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Promotion of the athletic training profession in Japan : an educational videotape

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**Promotion of the Athletic Training Profession in Japan:
An Educational Videotape**

**A Project presented to
The Faculty of the Department of Human Performance
San Jose State University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**By
Ariko Iso
August, 1995**

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ABSTRACT

PROMOTION OF THE ATHLETIC TRAINING PROFESSION IN JAPAN

by Ariko Iso

In Japan, there is a definite lack of curricular understanding of the Athletic Training profession which causes a difficulty in developing an Athletic Training educational program.

The purpose of this project was to create an educational videotape promoting the profession of Athletic Training to a Japanese population. The videotape included the six competencies of the profession, educational programs introducing both curriculum and internship programs and possible career opportunities.

The videotape was evaluated via three instruments: the technical component, the educational component and the educational value component. Both videotape/broadcasting and Athletic Training experts positively evaluated the videotape. Statistical analysis (t test) found that twenty Japanese students from Tokyo University improved their post-test score significantly in evaluating the educational value of the videotape. Therefore, this videotape appeared to educate its audience.

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Table of Contents

Chapter One	PAGE
Introduction	1
Statement of the Problem	3
Purpose of the Project	3
Delimitations.	3
Limitations.	5
Assumptions.	6
Hypotheses.	7
Definition of Terms	7
 Chapter Two	
Review of Literature.	9
Athletic Training Overview	9
Guidelines and Requirements	15
The Educational Benefits of Television and Video	20
Promoting and Marketing of the Educational Videotape. ...	25
 Chapter Three	
Method.	30
General Procedures	30
Videotape Equipment	32
Videotape Content	33
Evaluation Procedure	34

	PAGE
Chapter Four	
Results.	37
Technical Component.	37
Educational Content.	39
Educational Value.	41
Chapter Five	
Conclusions and Recommendations.	45
Technical Component.	46
Educational Content.	47
Educational Value.	49
Recommendations.	51
References	52
Appendices	
Appendix A Informed Consent (video evaluation).	56
Appendix B Informed Consent (video interview).	78
Appendix C Model Release Form.	96
Appendix D Technical Evaluation Form	99
Appendix E Contents Evaluation Form	101
Appendix F Educational Value Evaluation Form (pre-test).	103
Appendix G Educational Value Evaluation Form (post-test).	106
Appendix H Letters of Permission.	109
Appendix I Video Script (English).	118
Appendix J Video Script (Japanese).	131

Chapter One

Introduction

Over the last 10 years, a dramatic increase in the number of Japanese students pursuing Athletic Training degrees in the United States has occurred (National Athletic Trainer's Association International Task Force [NATA-ITF], 1995). Only two Japanese athletic trainers were certified (ATC) by the National Athletic Trainer's Association (NATA) in 1984 (J. Shikakura, personal communication, June 15, 1994). Today, there are thirty four Japanese certified athletic trainers (M. Tsuchiya, personal communication, June, 19, 1994) and a small complement of Japanese students pursuing Athletic Training careers at colleges and universities in the United States. Though Japan is believed to be one of the most developed and sophisticated nations in the world, the level of sports medicine care in Japan has a long way to go before it reaches the level of the United States. Increased understanding of the Athletic Training profession as well as increasing the variety of Athletic Training employment opportunities, are the first steps needed to overcome the obstacles preventing acceptance of modern sports medicine techniques in Japan ("Trainers in Japan," 1994).

Japan has twelve professional baseball teams and a relatively new professional soccer league was started in March 1993 ("Professional Soccer League," 1992). In addition, Japan will be hosting the 1996 Winter Olympics

and World Cup Soccer in 2002. To be able to meet the needs of these national and international athletes, the promotion of Athletic Training will be essential. Tradition, superstition and intimacy are obstacles preventing the acceptance of sports medicine in Japan. The traditional Eastern methods of healing will need to be expanded to include injury prevention as well as other Western methods of treatment.

