at the high school level in Japan. The study also indicates that the most of high school administrators and coaches are satisfied with their quality of medical coverage despite a significant deficiency of certified ATs at the high school level in Japan. Besides the budgetary limitation, the major reason for not employing a certified AT was that current high school employment system would not easily accommodate a full-time or part-time AT position due to ambiguity of AT's job category. School administrators tend to rely on school nurses and coaches for management of athletic

injuries happened during interscholastic sports practices and games, while coaches tend to assume such role themselves or rely on outside health care providers.

Finally, a significant positive correlation between the perceived needs for certified AT and the level of understanding of ATs' roles was observed. This suggests that increasing awareness of ATs qualifications and the benefits of having a certified AT at each high school through school administrators and coaches is an important step to increase the need for certified ATs and improve the employment opportunity in the future.

Future Research

Based on the results of this study, following potential research questions/topics are recommended: 1) Assessment of the medical coverage for student athletes during interscholastic sports hours provided by school nurses. 2) Assessment of the level of satisfaction of student athletes on the medical coverage provided by school in Japan. 3) A comparative analysis of the roles of athletic trainers at high schools in Japan and US. Athletic trainers who currently work at high schools in Japan may have different roles from ATCs at high school in the US despite similarities in the JASA and NATABOC athletic training curriculum.

CHAPTER II

REVIEW OF LITERATURE

Athletic training in Japan is a young profession, and it is still in the process of development⁴. Athletic training is often misunderstood in the Japanese sports fields as a result³⁴. The role of AT in Japan is frequently thought to consist of only: taping athletes, first aiding athletes after injury, and providing massages on athletes⁵⁷. National Athletic Trainers' Association (NATA) Board of Certification – certified athletic trainers (ATCs) are approved healthcare providers in the United States (US); however, Japan Sports Association – certified athletic trainers (JASA-ATs) are not recognized as an allied healthcare profession^{1,2,4,30}. They are considered as medical conditioning instructors by the JASA²¹.

History of Japanese Athletic Training

Athletic trainers did not officially exist in Japan, before the Japan Sports Association (JASA) began organizing an athletic training educational program and certifying ATs in 1994^{4,21,31,57}. However, the acupuncturists, acupressure masseuses, and judo therapists in Japan started working with athletes before the World War II (WWII)²¹. The taping skill was introduced to Japan by the American “trainers” of the USA baseball team for the first Japan-USA national baseball game in 1931. The acupuncturists, acupressure masseuses, and judo therapists traveled with the Japanese Olympians as the first “trainers” in Japanese

history and applied the sports massage on the Japanese Olympians at the Los Angeles Olympics in 1932. The major league baseball all-star team visited Japan, and the trainers exchanged their skills in 1934.⁵⁸ The job fields for acupuncturists, acupressure masseuses, and judo therapists expanded into the professional baseball a major sports in Japan after the WWII²⁴. The Acupuncturists, acupressure masseuses, and judo therapists who worked in the sport fields covered the role of ATs^{4,32}. They were trained as medical supporters for the 1964 Tokyo Olympics, as ATs did not exist in Japan²¹. These professions have been melted into Japanese sports with a long history in Japan²⁸. The JASA started certifying the “sports trainers” in 1965 after the Tokyo Olympics to spread the training skills that they earned in the Tokyo Olympics to the Japanese citizens¹⁹. This certification was for training coaches rather than for ATs^{19,24}. The economy in Japan had improved, and professional and semi-professional sports in Japan livened up, after the 1970’s. The needs for “trainers” increased among the professional and company sports teams in this era.²¹ The Japan Olympic team realized at the Barcelona Olympics in 1992 that the number of ATs traveling with each country had increased dramatically. The JASA started the educational program and certifying ATs in 1994 for this reason.^{21,30} There are currently more than 1,600 JASA-ATs and about 260 ATCs in Japan^{25,59}.

Acupuncture - Acupuncture was originally started in China about 3,000 years ago. The first Chinese acupuncture textbook about channels and meridians to diagnose and treat injuries

was written in B.C. 150, and therapeutic needling was presented as a reference in B.C. 90.⁶⁰

Acupuncture was introduced to Japan in the sixth century. Acupuncture was established by law as a medical administration authorized by the Japan national government in 701.²⁸ The acupuncturists worked under Samurai doctors and eventually opened their own clinic in the Edo era (1603-1867). Acupuncture was popularized to civilians after the hospital system was established in Meiji era (1868-1912)⁶¹.

Judo Therapy - Judo therapy originated from Bujutsu. Bujutsu contains two parts: the way to kill people and the way to treat people. Judo therapy was created from the treatment part of Bujutsu. Judo therapy focuses on manually treating sprains, bruises, soft tissue damage, fractures, and dislocations.⁶² Judo therapists and acupressure masseuses were authorized by the Japanese national government to have their own clinics in 1920 before acupuncturists did⁶³.

Acupressure massage - An official name of the acupressure masseuses in Japan is “Anma - Massage - Shiatsu”. The masseuses mix three different techniques during their treatment.

“Anma” is a massage technique based on Chinese medicine that was imported to Japan during the Nara era (710-794). “Massage” is a massage technique based on Western medicine which was introduced from Europe to Japan during the Meiji era (1868-1912). The “shiatsu” technique is a combination of “anma” and chiropractic skills from the US. This method was created in Japan in the Taisyo era (1912-1926)²⁹. The main difference

between “anma” and “massage” technique is that most of the treatments in “anma” require proximal to distal portion of body along the Chinese medicine channel theory⁶⁴.

The Japanese law changed dramatically after the World War II among the changes was the medical law for acupuncture, judo therapy, and acupressure masseuse. All three professions were officially authorized as a national qualification by the new law in 1947^{63,65,66}. Patients were permitted to utilize health insurance for treatments if they were referred from a primary doctor⁶⁶.

There are currently five colleges, 71 schools for the blind people, 66 vocational schools, and nine other training schools in Japan with an acupuncture, judo therapy, or acupressure masseuse program⁶⁶. These professions have become a common element of Japanese lifestyle and are well-trusted by the Japanese because of their long history as established medical treatments in Japan⁶¹. They covered the role of ATs and built a relationship with athletes even in the sport fields before the JASA started certifying ATs^{24,32,57,67}.

JASA Athletic Training Educational Program

The JASA was originally founded in 1911 and started certifying ATs in 1994^{17,18,25}. The JASA held a special training program every year for people who already worked with professional sport teams or subordinated sport teams of the JASA in the first four years of the

JASA-AT certification. The special training program consisted of a three-day study course and examination.⁶⁸ Two-hundred and seventy eight people participated in the program until the program finished in 1998, and all participants became JASA-ATs^{25,44}. The NATA similarly certified all the ATs practicing in a sports field before the NATA started administrating national certification examination in 1970⁶⁸.

There are currently two ways to take the examination to become a JASA-AT: 1) taking a training course which is organized by the JASA, or 2) taking accredited classes at vocational schools or universities⁶⁹. The person has to be recommended by one of the associations of the Japan Olympic Committee (JOC) or JASA associations in each prefecture to take the training course organized by the JASA. The maximum capacity for the training course is 100 people per year.⁷⁰ Another way to take the examination is by completing the accredited credits at schools approved by the JASA. There are currently 31 universities and colleges, and 28 vocational schools in Japan that provide the accredited credit classes.⁷¹ Both certification processes are two years long. The JASA certification for ATs is not a national qualification unlike the certification for acupuncturists, judo therapists, and acupressure masseuses' licensures in Japan^{4,30}. The certification is considered a private qualification, but it is the only official certification for ATs in Japan³⁰. The NATA-BOC certified over 42,000 ATs in 63 years⁹. On the other hand, the JASA certified over 1,600 ATs in 18 years²⁵. The number of ATs certified by JASA may be fewer than those certified

by NATA-BOC due to fewer job opportunities for ATs in Japan³⁰.

ATCs in Japan

Athletic training was introduced to Japan by the NATA in 1975. Jiro Shikakura became the first native Japanese ATC in 1977.⁷² The Japan Athletic Trainers' Organization (JATO) was founded by Japanese ATCs in Japan in 1996. There are four purpose statements for the JATO:

1. To familiarize athletic training, continue providing educational activities in Japan, and improve the status of ATCs;
2. To improve knowledge and skills of athletic training;
3. To provide an environment for the JATO members to exchange opinions and information about athletic training in Japan; and
4. To organize a supporting system for ATs and related professions to work together effectively.

There are currently more than 160 ATC members who work in various sport fields in Japan⁷³.

ATCs have many limitations to practice in Japan because the ATC is a US qualification.

The qualification of ATC is technically not considered as a licensure in Japan because the qualification of JASA-AT is the only licensure authorized as an AT by the Japanese national institution. Only JASA-ATs are allowed to practice as an AT in the top leagues of soccer

and rugby in Japan.²⁴ Some ATCs take other medical licensures in Japan, such as acupuncture and judo therapy in order to work in the sport fields in Japan³⁴.

Athletic Injuries at the High School Level in Japan

One of the biggest differences in athletic training between in the US and Japan is the ratio of the number of ATCs and the number of high school student athletes. There are 37,100 high schools (9th – 12th grade) and approximately 42,000 ATCs in the US^{59,74}. Approximately six million adolescents participate in high school sports, and about 35% of US high schools use the services of an ATC⁷⁵. The NATA moreover reported that 25% (6,864) of the NATA certified members (n=27,458) work at high schools in the US⁹. The National Federation of State High School Association reported that there are approximately 7,667,995 high school students participating in school athletics⁴¹. The estimated ratio of the number of ATCs working at high schools and the number of high schools student athletes is 1:1117. This is a significant increase from the research in 1980's conducted by Stopka and Kaiser that about 10% of the 24,000 high schools in the US employed ATCs⁷⁶. On the other hand, there are 5,060 high schools (10th – 12th grade) and 1,606 JASA-ATs in Japan^{25,77}. According to the survey among JASA-ATs (n=497) conducted by the JASA in 2011-2012, 25.6% (126) worked with high schools²⁵. There are 1,410,967 high school students participating in school athletics⁴⁰. The estimated ratio between the number of JASA-ATs and the number of

high school student athletes is more than 10,000 students every one JASA-AT. Moreover, it was likely that most of the JASA-ATs were part-time ATs at the schools because only 19.9% (99/497) were full-time ATs, and 52.5% (261/497) were part-time or volunteer ATs. The survey also showed that 24.9% (124/497) held a teaching license, and 14.7% (73/497) were school teachers.²⁵

Schools are one of the common places where injuries occur in adolescents. A quarter of all injuries in school-aged children occur at school⁷⁸. Thirty three percent of students who participated in interscholastic sports had experienced athletic injuries in the past.³⁶ Total of 243,803 injuries were reported at the high school level in Japan in 2011, and 58.6% (142,782) of the injuries occurred during interscholastic sports³⁷. Eighty eight catastrophic injuries and 15 fatal accidents of which five were due to heat illness were reported to the Japan Sport Council in 2011^{38,39}.