Presently there are no educational programs or associations which certify athletic trainers (ATC) in Japan (J. Shikakura, personal communication, June 15, 1994). Japanese students who wish to become certified athletic trainers must pursue an Athletic Training degree in the United States (NATA-ITF, 1995). Little information is available to the Japanese public about Athletic Training, the skills and abilities of athletic trainers and their educational backgrounds ("Trainers in Japan," 1994). Japanese students studying Athletic Training are aware of the role of the athletic trainers and sports medicine through their experiences in the United States. The educational expectations of Athletic Training curriculum programs, internship programs and the NATA certification prerequisites are clearly communicated to these future athletic trainers in the United States within essentials and guidelines for an accredited educational program for the athletic trainer.

As the profession of Athletic Training expands in Japan, Japanese universities may want their own educational programs and certification

processes in conjunction or independent of the NATA. To increase the general knowledge of Athletic Training in Japan, education of the Japanese public and promotion of Athletic Training are essential.

Statement of the Problem

There is a definite lack in the understanding of Athletic Training in Japan (NATA -ITF, 1995). Without understanding the Athletic Training profession, Athletic Training curriculum promotion will not improve in Japan. The Japanese student population in Athletic Training continues to suffer in Japan from a lack of information, and Japanese educators are struggling with limited and outdated information ("Trainer in Japan," 1994).

Purpose of the Project

The purpose of this study was to create an educational videotape promoting the profession of Athletic Training to interested students, educators and medical professionals in Japan. The target audience is students who would like to become athletic trainers, educators who are developing an Athletic Training program or medical professionals who want to expand their Athletic Training knowledge.

Delimitations

While designing this videotape, certain delimitations were accepted

which could possibly compromise the outcome.

1. Videotape production

- A. The videotape was produced in two languages: Japanese and English.
- B. The length of the information provided in this videotape was 14 minutes.
- C. The locations shown in this videotape were in the South San Francisco Bay Area of California.
- D. Card catalogs were used for review of literature in Japan.
- E. Graphics in Japanese were created by utilizing two cameras and a computer to transfer one graphics screen to the other frozen picture.

2. Evaluation procedure

- A. The subjects completing the Educational Value Pre/Post-test were Tokyo University students enrolled in the Spring, 1995 Introduction to Physical Education Class.
- B. The videotape content evaluation was sent to randomly selected NATA Athletic Training curriculum program and internship program directors.
- C. Both videotape quality and content evaluation forms were reviewed by experts from each field to maintain good content validity before the forms were sent to subjects.

Limitations

The limitations of this project reflected the effect of the delimitations in the projection and interpretation of the data and the ability to expand the scope of influence beyond the sample population. Generalizations made from the results will be compromised by the following limitations:

1. Videotape Production

- A. The videotape was produced in both Japanese and English languages to allow accurate evaluation by non Japanese speakers.
- B. Due to financial reasons, restricted time schedule, and audience attention span, the length of the video tape was limited to 14 minutes.
- C. The location shown in this videotape was limited to the South San Francisco Bay area due to the allowed time period for project completed and financial reasons.
- D. A limited amount of literature concerning Japanese athletic training was available in the United States.
- E. There were no Japanese characters in the database of editing system; therefore, two cameras and a computer were utilized to transfer the Japanese graphics.

2. Evaluation procedure

- A. Previous knowledge related to Athletic Training of the subjects for pre- and post-test could not be controlled due to the subjects' diverse backgrounds.

- B. Evaluators in the Athletic Training profession who were able to understand both English and Japanese were limited; therefore, criticism and advice were confined.
- C. The motivational level of subjects could not be controlled.

Assumptions

Assumptions for this project included:

1. Videotape is an ideal educational tools to promote the athletic training profession in Japan.
2. Videotape Production
 - A. The finished videotape was of professional quality.
3. Evaluation Procedure
 - A. The evaluators have expertise in, at least, one of three areas of the project: videotape producing technique, the Athletic Training curriculum program, and/or the Japanese language.
 - B. The responses of the evaluators were expected to be honest and unaffected by their prior relationship to the producer.
 - C. All subjects were expected to evaluate the videotape with maximum interest and objectivity.
 - D. The evaluation instruments were constructed with reliability and validity.

Hypotheses

Subjects will have demonstrated a positive attitude toward the technical quality of the videotape and use of the videotape to promote the Athletic Training profession to Japanese population. In addition, subjects will show significant improvement from pre-test to post-test scores to demonstrate the educational value of the videotape.

Definition of Terms

ANNCR: Narrator (announces) text (Adams, 1992).

Cut: In editing, a transition between shots in which the last frame of one shot is immediately followed by the first frame of the next shot (Adams, 1992).

Dissolve: A cross-fade between two video sources. As one source fades-out, the other simultaneously fades-in (Whittaker, 1992).

Dub: To duplicate an audio tape or videotape; also, to re-record dialogue with lip synchronization after a production is finished (Whittaker, 1992).

Fade: A gradual transition between an image and black (Adams, 1992)

Key: Placing a title or graphic on the screen with other video of a person or place (Adams, 1992).

Mix: To combine two or more sources of audio or video (Whittaker, 1992).

Montage: A group of related shots edited together to present a single idea (Adams, 1992).

Music under: Level of music is lowered, usually so that voice can be heard
(Adams, 1992).

Script: The written blueprint of the production (Whittaker, 1992).

Voice over: (VO) Speech heard over related video, without the person
talking being seen on the screen (Whittaker, 1992).

Chapter Two

Review of Literature

The purpose of this project was to create an educational videotape which promotes the Athletic Training profession and educational programs for Japanese audience. Target audiences are future athletic trainers in Japan, educators who are considering developing their own Athletic Training educational program, and medical professionals who are willing to enlarge their business.

This review of literature consists of 5 sections: 1) a general overview of Athletic Training, 2) guidelines and requirements needed to establish an Athletic Training curriculum program, 3) the educational benefits of television and video, 4) the techniques used to promote and market educational videotapes in Japan, and 5) a summary.

Athletic Training Overview

The profession of Athletic Training is a sub-specialization of sports medicine. An athletic trainer is a qualified, allied health care professional, educated and experienced in the management of health care associated with sports participation (American Medical Association [AMA], 1991). In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in

secondary schools, colleges, universities, professional sports programs, sports medicine clinics, and other athletic health care settings. The athletic trainer functions in cooperation with medical personnel, athletic administrators, coaches, and parents in the development and coordination of efficient and responsive athletic health care delivery systems (AMA, 1991).

According to National Athletic Trainers' Association (1995), the number of graduates from NATA approved undergraduate programs has increased in the last 5 years. In 1989, the total number of graduates was 469 from 68 programs. In 1993, the total number of graduates was 754 from 84 programs (Commission Accreditation of Allied Health Education Programs [CAAHEP], 1994).

According to the Joint Review Committee on Educational Programs in Athletic Training(JRC-AT, 1994), the athletic trainers' employment rate was 42% in 1993, unchanged since 1988. The distribution of work sites:

College level	3%
High school level	6%
Professional sports level	1%
Clinics	22%
High school (part time)	68%.

The distribution of male and female athletic trainer employment was comparable, except at the professional sports level. Female employment at the professional sports level is still 0%. The percentage of overall

unemployment in 1989 was 1%, as compared to 6% in 1993 (JRC-AT, 1994).

The athletic trainer's professional preparation is directed toward the development of specified competencies in: 1) prevention, 2) recognition and evaluation, 3) management/treatment, 4) rehabilitation, 5) organization and administration, and 6) education and counseling (National Athletic Trainer's Association, 1992). Through the combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the six domains (Weidner, 1989a).