The Needs Assessment

A needs assessment enables you to determine where you should be going and when you have arrived there⁷⁹. Kaufman, et al. (1979) defined needs assessment as a formal process which determines the gaps between current outputs or outcomes and required or desired outcomes or outputs⁸⁰. A needs assessment is conducted to derive information and perceptions of values as a guide to making policy and program decisions that will benefit to

specific groups of people⁸¹.

Needs assessment was first utilized in the public for the Elementary and Secondary Education Act of 1965⁸². Needs assessments were conducted as part of the evaluations by the federal grant programs in health, education, and social services between 1966 and 1981⁸³. Roger Kaufman is considered as the “father of needs assessment” because he contributed to develop the concept and application of needs assessment in this era⁸⁴. Many types of organizations and agencies conduct needs assessments to determine discrepancies, examine their nature and causes, and set priorities for future action⁸¹.

Bell et al. (1984) conducted an AT manpower survey at high schools in Illinois. Athletic directors at the high schools were asked to answer the survey, and 62.4% of them responded. Sports coaches at most of the high schools (92%) which did not have an ATC were responsible for their healthcare supervision. They recommended: (a) state ATs need a better liaison with the high school athletic association and athletic directors association, (b) the state of Illinois should appoint a sports medicine director to work with the high school sports association, and (c) ATCs in the state of Illinois should actively educate coaches, athletes, and parents to the role of the supervision.⁵⁶

Lynn M. Lindaman (1992) conducted a research for AT availability in interscholastic athletics in Michigan. A total of 711 high school athletic directors in Michigan were asked to answer the survey, and 57% of them responded. Forty-one percent of all responding high

schools reported having an AT available for at least one sport during the year. Thirty-eight percent of all ATs were volunteers. The average salary for the ATs who received a salary was \$5,508 a year.⁴⁸

Stephanie A. Miller (1991) conducted an assessment of need for high school athletic training employment opportunities in Pennsylvania, New Jersey, and Delaware. Survey questionnaires were sent to 1,676 high school athletic directors, and 64% (1,076) of them responded. A total of 45% (480) high schools employed ATCs, and 8% (38) of them were on a part-time basis. Among the three states, high schools in New Jersey had the highest percentage (58%) of ATCs' availability. Ninety-five percent of the 557 high school athletic directors that did not employ ATCs answered that they need an ATC at their high schools. Among these athletic directors, 77% (131) reported that they would hire ATCs in the next three years.⁴⁹

Patricia Koabel-bagley (1994) conducted an assessment of need for certified ATs in New York State High Schools. A total of 1,054 high school athletic directors in the state of New York were asked to answer the survey, and 57% (n=603) of them responded. Athletic directors in 90% (541) of all respondents reported a need for ATCs at the high school level. Among high schools where ATCs were not employed, 75% (n=454) of high schools expected coaches to be responsible for the healthcare of student athletes. Only 1% (n=6) of high schools employed ATCs on a full-time basis, and 22% (n=132) of high schools employed

ATCs on a part-time basis. Fifty-four percent (n=324) of the respondents reported that their high school districts would not be hiring ATCs in the near future.⁵⁰

Four researches claimed a need for ATs in the Japanese sport fields; however, there are only three needs assessment studies at the school levels in Japan. Sayuri Yoshida (2009) conducted an assessment of needs for ATs among the coaches for elementary school students working at the sports fitness clubs in Nishinomiya, Hyogo. The author sent the survey for this study to 65 coaches, and 55.6% (n=36) of them responded. They were from six different clubs and 15 different sports teams. The coaches were asked whether their sports fitness clubs would employ an AT or not. Only one third (n=11) of the respondents answered that they need an AT at their facilities. The most frequent reason why they need an AT was that they feel secure if they have a certified AT. Other main reasons were to increase other coaches' knowledge of training children based on motor development, to prevent athletic injuries and illness, and for the immediate care of injury on the sports field. The most frequent reasons why they do not need an AT at their facilities were not expecting any changes at their facilities and financial issues.⁸⁵

Ryoko Yasuda (2008) conducted an assessment of needs for ATs at the elementary school level in Japan. One elementary school teacher usually teaches most of the subjects on their own homeroom students except music and arts classes at an elementary school in Japan. Elementary schools consequently intend to hire specialists for each subject to offer

better learning environments to elementary school students. Physical Education (P.E.) class is one of the classes which specialists teach due to decreasing of physical strength and exercise tolerance among Japanese children in recent years. The author hypothesized that the needs for ATs at the elementary school level are high because ATs could give elementary school students more support for their health conditioning and athletic ability improvement than regular elementary school teachers. A total of 369 elementary school teachers and school administrators in four cities in different prefectures were asked to answer a survey to assess the needs for ATs as athletic coaching specialists, and 217 of them answered the survey. A total of 159 teachers and school administrators agreed with hiring ATs as experts of athletics, and 138 of them also answered that the ATs should hold a qualification of teaching too.⁸⁶ Responders' degree of recognition about athletic training however was unknown in this research. They might not know the difference between an AT and other physical related specialists.

Nishi (2000) completed the high school-level athletic training studies in Japan.

Nishi asked total 60 high schools in three cities in three different prefectures to answer the survey, and 27 of the high schools responded. Seven of the high schools answered that they had one or multiple "trainers" for their interscholastic sports activities. Total 13 "trainers" worked at the high schools, and only one ATC and one JASA-AT were in the "trainers". Others were a doctor, acupuncturists, judo therapists, and people who had a degree in

Kinesiology. Fifty four percent (n=7) of the trainers who worked at the high schools had a part-time contract with the schools, 31% (n=4) worked as volunteers, and 15% (n=2) were elementary school teachers at their schools. Twenty nine percent (n=2) of the part-time contract trainer were paid from students' activity fees, and 43% (n=3) were paid from both school and student' activity fees. Seventy percent of high schools which need "trainer" for their schools indicated that they could have a trainer only if the trainer is under a volunteer contract.⁴² The reliability for this study was questionable because the number of sample size for this research data was very small.

Nakamura et al. (2003) also assessed the need for ATs at the high school level in Japan. Nakamura et al. researched the needs assessment for ATs among 239 high school coaches on 16 different sports in Kinki region. The research indicated that 9.2% of the coaches had an AT on their team, and 92.5% of all coaches responded that they need ATs for their team. Nakamura et al. categorized the sports teams into three levels based on their previous season standings. Level 1 team coaches were 68.2%, level 2 team coaches were 31.8%, and level 3 team coaches were 0% in the coaches having an AT in their team. The teams which had higher previous season standings had an AT in their team according to this result. Moreover, private high schools (57.1%) had more percentage of having an AT than public high schools (42.9%). Volunteer ATs were 36.8% in the private high schools and 63.2% in the public high schools.⁴³ However, this data did not mention whether the ATs

working with the high school coaches are certified, or if the ATs were full-time employees.

There is no previous research of the needs assessment for ATs among high school administrators in Japan. The opinion from school administrators is very important because they make the decision to hire ATs for their schools.

The Delineation of ATs' Roles

The NATA stated the role of AT with six domains on the Role Delineation Study in 1982, and the Board of Certification renewed the 6th Role Delineation Study in 2010 to five domains. The five domains follow as: (1) injury/illness prevention and wellness protection, (2) clinical evaluation and diagnosis, (3) immediate and emergency care, (4) treatment and rehabilitation, and (5) organizational and professional health and well-being.¹⁴ In the US, the NATA published these statements to define the role of ATs and increase the degree of recognition in the public. However, people commonly confuse ATs with coaches and personal trainers⁸⁷. Misunderstanding and lack of knowledge regarding athletic training may affect acquisition of proper medical coverage in the high school setting^{88,89}. Previous survey researches regarding the knowledge and awareness of athletic training were intended to conduct among parents/guardians of students, school administrators, student athletes, and other health professions.

Hoppel et al. (2001) conducted an assessment survey for the knowledge of the roles

and responsibilities of a certified AT among parents and guardians of high school athletes.

A total of 104 parents and guardians were administered the survey in this study. Forty eight percent of respondents indicated that they would feel most comfortable initiating care for their student athletes in an emergency situation was a ATC in healthcare professionals.

Forty percent of respondents indicated that the job responsibility of an ATC was evaluating athletic injuries, 39% answered administering first aid, and 15% thought helping people lose weight and get in shape.⁸⁷ This study indicated that parents and guardians of high school athletes had the basic understanding of the roles and responsibilities of an ATC; however, they did not fully understand the entire scope of the profession accurately.

Vanguri et al. (2001) conducted a survey research among the division II student athletes in North Carolina to assess their understanding of how ATs were viewed by them. A total of 89 student athletes completed questionnaires during the 2000 National Collegiate Athletic Association Division II (NCAA-D2) Track and Field Championship. The two major questions were asked “what are NCAA-D2 student athletes’ perceptions of ATs?” and “how do these perceptions compare among students in the NCAA-D2 colleges, universities, and other institutions?.” Some student athletes indicated that ATs are “primary responsible for water and ice,” and others answered that ATs have “responsibility for the healthcare of all student athletes.” Some student athletes expressed their appreciation of ATs; however, others depicted ATs as those who “sit around and eat sunflower seeds all day.”⁹⁰ These

results did not set forth the exact numbers of how many student athletes indicated the answer. Moreover, these data were limited because this study was conducted among NCAA-D2 athletes only in the track and field championship.

Felling (2003) and Gould and Deivert (2003) conducted an assessment survey regarding the knowledge and awareness of athletic training among secondary school administrators. Felling administered a survey to 594 high school principals and athletic directors in California, and 215 of them responded with useable data. One hundred twenty one (61.1%, n=215) of respondents were athletic directors or a combined position of athletic director and other position, and 67 (31.2%) were school principals. Fifty seven percent of respondents indicated that their schools currently employed an AT. Felling found a significant difference of understanding of ATs' capabilities and roles between athletic directors and principals. Athletic directors intended to agree with ATs' roles and educational background stronger than principals did. Seventy three percent of respondents from schools with ATs (n=117) strongly agreed with the statements with the ATs explain the steps of injury rehabilitation to students athletes compared to 54% of responses from schools without ATs (n=87).⁸⁹

Gould and Deivert sent a survey to 1,095 secondary school administrators which were randomly selected 10% of secondary schools from the NATA District 4, and 234 of them were returned and deemed usable for analysis. Fifty five percent of respondents

indicated that their schools currently employed an AT. The researchers found that administrators with the greatest understanding of ATs' roles and responsibilities were athletic directors (74%). Principals and athletic directors indicated the highest rate of correct answers for questions regarding the tasks of athletic training. Ninety two percent of total respondents perceived ATs as the most qualified individuals to prevent and treat athletic injuries.⁹¹

Athletic directors are the school administrator who has the most understanding of roles and educational background of ATs according to those two previous researches. The knowledge and awareness regarding an athletic training of school administrators may be utilized by them when they hire an AT at their schools. Moreover, these survey researches among school administrators may increase their understanding of ATs' role at school settings and help to increase the job opportunity for ATs at secondary schools.