Of all the tasks performed by athletic trainers, the one most commonly recognized is prevention. Prevention involves the application of protective taping, padding and bandaging, and the fitting of braces, guards and other devices. These are unique duties not serviced by most other health care professionals (Simpson, 1989). In addition, athletic trainers will likely assist in the proper selection, fitting and care of protective equipments. They also check the safety of all playing areas making sure that undue hazards are eliminated (Weidner, 1989a).

Prevention is the most desired tool for healthy athletes to protect themselves from all athletic injuries (Simpson, 1989). The first step in prevention is understanding some of the predisposing factors that may cause an athlete to suffer from an athletic injury. Many musculoskeletal defects can easily be detected during a thorough preparticipation exam (Elam, 1986).

Existing pathologies, flexibility, and muscle imbalances can also be recognized at this time. A complete medical and family history should always be obtained in any levels of athletics to prepare any kind of emergency situation.

After receiving the above information, the second step involved in prevention involves the athletic trainer working cooperatively with coaches to establish physical conditioning programs for athletes. Since proper conditioning is part of preventative medicine of athletics (Elam, 1986), these programs should include proper warm up, improved strength, endurance, flexibility and speed.

The athletic trainer is usually the first individual to arrive at the side of an injured athlete. The athletic trainer must be able to handle emergency medical situations such as shock, severe hemorrhage, choking, heat illnesses and severe neck or back injuries (Simpson, 1989). They may have to administer cardiovascular-pulmonary resuscitation, perform emergency splinting, or supervise transportation of the injured athletes. To react quickly and properly in such situations, efficient management takes much practice, preparation, and confidence.

Additional athletic trainer's duties include follow-up treatments and rehabilitation. Work in these two areas, done under the direction of the team physician, is designed to return an injured athlete to competition as soon as possible without further injury (Simpson, 1989). Athletic trainers may make use of physical therapy modalities such as massage, cryotherapy, whirlpools

and paraffin baths, or they may use penetrating therapy and electrical muscle stimulation. Physical conditioning programs including selected exercises, cardiovascular activities and the use of weights are introduced by the athletic trainers (Simpson, 1989).

Other responsibilities of the athletic trainers are further removed from injury care, such as the role of the nutritionist. If athletes do not have a balanced diet, they may not be able to perform at their best. In addition, athletes in different sports often have different nutritional needs. The athletic trainer can educate individual athletes on the subject of nutrition and design diets to help athletes properly gain, lose or maintain their proper weight for competition. Important decisions about pre-event meals, the use of food supplements, ergogenic aids, and fluid replacement, also fall to the athletic trainer (Simpson, 1989).

One role that can be especially difficult for an athletic trainer is that of psychologist or counselor (Wosyna, 1991). Athletic trainers should be concerned with the way an athlete's emotional state affects his/her performance or the process of conditioning. Athletic trainers know that psychological conditioning is just as important as physical conditioning. During the past decade, an increase in anorexia nervosa and bulimia nervosa has emerged, resulting in a greater understanding of the etiology, pathology, and treatment of these eating disorders (Beals, 1994). Athletic trainers who work closely with athletes should know about eating disorders. Knowing

what they are, how to recognize warning signs, what to do if a problem exists, allows the trainer to help reduce athletes' stress and ensures that the athlete will receive appropriate support and treatment.

The aspect of psychological stress, a condition which often faces an athlete when injured, is one component of the athletic trainer's job responsibility. Psychological reaction to injury is defined as 1) disbelief, 2) denial, 3) anger, 4) bargaining (injury limitation), and 5) acceptance (Nattiv, Agostini, Drinkwater and Yeager, 1994). Through this process, athletic trainers assist the athletes in coping with injury, and developing long- and short-term goals to achieve success in rehabilitation. Because athletes must be dealt with individually, athletic trainers must be able to work with a wide variety of personalities and behavioral patterns (Wosyna, 1991).