McRae (2006) conducted a research about knowledge and perceptions of ATC's role and educational background among physicians. The researcher sent survey to 992 physicians in the state of Oklahoma, and 128 of them responded. Fifty seven percent (73) of the responders were specialized in family medicine, and other physicians were specialized in emergency medicine (9), orthopedics or sports medicine (18), physical medicine and rehabilitation (2), and others (26). Forty six percent of the physicians indicated that they had experience working with a ATC. Sixty six percent of the total physicians indicated that

they are not familiar with the educational requirements necessary to become an ATC.⁹²

Physicians' understanding of the tasks and educational background of an ATC is very important for ATs because the bridging between physicians and athletic fields is a part of ATs' roles. These results indicated that the degree of recognition of athletic training is still low among physicians as an allied healthcare provider.

In Japan, the JASA published their plan for the future of athletic training, but the roles of certified ATs have not melted into the public¹¹. The JASA defined the roles of JASA-ATs in their text book as: (1) prevention of athletic injury and illness, (2) immediate care on sports field, (3) athletic rehabilitation, (4) conditioning, (5) assessment and evaluation, (6) health management and organizational management, (7) education²¹. In our study, the degree of recognition was defined by how well the subjects understood the roles of ATs.

There is no previous research for the assessment of the degree of recognition of ATs' roles among school administrators and coaches in Japan.

APPENDIX A

Survey (English Version)

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

1. Study information and consent

Consent to Participate in Research

My name is Kei Sato. I am a graduate student at the University of Hawaii (UH). As part of my degree program, I am conducting a research project. The purpose of my project is to assess the needs for certified athletic trainers and the perception of athletic trainers' roles at high school level in Japan. I have requested your participation in this project because you are at least 18 years old and your roles as a high school administrator and/or high school interscholastic sports coach.

Project description – Activities and Time Commitment: If you decide to take part in this project, you will be asked to fill out a survey. The survey questions are mainly multiple choice. However, there will be a few questions where you may add an open-ended response in comment column. The survey should take you approximately 15 minutes to complete. I expect at least ONE school administrators (principal or vice principal) and ALL of the interscholastic sports coaches in each high school will take part in this project.

Benefits and Risks: There will be no direct benefit to you for taking part in this project. The findings from this project may help create a better understanding of athletic trainers' roles and increase the needs for certified athletic trainers at high school level in Japan. It may connect to provide safer environments for high school student athletes in the future. There is little risk to you in participating in this project.

Confidentiality and Privacy: I will not ask you for any personal information, such as your name or address. Please do not include any personal information in your survey responses.

Voluntary Participation: You can freely choose to take part or to not take part in this survey. There will be no penalty or loss of benefits if either decision. If you do agree to participate, you can stop at any time.

Questions: If you have any questions about this study, please email me at keisato@hawaii.edu. You may also contact my adviser, Dr. Iris F Kimura, at ikimura@hawaii.edu. If you have questions about your rights as a research participant, you may contact the UH Human Studies Program at uhirb@hawaii.edu.

Please print a copy of this page for your reference.

Research Information

In the post-professional athletic training program of the Kinesiology and Rehabilitation Science Department at the University of Hawaii at Mānoa, there is a research project team focusing on athletic training in Japan under the supervision of Dr. Iris F Kimura and Dr. Kac Tamura. The purpose of this project is developing and improving the athletic trainers' status and recognition of athletic trainers' roles in Japan, and is NOT comparing the athletic training systems between the US and Japan.

The JASA stated in the 2010 JASA-AT Master Plan that JASA-ATs should be covering elementary, middle, or high schools in all prefectures by 2020. Based on our anecdotal evidence, the number of high schools in Japan has limited access to athletic trainers in spite of high incidence of catastrophic injuries and fatalities. According to the report by the Japan Sport Council in 2012, 142,782 of the injuries occurred during interscholastic sports in 2011. Of those injuries, 88 were catastrophic injuries, and 15 were fatal of which five were due to heat illness. Athletic trainers are specialized in managing and preventing such catastrophic and fatal injuries and provide students with safer athletic environment; however, athletic training professions are not recognized in Japan.

As part of the research project, I am conducting a survey which focuses on assessing the needs for certified athletic trainers and the perception of athletic trainers' roles at high school level in Japan. This questionnaire is utilized only for the survey in Japan; therefore, the questionnaire was created based on the JASA athletic trainers' 7 domains.

1. I have read and understand the information outlined above and consent to participate in this survey. I understand that I can change my mind about participating in this project, at any time, by not completing the survey.

- Yes
- No (You will not be allowed to complete any portion of this survey if you do not consent)

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Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

2. Demographic questions

Please answer the questions about your school where you currently work.

2. Which prefecture is your school located in?

- | | |
|--------------------------------|---------------------------------|
| <input type="radio"/> Hokkaido | <input type="radio"/> Shizuoka |
| <input type="radio"/> Ibaraki | <input type="radio"/> Aichi |
| <input type="radio"/> Saitama | <input type="radio"/> Osaka |
| <input type="radio"/> Tokyo | <input type="radio"/> Hyogo |
| <input type="radio"/> Chiba | <input type="radio"/> Hiroshima |
| <input type="radio"/> Kanagawa | <input type="radio"/> Fukuoka |

3. Is your school is a private or public high school?

- | | | |
|---|--|--|
| <input type="radio"/> Public co-education high school | <input type="radio"/> Public girls' high school | <input type="radio"/> Private boys' high school |
| <input type="radio"/> Public boys' high school | <input type="radio"/> Private co-education high school | <input type="radio"/> Private girls' high school |

4. How many total students does your school have?

- Less than 500 students
- 501 - 999 students
- More than 1,000 students

5. How many different interscholastic sports programs are there at your school?

- 0-5
- 6-10
- 11-15
- 16-20
- 21-more

6. How many students participate in interscholastic sports programs at your school?

	0-100 students	101-200 students	201-300 students	301-400 students	More than 401 students	I am not aware of the number
Male students	<input type="radio"/>	<input type="radio"/>				
Female students	<input type="radio"/>	<input type="radio"/>				
Total students	<input type="radio"/>	<input type="radio"/>				

7. Which interscholastic sports program at your school in each gender has the most students? And, how many students does the each program have? If you choose "Other", please specify in the space below.

	Sports	Number of Students
Male	<input type="text"/>	<input type="text"/>
Female	<input type="text"/>	<input type="text"/>
Other (please specify)	<input type="text"/>	

8. Which of the following best describes your position?

- School administrator (principal or vice-principal)
- Interscholastic sports coach
- Both positions; school administrator and interscholastic sports coach

2. Demographic questions

9. How many athletic injuries occurred at your school in 2013?

- 0-20
- 21-40
- 41-60
- 61-80
- 81-100
- More than 101
- Unknown

10. In those athletic injuries, how many were head injuries such as concussion?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 7
- Unknown

11. In those athletic injuries, how many were catastrophic injuries?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 7
- Unknown

12. In those athletic injuries, how many were fatalities?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 7
- Unknown

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

2. Demographic questions

13. What sport(s) do you coach at your high school? Please describe the team(s) you coach.

	Gender	Sports	Number of students	Previous season standing
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other (please specify)

14. How many athletic injuries occurred in your team in 2013?

- 0-20
- 21-40
- 41-60
- 61-80
- 81-100
- More than 101
- Unknown

15. In those athletic injuries, how many were head injuries such as concussion?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 7
- Unknown

16. In those athletic injuries, how many were catastrophic injuries?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 7
- Unknown

17. In those athletic injuries, how many were fatalities?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- More than 7
- Unknown

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

If you are a school administrator, please answer about your school over all.

If you are an interscholastic sports coach, please answer about your interscholastic sports team.

*If your position is both a school administrator and an interscholastic sports coach, please answer the questions as a school administrator.

18. How many certified athletic trainer are working at your high school or at your interscholastic sports team?

- 0
- 1
- 2
- 3
- 4
- 5 or more
- There is a "trainer(s)", but I am unaware whether they(he/she) are certified athletic trainer(s) or not.

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Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

19. Are there any healthcare providers currently providing student athlete-focused healthcare services at your school or interscholastic sports program besides JASA and BOC certified athletic trainers?

- No
- There is an "acupuncturist" who is not certified by the JASA nor BOC
- There is a "judo therapist" who is not certified by the JASA nor BOC
- There is a "masseuse" who is not certified by the JASA nor BOC
- There is a "physical therapist" who is not certified by the JASA nor BOC
- There is a "doctor" who is not certified by the JASA nor BOC
- There is a "high school teacher" who is not certified by the JASA nor NATA.
- There is a other healthcare provider who is not certified by the JASA nor BOC
- There is a student athletic training interns

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Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

20. Is the athletic trainer working with your team or school certified by the JASA, BOC, or both?

- JASA certified athletic trainer
- BOC certified athletic trainer
- Certified athletic trainer by both organizations

21. Does the certified athletic trainer have other qualifications?

- Unknown
- No, he/she does not
- Acupuncture
- Judo therapy
- Massage
- Physical therapist
- Physician
- School teacher
- Other healthcare qualification

Other healthcare qualification(please specify)

22. How much does the contract school/team/government body/manpower supply company pay for the athletic trainer in a year?

- Less than 500,000 yen
- 500,001-1,000,000yen
- 1,000,001-1,500,000yen
- 1,500,001-2,000,000yen
- 2,000,001-2,500,000yen
- 2,500,001-3,000,000yen
- 3,000,001-3,500,000yen
- 3,500,001-4,000,000yen
- More than 4,000,001yen
- Unknown

23. Which of the following best describes the athletic trainer's position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

3. Specific Questions

24. Are the athletic trainer working with your team or school certified by the JASA, BOC, or both?

	JASA certified athletic trainer	BOC certified athletic trainer	Certified athletic trainer by both organizations
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Do the certified athletic trainers have other qualifications?

	Unknown	No, he/she does not	Acupuncture	Judo therapy	Massage	Physical therapist	Physician	School teacher	Other healthcare qualification
Athletic trainer 1	<input type="checkbox"/>								
Athletic trainer 2	<input type="checkbox"/>								

Other healthcare qualification(please specify)

26. How much does the contract school/team/government body/manpower supply company pay for the athletic trainers in a year?

	Less than 500,000 yen	500,001-1,000,000yen	1,000,001-1,500,000yen	1,500,001-2,000,000yen	2,000,001-2,500,000yen	2,500,001-3,000,000yen	3,000,001-3,500,000yen	3,500,001-4,000,000yen	4,000,001yen	More than 4,000,001yen	Unknown
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Which of the following best describes the athletic trainer's(athletic trainer 1) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

28. Which of the following best describes the athletic trainer's(athletic trainer 2) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

29. Are the athletic trainer working with your team or school certified by the JASA, BOC, or both?

	JASA certified athletic trainer	BOC certified athletic trainer	Certified athletic trainer by both organizations
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Do the certified athletic trainers have other qualifications?

	Unknown	No, he/she does not	Acupuncture	Judo therapy	Massage	Physical therapist	Physician	School teacher	Other healthcare qualification
Athletic trainer 1	<input type="checkbox"/>								
Athletic trainer 2	<input type="checkbox"/>								
Athletic trainer 3	<input type="checkbox"/>								

Other healthcare qualification(please specify)

31. How much does the contract school/team/government body/manpower supply company pay for the athletic trainers in a year?

	Less than 500,000 yen	500,001-1,000,000yen	1,000,001-1,500,000yen	1,500,001-2,000,000yen	2,000,001-2,500,000yen	2,500,001-3,000,000yen	3,000,001-3,500,000yen	3,500,001-4,000,000yen	More than 4,000,001yen	Unknown
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Which of the following best describes the athletic trainer's(athletic trainer 1) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

33. Which of the following best describes the athletic trainer's(athletic trainer 2) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

34. Which of the following best describes the athletic trainer's(athletic trainer 3) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

35. Are the athletic trainer working with your team or school certified by the JASA, BOC, or both?

	JASA certified athletic trainer	BOC certified athletic trainer	Certified athletic trainer by both organizations
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Do the certified athletic trainers have other qualifications?

	Unknown	No, he/she does not	Acupuncture	Judo therapy	Massage	Physical therapist	Physician	School teacher	Other healthcare qualification
Athletic trainer 1	<input type="checkbox"/>								
Athletic trainer 2	<input type="checkbox"/>								
Athletic trainer 3	<input type="checkbox"/>								
Athletic trainer 4	<input type="checkbox"/>								

Other healthcare qualification(please specify)

37. How much does the contract school/team/government body/manpower supply company pay for the athletic trainers in a year?

	Less than 500,000 yen	500,001- 1,000,000yen	1,000,001- 1,500,000yen	1,500,001- 2,000,000yen	2,000,001- 2,500,000yen	2,500,001- 3,000,000yen	3,000,001- 3,500,000yen	3,500,001- 4,000,000yen	More than 4,000,001yen	Unknown
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Which of the following best describes the athletic trainer's(athletic trainer 1) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

39. Which of the following best describes the athletic trainer's(athletic trainer 2) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

40. Which of the following best describes the athletic trainer's(athletic trainer 3) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

41. Which of the following best describes the athletic trainer's(athletic trainer 4) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

42. Are the athletic trainer working with your team or school certified by the JASA, BOC, or both?

	JASA certified athletic trainer	BOC certified athletic trainer	Certified athletic trainer by both organizations
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Do the certified athletic trainers have other qualifications?

	Unknown	No, he/she does not	Acupuncture	Judo therapy	Massage	Physical therapist	Physician	School teacher	Other healthcare qualification
Athletic trainer 1	<input type="checkbox"/>								
Athletic trainer 2	<input type="checkbox"/>								
Athletic trainer 3	<input type="checkbox"/>								
Athletic trainer 4	<input type="checkbox"/>								
Athletic trainer 5	<input type="checkbox"/>								

Other healthcare qualification(please specify)

44. How much does the contract school/team/government body/manpower supply company pay for the athletic trainers in a year?

	Less than 500,000 yen	500,001-1,000,000yen	1,000,001-1,500,000yen	1,500,001-2,000,000yen	2,000,001-2,500,000yen	2,500,001-3,000,000yen	3,000,001-3,500,000yen	3,500,001-4,000,000yen	More than 4,000,001yen	Unknown
Athletic trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic trainer 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Which of the following best describes the athletic trainer's(athletic trainer 1) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

46. Which of the following best describes the athletic trainer's(athletic trainer 2) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

47. Which of the following best describes the athletic trainer's(athletic trainer 3) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

48. Which of the following best describes the athletic trainer's(athletic trainer 4) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

49. Which of the following best describes the athletic trainer's(athletic trainer 5) position?

- Full-time contract paid by your school
- Full-time contract paid by each interscholastic sports program
- Full-time contract from a government body
- Full-time contract from a manpower supply company
- Full-time contract as a teacher
- Part-time contract paid by your school
- Part-time contract paid by each interscholastic sports program
- Part-time contract from a government body
- Part-time contract from a manpower supply company
- Part-time contract as a teacher
- Volunteer
- Unknown
- Other

Other (please specify)

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

50. If an athletic-related injury occurs during an interscholastic sports program, who is responsible for providing student athletes an initial assessment and care for the injury?

- Other healthcare providers working at your team or school besides certified athletic trainers(PT, acupuncturists, etc)
- Interscholastic sports coaches
- High school teachers
- Student managers
- Other student athletes
- School nurse
- Sport team doctor
- Healthcare providers at a clinic where the athlete usually goes to
- No designated person
- Others

Other (please specify)

51. If a student were to become injured during an interscholastic sports program, who is responsible for creating a treatment plan and making a decision to return to play?

- Other healthcare providers working at your team or school besides certified athletic trainers(PT, acupuncturists, etc)
- Interscholastic sports coaches
- High school teachers
- Student managers
- Other student athletes
- School nurse
- Sport team doctor
- Healthcare providers at a clinic where the athlete usually goes to
- No designated person
- Others

Other (please specify)

52. Does your team and/or school have an emergency action plan for serious injuries such as concussion and catastrophic injuries?

- Yes
- No

53. What is the potential reason why your team or school does not have a JASA-AT or BOC ATC? Please all the applies.

- Budget
- Lack of resource and method for recruiting JASA-ATs and/or BOC ATCs
- I do not feel needs for JASA-ATs or BOC ATCs
- I prefer other healthcare professionals
- I do not understand the roles of JASA-ATs and/or BOC ATCs
- I do not feel any benefit for school and/or student athletes
- Others

Other (please specify)

54. Would you employ a JASA-AT and/or BOC ATC for your school or interscholastic sports program without considering the school or team budget?

- | | |
|--|--|
| <input type="checkbox"/> Yes. Sense of responsibility to provide safe environment for student athletes | <input type="checkbox"/> No. I do not feel benefit of JASA-ATs and/or BOC ATCs for the school or student athletes |
| <input type="checkbox"/> Yes. Legal liability | <input type="checkbox"/> No. The roles of athletic trainers do not fit any of the employment categories set force by the school/district |
| <input type="checkbox"/> Yes. Better to optimize student athletes' performance | <input type="checkbox"/> No. I prefer other medical professions for managing athletic-related injuries |
| <input type="checkbox"/> No. The roles of a JASA-AT and/or BOC ATC are unclear | <input type="checkbox"/> Others |

Other (please specify)

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

3. Specific Questions

55. Do you agree that the degree and quality of the medical coverage for your school and/or interscholastic sports program are appropriate?

- Strongly agree
 Moderately agree
 Neither agree or disagree
 Moderately disagree
 Strongly disagree

56. Do you agree that certified athletic trainer is an important asset when you organize a safe sports environment for your student athletes?

- Strongly agree
 Moderately agree
 Neither agree or disagree
 Moderately disagree
 Strongly disagree

57. "Sports Injury/Illness Prevention and Wellness Protection" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|--|
| <input type="checkbox"/> Taping | <input type="checkbox"/> Hydration during games and practice |
| <input type="checkbox"/> Stretch | <input type="checkbox"/> Safety check of practice and game fields |
| <input type="checkbox"/> Icing | <input type="checkbox"/> Emergency action plan |
| <input type="checkbox"/> Massage | <input type="checkbox"/> Others |
| <input type="checkbox"/> Sports equipment fitting | <input type="checkbox"/> I do not expect anything to athletic trainers |

Other (please specify)

58. "Immediate and Emergency Care in Sports Fileds" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|--|
| <input type="checkbox"/> CPR/AED | <input type="checkbox"/> Emergency care for heart attack |
| <input type="checkbox"/> Emergency care for heat stroke | <input type="checkbox"/> Emergency care for fracture |
| <input type="checkbox"/> Emergency care for skull fracture | <input type="checkbox"/> Emergency care for sprain |
| <input type="checkbox"/> Emergency care for concussion | <input type="checkbox"/> Emergency care for strain |
| <input type="checkbox"/> Emergency care for spinal injury | <input type="checkbox"/> Emergency care for open wounds and contusion |
| <input type="checkbox"/> Emergency care for anaphylaxis shock | <input type="checkbox"/> Others |
| <input type="checkbox"/> Emergency care for asthma attack | <input type="checkbox"/> I do not expect anything to athletic trainers |
| <input type="checkbox"/> Emergency care for hemorrhaging | |

Other (please specify)

59. "Athletic Training Rehabilitation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|---|
| <input type="checkbox"/> Making a decision whether an injured student athlete return to play or not | <input type="checkbox"/> Sharing information with team coaches about student athletes' health condition |
| <input type="checkbox"/> Post injury rehabilitation exercise programing | <input type="checkbox"/> Others |
| <input type="checkbox"/> Thermotherapy, cryotherapy, electrotherapy, massage | <input type="checkbox"/> I do not expect anything to athletic trainers |
| <input type="checkbox"/> Exchange information with team doctors and other healthcare providers | |

Other (please specify)

60. "Conditioning" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|--|
| <input type="checkbox"/> Teaching warming up and cooling down | <input type="checkbox"/> Planning for their peak performance |
| <input type="checkbox"/> Teaching weight training | <input type="checkbox"/> Others |
| <input type="checkbox"/> Teaching performance enhancement training(agility, speed, etc) | <input type="checkbox"/> I do not expect anything to athletic trainers |

60. "Conditioning" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|--|
| <input type="checkbox"/> Teaching warming up and cooling down | <input type="checkbox"/> Planning for their peak performance |
| <input type="checkbox"/> Teaching weight training | <input type="checkbox"/> Others |
| <input type="checkbox"/> Teaching performance enhancement training(agility, speed, etc) | <input type="checkbox"/> I do not expect anything to athletic trainers |
| <input type="checkbox"/> Coaching sports performance skills | |

Other (please specify)

61. "Assessment and Evaluation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|--|--|
| <input type="checkbox"/> Injury assessment and evaluation | <input type="checkbox"/> Making a treatment plan based on the injury assessment and evaluation |
| <input type="checkbox"/> Physical exams before the season starts | <input type="checkbox"/> Others |
| <input type="checkbox"/> Concussion assessment and evaluation | <input type="checkbox"/> I do not expect anything to athletic trainers |

Other (please specify)

62. "Healthcare and Organizational Management" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|---|
| <input type="checkbox"/> Injury report | <input type="checkbox"/> Organizing a medical staff for your team and/or school |
| <input type="checkbox"/> Record keeping | <input type="checkbox"/> Traveling with your team for practice and /or games |
| <input type="checkbox"/> Ordering athletic training supplies | <input type="checkbox"/> Others |
| <input type="checkbox"/> Budgeting athletic training supplies | <input type="checkbox"/> I do not expect anything to athletic trainers |

Other (please specify)

63. "Educational teaching" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' role? Please check all that applies.