The role of administrator and supervisor of an Athletic Training program is one that can be very time-consuming for the athletic trainers (Perrin and Lephart, 1988). Important duties in this area include; maintaining an inventory of supplies and equipment, budgeting funds, and overseeing maintenance of the training room.

Weidner (1989b) conducted a study of undergraduate Athletic Training education programs. This study examined selected aspects of their operation, administration, and structure by self-reporting questionnaires from program directors. Trainers supervise and when necessary, instruct their student trainers. They also keep adequate records of injuries, treatments, and

physicians' visits, and stay informed about matters of insurance and legal liability (Weidner, 1989b).

Guidelines and Requirements

A sponsoring academic institution is necessary to establish an Athletic Training curriculum program. The institution is responsible for student admission, curriculum planning, selection of course content, coordination of classroom teaching, supervised clinical practice, selection of faculty, receiving and processing application for administration, and granting the certificate or degree documenting satisfactory completion of the educational program. Sponsoring institutions must be authorized under applicable law, or other acceptable authority, to provide a program of post-secondary education (CAAHEP, 1994).

Personnel

The program must have leadership and a management system established in the form of a program director and clinical instructors. The program director is responsible for the operation, coordination, supervision, and evaluation of all aspects of the Athletic Training educational program (Perrin and Lephart, 1988). To qualify as a program director, the individual must have current NATA certification and possess a minimum of 3 years experience. These qualifications include experience such as, clinical supervision of student trainers, strong academic orientation, and

demonstrated involvement in Athletic Training and sports medicine through publications, public speaking, research, and membership in related professional organizations (CAAHEP, 1994).

The clinical instructor is a faculty or staff member who provides direct supervision and instruction of students in the clinical aspect of the Athletic Training educational program. Qualifications should be a minimum of one year experience as an NATA certified athletic trainer (CAAHEP, 1994), a strong academic orientation, demonstrated clinical teaching skills, and a sincere interest in the professional preparation of student athletic trainers.

The teaching faculty are recognized as those who teach the required subject matter areas and other course work included in the Athletic Training curriculum as identified by the institution (Rudd, Templin and Toriscelli, 1988). The combination of different academic requirements, and educational faculty may be selected from various academic units including: medicine, biology, chemistry, physics, psychology, education, home economics, health and physical education. Faculty members responsible for teaching required subject matter must be qualified through professional preparation and experience in their respective academic area.

The Athletic Training education program must assure adequate opportunity for Athletic Training students to become familiar with the roles and responsibilities of various medical and allied health personnel on the sports medicine team. A variety of medical and allied health personnel

should be available for both classroom and clinical instruction.

Team physicians should also be involved in the Athletic Training educational program. They should be willing to share their knowledge through discussion, clinics, allowing surgical room access and other in-service sessions. Students should be involved with a variety of medical specialists and allied health personnel as full-time or part time classroom instructors, guest lectures, or clinical instructors. These medical specialists could be physical therapists, dentists, nurses, and specialists in neurology, cardiology, ophthalmology, and sports medicine. Each should be utilized to enhance and diversify the curriculum offered and the clinical experiences.

Physical Resources

Adequate classrooms, laboratories, clinical and other facilities, as well as administrative offices, should be provided for students (Rudd, Templin, and Toriscelli, 1988). The Athletic Training room will be the primary facility in which the clinical aspect of the Athletic Training educational program is experienced. Appropriate and sufficient equipment, supplies, and storage space should be provided for educational purposes. Instructional aids such as anatomical models, documents and related materials must be available when needed. A wide range of therapeutic modalities, and rehabilitation equipment must be available for instructional purposes. Ideally, students will be exposed to the use of a variety of equipment (Weidner, 1989a). Equipment and supplies are necessary for the initial management of acute traumatic

athletic injuries. Basic equipment should include, stretchers, spine boards, appropriate CPR equipment, assorted splints, and bandages. Finally students should have access to a library. Current books, journals, and other references in related areas should be available (CAAHEP, 1994).