- | | |
|---|--|
| <input type="checkbox"/> Teaching student athletes how hydration is important | <input type="checkbox"/> Teaching student athletes' parents about sports nutrition |
| <input type="checkbox"/> Teaching student athletes about sports injuries | <input type="checkbox"/> Teaching coaches and teachers about sports nutrition |
| <input type="checkbox"/> Teaching student athletes' parents about sports injuries | <input type="checkbox"/> Others |
| <input type="checkbox"/> Teaching coaches and teachers about sports injuries | <input type="checkbox"/> I do not expect anything to athletic trainers |
| <input type="checkbox"/> Teaching student athletes about sports nutrition | |

Other (please specify)

64. How much do you understand of athletic trainers' roles?

- Very high
 High
 Moderate
 Low
 Very low

APPENDIX B

Survey (Japanese Version)

日本の高等学校におけるアスレティックトレーナーの必要性とアスレティックトレーニングの認識度の評価

1. アンケートの説明と同意書

この度は、唐突なお願いで大変恐縮ではありますが、このアンケートにご協力を頂けたら幸いです。質問は、全部で約28～29問あり(回答内容により変動)、15分ほど見て頂ければ、全ての回答が可能と思います。

このアンケートの対象は、日本体育協会公認アスレティックトレーナーが最も多く登録されている(日本体育協会ATマスタープラン調べ)全国12都道府県の高校管理職の方(校長先生、副校長先生、または教頭先生)とスポーツ系部活動の顧問(教職員、またはコーチ)の方々になります。ご多忙とは存じますが、このアンケートへのご協力を頂けたら、誠にありがたい次第です。アンケートはインターネット上での回答となります。

ハワイ大学大学院キネシオロジー&リハビリテーションサイエンス学部アスレティックトレーニングプログラムでは、アイリス・F キムラ教授の指導のもと「日本におけるアスレティックトレーニングの現状に関する研究」が進んでいます。現在私は、このプロジェクトの一端として、「日本の高等学校におけるアスレティックトレーナーの必要性とアスレティックトレーニングの認識度の評価」というテーマで研究を行っています。これは、どれほどの数のアスレティックトレーナーが高等学校の部活動で現在活動しているのか、またどの程度アスレティックトレーナーが認識されているのかという実態調査であります。

当研究は、本校において独自に行っているものであり、日本体育協会やNATA(全米アスレティックトレーナーズ協会)といった当該団体による活動とは、一切関与致しておりません。この調査の結果は、当研究目的においてのみ利用され、アメリカのシステムとの比較対象などとして用いることもありません。調査は無記名方式で行われ、調査の結果を見ることは担当教授と私のみとなっております。参加者の方のプライバシーは厳守させていただきます。また、結果についてお知りになりたい場合は、後日報告させていただきます。

先立ちまして、貴重なお時間を本調査に費やして頂き誠にありがとうございます。
本研究に関しまして、ご質問等がございましたら、Eメールにてご連絡下さい。
keisato@hawaii.edu

佐藤 慶
ハワイ大学大学院運動機能学部アスレティックトレーニング専攻
<https://coe.hawaii.edu/academics/kinesiology-rehabilitation-science/ms-programs>

***1. このアンケートに関する上記の説明を読んでもらって、アンケートへの参加に同意して頂けますか？**

- はい。同意します。
- いいえ。同意しません。(同意して頂けない場合、これより先のアンケートへの参加が致しかねます。)

次へ

2. 一般的な質問

学校管理職の方も部活動顧問の方も、現在勤務されている学校についてお答えください。

2. あなたの学校の所在地は、以下の都道府県のどこに該当しますか？

- | | |
|----------------------------|---------------------------|
| <input type="radio"/> 北海道 | <input type="radio"/> 静岡県 |
| <input type="radio"/> 茨城県 | <input type="radio"/> 愛知県 |
| <input type="radio"/> 埼玉県 | <input type="radio"/> 大阪府 |
| <input type="radio"/> 東京都 | <input type="radio"/> 兵庫県 |
| <input type="radio"/> 千葉県 | <input type="radio"/> 広島県 |
| <input type="radio"/> 神奈川県 | <input type="radio"/> 福岡県 |

3. あなたの学校は公立高校ですか、または私立高校ですか？

- | | | |
|------------------------------|------------------------------|------------------------------|
| <input type="radio"/> 公立共学高校 | <input type="radio"/> 公立男子高校 | <input type="radio"/> 公立女子高校 |
| <input type="radio"/> 私立共学高校 | <input type="radio"/> 私立男子高校 | <input type="radio"/> 私立女子高校 |

4. あなたの学校の全校生徒の人数は、以下のどれに該当しますか？

- 500名以下
 501～999名
 1000名以上

5. あなたの学校では、いくつのスポーツ系部活動が現在活動していますか？

- 0～5
 6～10
 11～15
 16～20
 21以上

6. あなたの学校では、何名の生徒がスポーツ系部活動に参加していますか？

	0～100名	101～200名	201～300名	301～400名	401名以上	わからない
男子生徒数	<input type="radio"/>					
女子生徒数	<input type="radio"/>					
合計生徒数	<input type="radio"/>					

7. あなたの学校のスポーツ系部活動の中で、最も参加している生徒の人数が多い部活動はどれですか？男子、女子それぞれのスポーツ種目とその部活動に参加している生徒の人数をお答え下さい。

	スポーツ種目	生徒の人数
男子	<input type="text"/>	<input type="text"/>
女子	<input type="text"/>	<input type="text"/>

その他 (その他のスポーツ種目名をお書きください)

8. あなたの役職は学校管理職ですか、またはスポーツ系部活動顧問ですか？

- 学校管理職(校長、副校長、もしくは教頭)
 スポーツ系部活動顧問(教職員もしくはコーチ)
 学校管理職と部活動顧問の両方を兼務

2. 一般的な質問

9. 平成25年度に、あなたの学校では何件のスポーツ傷害が起きましたか？(熱中症、脱水症状、脳震盪、骨折、捻挫、打撲、脱臼、筋挫傷、突き指、縫合を要する外傷などを含む全ての傷害)

- 0-20
- 21-40
- 41-60
- 61-80
- 81-100
- 101件以上
- 把握していない

10. そのスポーツ傷害の中で、脳震盪や頭蓋骨骨折といったような頭部への怪我は何件起きましたか？

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7件以上
- 把握していない

11. そのスポーツ傷害の中で、半身麻痺や全身麻痺といった脊椎や脳への傷害は何件起きましたか？

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7件以上
- 把握していない

12. そのスポーツ傷害の中で、死亡事故は何件起きましたか？

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7件以上
- 把握していない

2. 一般的な質問

13. あなたはどのスポーツ種目を部活動顧問、またはコーチとして担当していますか？<複数回答可> また、その部活動の在籍している生徒の人数と前期の成績をお答えください。

	性別	スポーツ種目	在籍生徒人数	前期の成績
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

その他(その他のスポーツ種目をお書きください)

14. 平成25年度に、あなたの部活動では何件のスポーツ傷害が起きましたか？

- 0-20
- 21-40
- 41-60
- 61-80
- 81-100
- 101件以上
- 把握していない

15. そのスポーツ傷害の中で、脳震盪といったような頭部の傷害が何件起きましたか？

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7件以上
- 把握していない

16. そのスポーツ傷害の中で、半身麻痺や言語障害といった脊椎や脳への傷害は何件起きましたか？

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7件以上
- 把握していない

17. そのスポーツ傷害の中で、死亡事故は何件起きましたか？

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7件以上
- 把握していない

3. 専門的な質問

学校管理職の方は、学校全体についてお答えください。
部活動顧問またはコーチの方は、担当されている部活動についてお答えください。
*学校管理職と部活動顧問の両方を兼務されている方は、学校管理職としてお答えください。

18. あなたの学校、または担当する部活動において、何名の日本体育協会認定アスレティックトレーナー、または全米アスレティックトレーナーズ協会認定アスレティックトレーナーが活動していますか？

- 0
- 1
- 2
- 3
- 4
- 5名以上
- トレーナーはいるが、そのトレーナーの資格に関しては把握していない

3. 専門的な質問

19. あなたの学校、または担当する部活動において、日本体育協会認定アスレティックトレーナー、または全米アスレティックトレーナーズ協会認定アスレティックトレーナー以外で選手/生徒の怪我などの対応をしている医療従事者の方はいますか？

- いいえ。いません。
- 認定アスレティックトレーナーの資格を有していないが、鍼灸師の方がいる。
- 認定アスレティックトレーナーの資格を有していないが、柔道整復師の方がいる。
- 認定アスレティックトレーナーの資格を有していないが、マッサージ師の方がいる。
- 認定アスレティックトレーナーの資格を有していないが、理学療法士の方がいる。
- 認定アスレティックトレーナーの資格を有していないが、医師の方がいる。
- 認定アスレティックトレーナーの資格を有していないが、怪我などを担当する教員の方がいる。
- 認定アスレティックトレーナーの資格を有していないが、他の医療従事者資格の方がいる。
- 認定アスレティックトレーナーの資格をまだ有していないが、学生ボランティアがいる。

3. 専門的な質問

20. その認定アスレティックトレーナーは、日本体育協会公認ですか？それとも全米アスレティックトレーナー協会公認ですか？

- 日本体育協会公認アスレティックトレーナー
- 全米アスレティックトレーナー協会公認アスレティックトレーナー
- 両方の団体より公認されている(日本体育協会公認であり全米アスレティックトレーナー協会公認)

21. その認定アスレティックトレーナーは、他の資格も取得していますか？

- 他の資格を持っているかは不明
- 他の資格は持っていない
- 鍼灸師
- 柔道整復師
- マッサージ師
- 理学療法士
- 医師
- 教職員
- それ以外の医療従事者資格

それ以外の医療従事者資格についてお書きください。

22. そのアスレティックトレーナーと契約している学校、部活動、行政機関、または派遣会社は、1年間でいくらの金額をアスレティックトレーナーに支払っていますか？

- 50万円以下
- 50万1円～100万円
- 100万1円～150万円
- 150万1円～200万円
- 200万1円～250万円
- 250万1円～300万円
- 300万1円～350万円
- 350万1円～400万円
- 400万1円以上
- 把握していない

23. その認定アスレティックトレーナーの雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

3. 専門的な質問

24. その認定アスレティックトレーナーは、日本体育協会公認ですか？それとも全米アスレティックトレーナー協会公認ですか？

	日本体育協会公認アスレティックトレーナー	全米アスレティックトレーナー協会公認アスレティックトレーナー	両方の団体より公認されている(日本体育協会公認であり全米アスレティックトレーナー協会公認)
認定アスレティックトレーナー 1人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 2人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. その認定アスレティックトレーナーは、他の資格も取得していますか？

	他の資格を持っているかは不明	他の資格は持っていない	鍼灸師	柔道整復師	マッサージ師	理学療法士	医師	教職員	それ以外の医療従事者資格
認定アスレティックトレーナー 1人目	<input type="checkbox"/>								
認定アスレティックトレーナー 2人目	<input type="checkbox"/>								

それ以外の医療従事者資格についてお書きください。

26. そのアスレティックトレーナーと契約している学校、部活動、行政機関、または派遣会社は、1年間でいくらをアスレティックトレーナーに支払っていますか？

	50万円以下	50万1円～100万円	100万1円～150万円	150万1円～200万円	200万1円～250万円	250万1円～300万円	300万1円～350万円	350万1円～400万円	400万1円以上	把握していない
認定アスレティックトレーナー 1人目	<input type="radio"/>									
認定アスレティックトレーナー 2人目	<input type="radio"/>									

27. その認定アスレティックトレーナー1人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

28. その認定アスレティックトレーナー2人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

3. 専門的な質問

29. その認定アスレティックトレーナーは、日本体育協会公認ですか？それとも全米アスレティックトレーナー協会公認ですか？

	日本体育協会公認アスレティックトレーナー	全米アスレティックトレーナー協会公認アスレティックトレーナー	両方の団体より公認されている日本体育協会公認であり全米アスレティックトレーナー協会公認
認定アスレティックトレーナー 1 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 2 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 3 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. その認定アスレティックトレーナーは、他の資格も取得していますか？

	他の資格を持っているかは不明	他の資格を持っていない	鍼灸師	柔道整復師	マッサージ師	理学療法士	医師	教職員	それ以外の医療従事者資格
認定アスレティックトレーナー 1 人目	<input type="checkbox"/>								
認定アスレティックトレーナー 2 人目	<input type="checkbox"/>								
認定アスレティックトレーナー 3 人目	<input type="checkbox"/>								

それ以外の医療従事者資格についてお書きください。

31. そのアスレティックトレーナーと契約している学校、部活動、行政機関、または派遣会社は、1年間でいくらの金額をアスレティックトレーナーに支払っていますか？

	50万円以下	50万1円～100万円	100万1円～150万円	150万1円～200万円	200万1円～250万円	250万1円～300万円	300万1円～350万円	350万1円～400万円	400万1円以上	把握していない
認定アスレティックトレーナー 1 人目	<input type="radio"/>									
認定アスレティックトレーナー 2 人目	<input type="radio"/>									
認定アスレティックトレーナー 3 人目	<input type="radio"/>									

32. その認定アスレティックトレーナー1人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

33. その認定アスレティックトレーナー2人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

34. その認定アスレティックトレーナー3人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

3. 専門的な質問

35. その認定アスレティックトレーナーは、日本体育協会公認ですか？それとも全米アスレティックトレーナー協会公認ですか？

	日本体育協会公認アスレティックトレーナー	全米アスレティックトレーナー協会公認アスレティックトレーナー	両方の団体より公認されている(日本体育協会公認であり全米アスレティックトレーナー協会公認)
認定アスレティックトレーナー 1人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 2人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 3人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 4人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. その認定アスレティックトレーナーは、他の資格も取得していますか？

	他の資格を持っているかは不明	他の資格は持っていない	鍼灸師	柔道整復師	マッサージ師	理学療法士	医師	教職員	それ以外の医療従事者資格
認定アスレティックトレーナー 1人目	<input type="checkbox"/>								
認定アスレティックトレーナー 2人目	<input type="checkbox"/>								
認定アスレティックトレーナー 3人目	<input type="checkbox"/>								
認定アスレティックトレーナー 4人目	<input type="checkbox"/>								

それ以外の医療従事者資格についてお書きください。

37. そのアスレティックトレーナーと契約している学校、部活動、行政機関、または派遣会社は、1年間でいくらをアスレティックトレーナーに支払っていますか？

	50万円以下	50万1円～100万円	100万1円～150万円	150万1円～200万円	200万1円～250万円	250万1円～300万円	300万1円～350万円	350万1円～400万円	400万1円以上	把握していない
認定アスレティックトレーナー 1人目	<input type="radio"/>									
認定アスレティックトレーナー 2人目	<input type="radio"/>									
認定アスレティックトレーナー 3人目	<input type="radio"/>									
認定アスレティックトレーナー 4人目	<input type="radio"/>									

38. その認定アスレティックトレーナー1人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

39. その認定アスレティックトレーナー2人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

40. その認定アスレティックトレーナー3人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

41. その認定アスレティックトレーナー4人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

前へ

次へ

3. 専門的な質問

42. その認定アスレティックトレーナーは、日本体育協会公認ですか？それとも全米アスレティックトレーナー協会公認ですか？

	日本体育協会公認アスレティックトレーナー	全米アスレティックトレーナー協会公認アスレティックトレーナー	両方の団体より公認されている日本体育協会公認であり全米アスレティックトレーナー協会公認
認定アスレティックトレーナー 1 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 2 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 3 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 4 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
認定アスレティックトレーナー 5 人目	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. その認定アスレティックトレーナーは、他の資格も取得していますか？

	他の資格を持っているかは不明	他の資格は持っていない	鍼灸師	柔道整復師	マッサージ師	理学療法士	医師	教職員	それ以外の医療従事者資格
認定アスレティックトレーナー 1 人目	<input type="checkbox"/>								
認定アスレティックトレーナー 2 人目	<input type="checkbox"/>								
認定アスレティックトレーナー 3 人目	<input type="checkbox"/>								
認定アスレティックトレーナー 4 人目	<input type="checkbox"/>								
認定アスレティックトレーナー 5 人目	<input type="checkbox"/>								

それ以外の医療従事者資格についてお書きください。

44. そのアスレティックトレーナーと契約している学校、部活動、行政機関、または派遣会社は、1年間でいくらの金額をアスレティックトレーナーに支払っていますか？

	50万円以下	50万1円～100万円	100万1円～150万円	150万1円～200万円	200万1円～250万円	250万1円～300万円	300万1円～350万円	350万1円～400万円	400万1円以上	把握していない
認定アスレティックトレーナー 1 人目	<input type="radio"/>									
認定アスレティックトレーナー 2 人目	<input type="radio"/>									
認定アスレティックトレーナー 3 人目	<input type="radio"/>									
認定アスレティックトレーナー 4 人目	<input type="radio"/>									
認定アスレティックトレーナー 5 人目	<input type="radio"/>									

45. その認定アスレティックトレーナー1人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

46. その認定アスレティックトレーナー2人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

47. その認定アスレティックトレーナー3人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

48. その認定アスレティックトレーナー4人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

49. その認定アスレティックトレーナー5人目の雇用形態は以下のどれになりますか？

- フルタイム・常勤(学校からアスレティックトレーナーとして支給)
- フルタイム・常勤(学校から学校または専科教員として支給)
- フルタイム・常勤(部活動からアスレティックトレーナーとして支給)
- フルタイム・常勤(行政機関から派遣)
- フルタイム・常勤(トレーナー派遣会社から派遣)
- パートタイム・非常勤・アルバイト(学校からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(学校から学校または専科教員として支給)
- パートタイム・非常勤・アルバイト(部活動からアスレティックトレーナーとして支給)
- パートタイム・非常勤・アルバイト(行政機関から派遣)
- パートタイム・非常勤・アルバイト(トレーナー派遣会社から派遣)
- ボランティア・無償
- 把握していない
- その他

その他(具体的に)

3. 専門的な質問

50. もし、あなたの学校もしくは担当する部活動にて、スポーツ傷害(怪我や事故)が発生した場合、誰がそのスポーツ傷害に関するケアや判断を行いますか？

- アスレティックトレーナー以外で学校、またはチームに帯同している医療従事者(医者、鍼灸師、理学療法士など)
- その部活動を担当する顧問、またはコーチ
- その部活動とは関係のない、他の高校教諭
- その部活動の他の生徒
- その部活動のマネージャーしている生徒
- 養護教諭
- チームドクター
- その生徒が通っている医師、理学療法士、鍼灸師などの医療従事者
- 特にいない(生徒自身の判断に任せる)
- その他()

その他(その他の責任者となる方をお答えください)

51. もし、あなたの学校もしくは担当する部活動にて、スポーツ外傷を抱える生徒がいる場合、誰がその生徒の競技復帰までの計画やリハビリテーションエクササイズプログラムを作成し、練習や試合などの競技復帰の判断を行いますか？

- アスレティックトレーナー以外で学校、またはチームに帯同している医療従事者(医者、鍼灸師、理学療法士など)
- その部活動を担当する顧問、またはコーチ
- その部活動とは関係のない、他の高校教諭
- その部活動の他の生徒
- その部活動のマネージャーしている生徒
- 養護教諭
- チームドクター
- その生徒が通っている医師、理学療法士、鍼灸師などの医療従事者
- 特にいない(生徒自身の判断に任せる)
- その他()

その他(その他の責任者となる方をお答えください)

52. あなたの部活動、または学校において、脳震盪、脊椎や脳への傷害といった重大な事故を対処するためのエマージェンシーアクションプラン(緊急時行動計画)はありますか？

- はい
- いいえ

53. あなたの学校、もしくは担当する部活動に、日本体育協会認定アスレティックトレーナーや全米アスレティックトレーナーズ協会認定アスレティックトレーナーがいない現状として、その理由となるものは以下のどれに該当しますか？<複数回答可>

- 金銭面
- 学校の組織的な問題
- どのようにして、認定アスレティックトレーナーを見つければ良いのか不明
- アスレティックトレーナーの必要性を感じない
- 鍼灸師や柔道整復師などといった医療資格を持った、他の職種を好む
- 認定アスレティックトレーナーの役割、仕事内容が不明確
- 学校や部活動の生徒にとって有益であると感じない
- その他()

その他(その他の理由がある場合はお答えください)

54. もし、学校の予算や部活動の予算を考慮しない場合、あなたは認定アスレティックトレーナーを雇用してもよいと思いますか？
また、その理由は、以下のどれに該当しますか？＜複数回答可＞

- | | |
|---|--|
| <input type="checkbox"/> はい。参加する生徒に安全な環境を提供するためには必要 | <input type="checkbox"/> いいえ。認定アスレティックトレーナーを雇用するにあたって、学校や生徒に有益であると思わない |
| <input type="checkbox"/> はい。法的な義務のため | <input type="checkbox"/> いいえ。アスレティックトレーナーの役割や役職が学校の雇用形態に当てはまらない |
| <input type="checkbox"/> はい。参加する生徒の競技力を向上させるため | <input type="checkbox"/> いいえ。スポーツ外傷を任せられる、医療資格を持った他の職種を好む |
| <input type="checkbox"/> いいえ。認定アスレティックトレーナーの役割が不明確 | <input type="checkbox"/> その他() |

その他 (その他の理由をお答えください)

前へ

次へ

3. 専門的な質問

55. あなたの学校、もしくは担当する部活動において、参加している生徒に対するスポーツ環境面の安全を整備する際、認定アスレティックトレーナーは重要な役職であると思いますか？

- 大変思う
- まあまあ思う
- どちらとも言えない
- あまり思わない
- 全く思わない

56. あなたの学校、もしくは担当する部活動において、参加する生徒のスポーツ傷害に対する予防や処置といった安全面の質とレベルは、以下のどれに該当しますか？

- 最適である
- 適切である
- どちらとも言えない
- 不適切である
- 欠損している

57. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「スポーツ外傷・傷害の予防」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|---|---|
| <input type="checkbox"/> テーピング | <input type="checkbox"/> 選手/生徒が練習中に水分補給を行っているか管理 |
| <input type="checkbox"/> ストレッチ | <input type="checkbox"/> 試合/練習会場の安全管理 |
| <input type="checkbox"/> アイシング | <input type="checkbox"/> 試合/練習中に重大事故が発生した際の対応策の作成(エマージェンシーアクションプラン) |
| <input type="checkbox"/> マッサージ | <input type="checkbox"/> その他 |
| <input type="checkbox"/> スポーツ用防具がその選手/生徒に合っているか調整 | <input type="checkbox"/> 上記の項目全てに賛成できない |