Academic and Field Experience Requirements

Academic curriculum in Athletic Training should include classes which reflect competencies in Athletic Training (NATA-PEC, 1992). Program personnel are responsible for planning the curriculum to achieve the necessary knowledge and follow with revisions to improve the curriculum. Competencies are documented as important guidelines for curriculum design, development of individual course content, and the structuring of clinical experiences. These competencies should be achieved within the framework of appropriately sequenced basic science, years of clinical experiences, and advanced Athletic Training classes. Programs are encouraged to incorporate general education, liberal arts, and humanities for the maintaining of a well balanced profession; a profession that is within the scientific medical field and a profession that deals with service to people.

Students must receive formal instruction in the following subject areas (CAAHEP, 1994):

1. prevention of athletic injuries/illnesses
2. evaluation of athletic injuries/illness
3. first aid and emergency care

4. therapeutic modalities
5. therapeutic exercise
6. administration of Athletic Training programs
7. human anatomy
8. human physiology
9. exercise physiology
10. kinesiology/biomechanics
11. nutrition
12. psychology
13. personal/community health

The Athletic Training curriculum should include clinical experiences, under appropriate supervision, by a qualified clinical instructor in a clinical setting. These experiences are planned to achieve psychomotor skills of each domain identified in competencies. The NATA recommends that a student trainer work a minimum of 800 clock hours of clinical experience over the duration of the educational program. The primary clinical settings should include the Athletic Training room, a variety of athletic team practices and competitive events (CAAHEP, 1994).

Comprehensive health care services include practice and game preparation, injury/illness evaluation, rehabilitation, first aid and emergency care. Students should have the opportunity to cover athletic practices and competitive events in a variety of men's and women's sports including, but

not limited to, high risk activities such as football, soccer, hockey, wrestling, basketball, gymnastics, volleyball, lacrosse, and rugby (Rudd, Templin, and Toriscelli, 1988). These experiences should also include adequate opportunities for observation of, and involvement in, the first aid and emergency care of a variety of acute athletic injuries and illnesses. Sports which are not high risk activities such as crew, baseball, cross country, and swimming will provide experience in treating overuse injuries.

To broaden and supplement clinical experiences, formal affiliations with other institutions within the area are desirable (CAAHEP, 1994). These settings can be sports therapy clinics, Athletic Training room at secondary schools, colleges, universities, or professional sports organizations.

Supervised clinical experiences should involve daily personal contact between the clinical instructor and the student in the same clinical setting (Perrin and Lephart, 1988). An effective ratio of students to clinical instructors should be controlled. The determination of an effective ratio should be based on the total work load of clinical instructors, availability and adequacy of clinical facilities, and a number of athletic programs being covered. A ratio which does not exceed eight students to one clinical instructor during the field experience is recommended.

The Educational Benefits of Television and Video

Although many different theories of learning have been proposed over

time, Bigge and Shermis (1992) stated that modern learning theories may be classified into two broad categories, stimulus-response conditioning theories and interactionist theories.

In stimulus-response leaning theory (Bigge and Shermis,1992), teaching is done on the assumption that external stimuli is administered in a specific manner. It will elicit a particular response from the student and then be rewarded by the teacher. This form of teaching seems to be most prevalent in today's educational settings. According to Coker and Whiter (1993), multiple-choice examinations are an example of the stimulus-response learning theory.

A by-product of this type of learning is that the information presented is often forgotten soon after the stimulus is removed. According to Coker and White (1993), the message that remains as long term memory is usually a result of cognitive activity involving the learner in the process. In other words, the learner needs to be an active participant in the process and become a self-sufficient problem solver. Cohen (1992) showed that a large portion of younger students successful in interpretation and processing of complex information was enhanced by combining verbally delivered instruction with activities. By only being told verbally what is needed to know for a particular purpose a learner could not retain the information as long as a learner being told verbally with related activities (Cohen, 1992).