その他 (具体的に)

58. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「スポーツ現場における救急処置」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|--|---|
| <input type="checkbox"/> CPR/AED(心肺蘇生法) | <input type="checkbox"/> 心臓発作の対応 |
| <input type="checkbox"/> 熱中症の対応 | <input type="checkbox"/> 骨折時の対応 |
| <input type="checkbox"/> 頭蓋骨骨折の対応 | <input type="checkbox"/> 捻挫の対応 |
| <input type="checkbox"/> 脳震盪の対応 | <input type="checkbox"/> 肉離れの対応 |
| <input type="checkbox"/> 脊髄損傷の対応 | <input type="checkbox"/> 擦過傷、打撲の対応 |
| <input type="checkbox"/> アナフィラキシーショックの対応 | <input type="checkbox"/> その他 |
| <input type="checkbox"/> 喘息発作の対応 | <input type="checkbox"/> 上記の項目全てに賛成できない |
| <input type="checkbox"/> 大量出血の対応 | |

その他 (具体的に)

59. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「アスレティックリハビリテーション」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|---|---|
| <input type="checkbox"/> 傷害を負った選手/生徒が試合や練習に参加するか否かの決定権 | <input type="checkbox"/> 部活動顧問、またはコーチとの選手/生徒の傷害状況に関する情報共有 |
| <input type="checkbox"/> 競技復帰を目標としたリハビリテーションエクササイズプログラムの作成と実施 | <input type="checkbox"/> その他 |
| <input type="checkbox"/> 温熱療法、寒冷療法、電気療法、マッサージ療法の使用 | <input type="checkbox"/> 上記の項目全てに賛成できない |
| <input type="checkbox"/> チームドクター、または選手/生徒が通院している医療従事者との情報交換 | |

その他 (具体的に)

60. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「コンディショニング」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|---|---|
| <input type="checkbox"/> ウォーミングアップ、クールダウンの指導 | <input type="checkbox"/> 選手/生徒がベストコンディショニングで競技を行えるように計画指導 |
| <input type="checkbox"/> ウェイトトレーニングの指導 | <input type="checkbox"/> その他 |
| <input type="checkbox"/> 競技力向上のためのトレーニング指導(敏捷性、持久性など) | <input type="checkbox"/> 上記の項目全てに賛成できない |
| <input type="checkbox"/> 競技フォーム姿勢の修正指導 | |

その他 (具体的に)

61. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「測定と評価」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|--|---|
| <input type="checkbox"/> 選手/生徒の怪我の測定と評価 | <input type="checkbox"/> 怪我の測定と評価から、トリートメント(対処法)の計画を立てる |
| <input type="checkbox"/> 選手/生徒に対する定期的な体力測定 | <input type="checkbox"/> その他 |
| <input type="checkbox"/> 脳震盪に関する測定と評価 | <input type="checkbox"/> 上記の項目全てに賛成できない |

その他 (具体的に)

62. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「健康管理と組織運営」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|---|--|
| <input type="checkbox"/> スポーツ現場における傷害情報の記録 | <input type="checkbox"/> 学校部活動のためのメディカルスタッフの統括 |
| <input type="checkbox"/> スポーツ現場における傷害情報の管理 | <input type="checkbox"/> 練習や試合での帯同 |
| <input type="checkbox"/> テーピング、バンドエイドなどのアスレティックトレーニングに使う備品の発注 | <input type="checkbox"/> その他 |
| <input type="checkbox"/> テーピング、バンドエイドなどのアスレティックトレーニングに使う備品の予算管理 | <input type="checkbox"/> 上記の項目全てに賛成できない |

その他 (具体的に)

63. 日本体育協会が定める、アスレティックトレーナーの役割の一つである「教育的指導」において、アスレティックトレーナーの活動領域として賛成できる項目を、以下より全てお答えください。＜複数回答可＞

- | | |
|---|---|
| <input type="checkbox"/> 選手/生徒に対して、競技中の水分補給に関する指導 | <input type="checkbox"/> 選手/生徒の親に対して、スポーツ栄養に関する教育的指導 |
| <input type="checkbox"/> 選手/生徒に対して、スポーツ傷害に関する教育的指導 | <input type="checkbox"/> 部活動顧問、コーチ、他の教員に対して、スポーツ栄養に関する教育的指導 |
| <input type="checkbox"/> 選手/生徒の親に対して、スポーツ傷害に関する教育的指導 | <input type="checkbox"/> その他 |
| <input type="checkbox"/> 部活動顧問、コーチ、他の教員に対して、スポーツ傷害に関する教育的指導 | <input type="checkbox"/> 上記の項目全てに賛成できない |
| <input type="checkbox"/> 選手/生徒に対して、スポーツ栄養に関する教育的指導 | |

その他 (具体的に)

64. あなたは、アスレティックトレーナーの役割や仕事内容に関して、どの程度理解していると思いますか？

- 大変理解している
 理解している
 どちらとも言えない
 よくわからない
 全くわからない

APPENDIX C

Cover Letter (English Version)

University of Hawai'i

Consent to Participate in Research

Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at High School Level in Japan

My name is Kei Sato. I am a graduate student at the University of Hawaii (UH). As part of my degree program, I am conducting a research project. The purpose of my project is to assess the needs for certified athletic trainers and the perception of athletic trainers' roles at high school level in Japan. I have requested your participation in this project because you are at least 18 years old and your roles as a high school administrator and/or high school interscholastic sports coach. High schools were selected based on the top 12 prefectures that had the highest numbers of Japan Sports Association (JASA) - certified athletic trainers (JASA-ATs) in the JASA-AT Master Plan 2010. Your honest responses to this survey will be extremely valuable to this research and to me, so I am grateful for your assistance.

Project description – Activities and Time Commitment: If you decide to take part in this project, you will be asked to fill out a survey. The survey questions are mainly multiple choice. However, there will be a few questions where you may add an open-ended response in comment column. The survey is accessed on a website which I will provide you with a link to. There are total of 28-29 questions (depending on answers), and the survey should take you approximately 15 minutes to complete. I expect at least ONE school administrators (principal or vice principal) and ALL of the interscholastic sports coaches in each high school will take part in this project.

Benefits and Risks: There will be no direct benefit to you for taking part in this project. The findings from this project may help create a better understanding of athletic trainers' roles and increase the needs for certified athletic trainers at high school level in Japan. It may connect to provide safer environments for high school student athletes in the future. There is little risk to you in participating in this project.

Confidentiality and Privacy: I will not ask you for any personal information, such as your name or address. Please do not include any personal information in your survey responses.

Voluntary Participation: You can freely choose to take part or to not take part in this survey. There will be no penalty or loss of benefits for either decision. If you do agree to participate, you can stop at any time.

Questions: If you have any questions about this study, please email me at keisato@hawaii.edu. You may also contact my adviser, Dr. Iris F Kimura, at ikimura@hawaii.edu. If you have questions about your rights as a research participant, you may contact the UH Human Studies Program at uhirb@hawaii.edu.

To Access the Survey: Please go to the following web page:

<https://www.surveymonkey.com/s/at-needsassess>



Or please read the QR code on the right:

You should find a link to the survey and instructions for completing it. The first page of the consent form will imply your consent to participate. Completing the survey will be considered as your consent to participate in this study. **You can take this survey with your smart phone.**

Please print a copy of this page for your reference.

Research Information

Dear High School Administrator and Interscholastic Sports Coach:

In the post-professional athletic training program of the Kinesiology and Rehabilitation Science Department at the University of Hawai'i at Mānoa, there is a research project team focusing on athletic training in Japan under the supervision of Dr. Iris F Kimura and Dr. Kaori Tamura. The purpose of this project is developing and improving the athletic trainers' status and recognition of athletic trainers' roles in Japan, and is NOT comparing the athletic training systems between the US and Japan.

The JASA stated in the 2010 JASA-AT Master Plan that JASA-ATs should be covering elementary, middle, or high schools in all prefectures by 2020. Based on our anecdotal evidence, the number of high schools in Japan has limited access to athletic trainers in spite of high incidence of catastrophic injuries and fatalities. According to the report by the Japan Sport Council in 2012, 142,782 of the injuries occurred during interscholastic sports in 2011. Of those injuries, 88 were catastrophic injuries, and 15 were fatal of which five were due to heat illness. Athletic trainers are specialized in managing and preventing such catastrophic and fatal injuries and provide students with safer athletic environment; however, athletic

training professions are not recognized in Japan.

As part of the research project, I am conducting a survey which focuses on assessing the needs for certified athletic trainers and the perception of athletic trainers' roles at high school level in Japan. This questionnaire is utilized only for the survey in Japan; therefore, this questionnaire was created based on the JASA athletic trainers' 7 domains.

Contents of this Study

Title: Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan

Both JASA-ATs and National Athletic Trainers' Association Board of Education certified athletic trainers (ATCs) are considered as certified athletic trainers in this study.

Participants: High school administrators and interscholastic sports coaches in 12 prefectures in Japan

Implementation period: 1/15/2014~2/28/2014

Procedure: Online survey instrument (SurveyMonkey)

Thank you in advance for your time and participation as sharing knowledge and experience to improve the health environment for high school student athletes.

Sincerely,

Professor: Iris F. Kimura
University of Hawai'i at Mānoa Kinesiology and Rehabilitation Sciences Dept
Director of the Post-Professional Athletic Training Program

Professor: Kaori Tamura
University of Hawai'i at Mānoa Kinesiology and Rehabilitation Sciences Dept
Director of the Entry-Level Athletic Training Program

Yukiya Oba
University of Hawai'i at Mānoa Kinesiology and Rehabilitation Sciences Dept
Doctoral Graduate Student

Kazuhiko Yanagi
University of Hawai'i at Mānoa Kinesiology and Rehabilitation Sciences Dept
Doctoral Graduate Student

Kei Sato

University of Hawai'i at Mānoa Kinesiology and Rehabilitation Sciences Dept
Master Graduate Student

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APPENDIX D

Cover Letter (Japanese Version)

「日本の高等学校におけるアスレティックトレーナーの必要性と認知度」
に関するアンケートの協力依頼

この度は、唐突なお願いで大変恐縮ではありますが、アンケートのご協力をお願い申し上げます。メールさせて頂きました。

私どもは、ハワイ大学大学院キネシオロジー&リハビリテーションサイエンス学部アスレティックトレーニング専攻にて、アイリス・F キムラ教授と田村 薫里教授の指導のもと「日本におけるアスレティックトレーニングの現状」の研究を行っています。アイリス・F キムラ教授は以前より、日本のアスレティックトレーナー（以下、AT）やこれからATを目指す学生を対象として、スキルアップやアメリカのスポーツ現場での経験を提供するといった目的のため、日本の様々な学校や団体をハワイ大学に招き交流を行ってきました。そのアイリス・F キムラ教授と田村 薫里教授の指導のもと発足された研究チームの**目的は、純粋に日本においてのATの社会的地位、認知度や必要性の向上であり、この研究結果が日本のアスレティックトレーニングまたは、スポーツ分野での安全のために活用して頂けたら幸いと考えております。**

この度、その研究の一端である、「日本の高等学校におけるATの必要性とアスレティックトレーニングの認知度の評価」に関するアンケート調査にご協力を仰ぎたく、この依頼の文書を送らせて頂いた次第です。このアンケート調査は研究チームの一員である、現在修士課程に在籍している、佐藤 慶が担当しています。このアンケート調査の目的は、現在の高等学校におけるアスレティックトレーナーの現状を把握することであり、この調査結果が将来的に高等学校でのアスレティックトレーナーの普及並びに、より安全な運動環境の提供に繋がる重要な資料となることと考察しております。

現状としましても、毎年100件近くの重大事故を含む、多くの事故や傷害が高校部活動中に発生しています。日本スポーツ振興センターの調べでは、平成23年度に142,782件の怪我が高校部活動中に発生し、5件の熱中症を含める15件が死亡事故であり、88件が脳や脊椎への傷害といった重大事故であったと報告されています。このような事故が部活動中に発生した際、アスレティックトレーナーといった、スポーツ現場での事故に対応できるスペシャリストが、部活動での生徒の健康を管理することができれば、生徒もより安全な環境でスポーツに励むことができると考えます。日本体育協会も、2010年に発行した「JASA-AT マスタープラン」の中で、今後のJASA-ATとしてのミッションの一つとして、平成32年（2020年）までに全都道府県の小、中、高等学校の運動部の活動においてJASA-ATが活用されるような事例を作るとされています。

このアンケートの対象は、高等学校管理職の方（校長先生、副校長先生、または教頭先生）とスポーツ系部活動の顧問（教員、またはコーチ）の方々になります。ご多忙とは存じますが、貴校の管理職の方1名と全てのスポーツ系部活動顧問の方々に、このアンケートへのご協力をお願いさせて頂けたら、誠にありがたい次第です。アンケートは、全てインターネット上での回答となっています。下記のURL、もしくはQRコードからお進み頂けます。このアンケートは、28～29問（回答内容により変動）のアンケートであり、15分ほど見て頂ければ、全ての回答が可能と思います。アンケートは、スマートフォンからも回答頂けます。

研究内容

研究テーマ：「Assessment of the Need for Certified Athletic Trainers and the Perception of Athletic Trainers' Roles at the High School Level in Japan～日本の高等学校における認定アスレティックトレーナーの必要性とアスレティックトレーニングの認知度の評価～」

アンケート対象者：日本体育協会認定アスレティックトレーナーが最も多く登録されている（日本体育協会 AT マスタープラン調べ）全国12都道府県の高等学校の学校管理職の方（学校長、副校長、教頭先生）と運動系部活動の顧問の方（コーチ、教員）

アンケート実施期間：平成26年1月15日～平成26年2月28日

アンケート方法：インターネット上でアンケートの回答と集計を行う

※このアンケートは日本のみで実施され、問題内容も日本体育協会がアスレティックトレーナーとして定義しているものを参考に作成されています。また当研究では、日本体育協会認定アスレティックトレーナーと全米アスレティックトレーナー協会認定アスレティックトレーナーのみ認定アスレティックトレーナーとさせていただきます。

当研究は、本校において独自に行っているものであり、日本体育協会やNATA（全米アスレティックトレーナーズ協会）といった当該団体による活動とは、一切関与致しておりません。この調査の結果は、当研究目的においてのみ利用され、アメリカのシステムとの比較対象などとして用いることもありません。調査は無記名方式で行われ、調査の結果を見ることが出来るのは、担当教授と私のみとなります。参加者の方のプライバシーは厳守させていただきます。また、結果についてお知りになりたい場合は、後日報告させていただきます。

アンケートへは、このURLからお入りください。

<https://jp.surveymonkey.com/s/uh-athletictraining>



もしくは、右QRコードよりお進みください。

先立ちまして、貴重なお時間を本調査に費やして頂き誠にありがとうございます。
本研究に関しまして、ご質問等がございましたら、Eメールにてご連絡下さい。

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APPENDIX E

Survey Open-Ended Comments

School Administrators

Q 23. Which of the following best describes the athletic trainer's position?	
1 An association of the National Athletic Meet in Hiroshima sends a certified AT to our school because our school is designated as a sports high school in Hiroshima	Jan 26th, 2014 21:08

Q 50. If an athletic-related injury occurs during an interscholastic sports program, who is responsible for providing student athletes an initial assessment and care for the injury?	
1 Local doctors	Jan 20th, 2014 19:54
2 School nurse	Jan 21st, 2014 15:56
3 The top responsible person is a school principal	Feb 3rd, 2014 17:19
4 It depends on the situation and types of injuries	Feb 12nd, 2014 16:42

Q 51. If a student were to become injured during an interscholastic sports program, who is responsible for creating a treatment plan and making a decision to return to play?	
1 Local doctors	Jan 20th, 2014 19:54

Q 53. What is the potential reason why your team or school does not have a JASA-AT or BOC ATC?	
1 A lack of understanding of athletic trainers' profession	Jan 16th, 2014 15:40
2 I do not think that we need to employ an AT because the number of students who participate in interscholastic sports is very small	Jan 20th, 2014 18:20
3 Interscholastic sports program at our school is stagnated	Jan 23rd, 2014 19:56
4 Roles of ATs and their responsibility are not clear	Feb 12nd, 2014 16:42
5 I prefer a physician if the budget is not a consideration	Feb 24th, 2014 21:27

Q 54. Would you employ a JASA-AT and/or BOC ATC for your school or interscholastic Sports program without considering the school or team budget?	
1 I cannot make a decision because I do not have enough knowledge about the ATs profession	Jan 16th, 2014 15:40
2 It is not clear why ATs need to stay at a school all the time	Jan 21st, 2014 15:56
3 Our school does not have an intense interscholastic sports team which needs an AT	Jan 27th, 2014 19:48
4 I cannot make a decision because employing an AT is unprecedented	Feb 12th, 2014 16:42

Q 57. "Sports In jury/Illness Prevention and Wellness Protection" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 I expect ATs to teach physical training	Jan 20th, 2014 18:13
2 I expect ATs to make a training plan and program	Jan 20th, 2014 18:40
3 I expect ATs to provide training programs including weight training and teach how to use training equipment	Jan 26th, 2014 21:15
4 I cannot answer this question because I do not understand the roles of ATs	Feb 19th, 2014 18:27
5 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32

Q 58. "Immediate and Emergency Care in Sports Fields" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?

1 Anybody in the school should be able to apply immediate and emergency care	Feb 19th, 2014 18:27
2 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32

Q 59. "Athletic Training Rehabilitation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?

1 Exchange injury information with students' parents	Jan 20th, 2014 18:40
2 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32

Q 60. "Conditioning" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?

1 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32
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Q 61. "Assessment and Evaluation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?

1 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32
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Q 62. "Healthcare and Organizational Management" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?

1 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32
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Q 63. "Educational Teaching" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?

1 Mental training on student-athletes	Jan 20th, 2014 18:40
2 I cannot make a decision because how much we can trust ATs is not clear	Feb 24th, 2014 21:32

Coaches

Q 50. If an athletic-related injury occurs during an interscholastic sports program, who is responsible for providing student athletes an initial assessment and care for the injury?	
1 School nurse	Jan 23rd, 2014 19:56
2 Communication between coach and AT	Jan 28th, 2014 15:00
3 School nurse and ATs	Jan 29th, 2014 15:51

Q 51. If a student were to become injured during an interscholastic sports program, who is responsible for creating a treatment plan and making a decision to return to play?	
1 Communication between coach and AT	Jan 28th, 2014 15:00
2 School nurse and ATs	Jan 29th, 2014 15:51

Q 53. What is the potential reason why your team or school does not have a JASA-AT or BOC ATC?	
1 A coach covers trainers' roles	Jan 16th, 2014 19:08
2 I do not know	Jan 23rd, 2014 19:20
3 I did not know about the athletic trainers' profession at all	Jan 27th, 2014 16:31
4 No time to listen to an AT's advice because the practice time is very short	Jan 28th, 2014 18:28
5 I already have an AT	Jan 29th, 2014 15:51
6 Lack of understanding about AT	Feb 5th, 2014 22:07
7 I did not know anything about AT	Feb 11th, 2014 21:25
8 Coaches do not have time to be a certified AT	Feb 13th, 2014 19:18
9 The board of education in each district has decision-making authority in human resources at school	Feb 25th, 2014 14:18

Q 54. Would you employ a JASA-AT and/or BOC ATC for your school or interscholastic Sports program without considering the school or team budget?	
1 I cannot make a decision because of same reason in the question above	Jan 16th, 2014 19:08
2 I do not know	Jan 23rd, 2014 19:20
3 I do not understand the roles of certified ATs	Jan 24th, 2014 1:39
4 I think we need ATs, but we have no idea how to create a position for them	Jan 27th, 2014 22:33
5 Schools should place all interscholastic sports teams as local club teams, and the work load for coaches(teachers) can be decreased	Jan 28th, 2014 17:13
6 Yes. I think we need not only an AT, but also need a strength coach. We can improve students' athletic performance and personality at same time	Jan 29th, 2014 14:52
7 Yes. An AT can improve students' conditioning and physical strength	Jan 30th, 2014 18:42
8 I am not able to answer this question because the profession of AT is not sure	Feb 25th, 2014 14:18
9 My team does not have so many students, and the team is not so intense	Feb 25th, 2014 15:03

Q 57. "Sports In jury/Illness Prevention and Wellness Protection" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 Exercises for prevention and rehabilitation	Jan 14th, 2014 23:05
2 Weight training	Jan 22nd, 2014 17:37
3 I disagree with ATs making an insole for student-athletes	Jan 23rd, 2014 14:00
4 All of the choices above are roles of both ATs and coaches	Jan 29th, 2014 15:05
5 Cooling down	Feb 16th, 2014 16:08

Q 58. "Immediate and Emergency Care in Sports Fields" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 Hypothermia and stress fracture	Jan 24th, 2014 23:05
2 I agree with all of the roles above, but these are also coaches' roles and responsibility. Coaches feel appreciation to ATs because they have more specific knowledge and skills	Jan 29th, 2014 15:05

Q 59. "Athletic Training Rehabilitation" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 ATs have broad knowledge, but it is limited compared to physical therapists and occupational therapists	Jan 23rd, 2014 14:00

Q 60. "Conditioning" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 It depends on the sports specificity	Jan 23rd, 2014 14:00
2 Coaches should have a leadership for conditioning	Jan 29th, 2014 15:05

Q 62. "Healthcare and Organizational Management" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 I expect that AT is the top person for the medical staffs at a school including school nurse	Jan 29th, 2014 15:05

Q 63. "Educational Teaching" is one of the domains of athletic trainers' roles in the JASA statement. In your opinion, which of the followings are within the athletic trainers' roles?	
1 If ATs teach something at a school, they should have a teaching license	Jan 23rd, 2014 14:00
2 If ATs can teach only broad and shallow knowledge, I prefer to ask specialists	Jan 29th, 2014 15:05

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