There are many new educational tools available to teachers. The

computer is the most prevalent learning tool today, but the computer has also led to the development of many other interactive devices that could be used for educational purposes (Hootstein, 1993). Among these interactive devices are CD-ROM, videotape, and video games.

In fact, many of the elements found in new, technology based teaching strategies have been shown to improve learning among young children (Parker and Lepper, 1992). Kozma (1991) claimed different leaning situations are better suited to particular teaching techniques. Depending on the task, some teaching tools are better suited to a particular task than others. The most effective teaching tool depends on the task and individual learner's interest. Educators need to choose the best educational tool by considering these two components.

Oshins (1981) concluded that the best part of television education is simple and direct. Television programs restrict messages to a relatively short time period. The information is specific and attracts interest. The information can also include what is available and how to get it. Television programs can effectively be used in conjunction with other sources. Television and video media have enhanced education because the majority of people have easy access to televisions and video cassette recorders. According to Gilder (1982), visual memories can trigger verbal memories easily and quickly. In Gilders (1982) study, subjects were divided into three groups and provided: 1) verbal information on a picture, 2) visual

information on the picture, and 3) both verbal and visual information. The third group could recall information significantly better in a short period of time compared to the other groups. Gilder (1985) stated that verbal processing is dealt with in the right hemisphere, pictorial processing in the left, and that hemispheres are capable of stimulations and separate functioning. The two hemispheres respond differently: the left for verbal, sequential processing, and cognitive; and the right for spatial, parallel-processing, and emotional stimuli. The television culture is increasing the right brain ability of the younger generation (Gilder, 1982).

According to Edwards and Carr (1994), utilizing visual aids to stimulate the right hemisphere of the brain in addition to left hemisphere showed significant benefits compared to stimulating the left hemisphere only. Visual images were better retained than written or spoken words (Giannini, 1993). Right and left hemispheres of the brain reinforce each other through neuro circuits in the corpus callosum. This simultaneous engagement of both hemispheres can enhance learning process (Giannini, 1993).

Addition to the above right and left hemisphere theory, Jacobs, Keown and Worthley (1993) have compared the right and left hemispheric orientation of learning in Japan, China, and the United States. The result showed that Japanese students are more right brain oriented than American students. This result enforced that visual aids, such as TV or videotape are great median as an educational/promotional tools for the Japanese

population.

Educational visual aids make it easier to understand new information for audiences upon first exposure. Educational videotape can also deliver views and sounds of Athletic Training programs in the United States to the Japanese audience, while saving translating time with the use of subtitles and voice-over techniques.

Japanese educational television has a strong history and reputation. In 1959, the Japanese Broadcasting Corporation (Nippon Hoso Kyokai, NHK) established an entire network for educational television programming (Tiene, 1985). The network broadcasts 18 hours a day, covering nearly every school subject at almost every grade level. Additionally, the network provides continuous education for adults, and includes a variety of subjects and activities. Videotaping these programs for use as an instructor's educational tool is common. Since educators are exposed to different types of television education through seminars, videotapes are used for students and instructors (Tiene, 1985). Education using videotapes as an educational medium is widely accepted in Japan.

Garfoth (1985) stated that television (videotape) education has the capability to educate a large geographical area. Also educational capability is very effective for promotion purposes. Elliot (1984) lists a number of benefits of television and videotape education. The following are adapted from Elliot's (1984) key features and benefits of videotape:

Videotape utilizes moving pictures, sound effects, and graphics to effectively present information. Various audio and visual techniques may be placed in the production to enhance certain aspects of the subject matter. Videotapes can be edited and re-edited easily to promote continuity and proper sequencing of techniques. Double soundtracks allow for a voice-over or translation which is ideal for learning a foreign language.

Video can be a more timely medium due to its immediate playback capabilities and ease of distribution. Domestically formatted copies may be viewed at home and selected parts can be replayed as needed. Techniques that are time consuming or difficult can be videotaped and viewed when it is convenient. Absent students can view missed material at their leisure. Any education and standardized training material can be videotaped, copied, and widely distributed and portable video equipment makes nearly any event accessible to videotape.

The video production process is enjoyable, promotes intra-team cooperation, and provides trainers and educators with a tangible product to be monitored in future planning.

Promoting and Marketing of the Educational Videotape

As a general marketing technique, the following are crucial components in the planning stage: 1) targeting the correct population;

2) designing, positioning, testing, and refining products and services; and 3) understanding, community action or shaping policy. Walsh, Rudd, Moeykens and Moloney (1993) developed the description of social marketing process elements consisting of three phases.

Phase one of the marketing process involves research and planning which can take up to one month to ten years to develop. First, planning starts by specifying realistic and measurable objectives, reviewing existing research and mapping out a program prototype. Selecting outcomes to judge the progress and success is also important (Ryan, 1993). At this time, contact is made with experts in the field to broaden ideas and avoid strong persistence of the original idea.

Secondly, consumer analysis identifies population segments of interest for whom the program may be most effective. This is done by conducting and analyzing qualitative and/or quantitative consumer research to understand consumer motivational and resistance points. Consumer preferences are crucial, and need to be reviewed well (Dhar and Simonson, 1992). Consumers usually are assumed to have well defined attitudes and preferences for alternatives offered to them. Focusing a comparison is the way to determine specific consumer preference.

Thirdly, market analysis, which includes the "four P's" theory: product, price, place and promotion (Walsh, Rudd, Moeykens, and Moloney, 1993), examines the fit between the chosen target group and the current

product. It analyzes the market environment to identify competitors and allies. If an educational videotape for a specific population does not exist in many numbers, analyzing previous products, to improve the product is beneficial. Overconfidence in marketing seems to be the biggest problem (Mahajan, 1992). To avoid overconfidence and increase accuracy, identifying specific factors that affect overconfidence is necessary.

Finally, channel analysis, which examines communication channels to determine which are best suited for reaching the target audience and achieving program goals, should be well planned. This is very important when the products are produced in a different country. How to import the products, and what the available vehicles are to distribute the product, are two basic questions that need to be asked. The consideration of which organizations or institutions might collaborate is also important (Kaikati, 1993).

Phase two of the marketing element is strategy design. This phase includes a pilot study. Developing the actual product, selecting the place or system distribution, and testing the concepts and product with pilot study subjects are included in this phase. The results of this pilot study need to be analyzed and refined as needed (Deshpande, Farley and Webster, 1993).

Phase three of the marketing element is the implementation and evaluation. The implementation should be evaluated for the process and the outcome. Delivery of the product or service and the communication system

are considered in the process evaluation. Validity of research methodology and statistical comparisons between actual outcome and assumption, and cost-effectiveness of the program are two important keys for the outcome evaluation (William, and Tang, 1993).

Telemarketing is relatively new phenomenon in Japan (Kaikati, 1993). The 800 number concept was introduced in Japan in 1986 by Nippon Telephone and Telegraph (Ryan, 1993). This toll free service is charged at the same rate as commercial calls, which are also very expensive. Telemarketing in Japan has been less successful in consumer marketing than business to business marketing. Calling customers tends to give an impolite impression, and customers tend to resent strangers calling; therefore, telemarketing is not one of the most desirable systems. Precise contents explanation and actual demonstrations would be a more desirable way to market this educational videotape.

There are several challenges related to mail order ventures. The first challenge is the high postal rates and other postal regulations. Postal rates in Japan are four to five times higher than the United States and Europe (Kaikati, 1993). The second challenge is that the computerized marketing list is only 20% of all marketing lists. This is due to the complicated nature of the Japanese language and characters. The final and third challenge is the traditional Japanese culture. Japanese customers desire to inspect a product before buying (Kaikati, 1993).

Door to door selling would be the most acceptable marketing technique for marketing this educational videotape. Social obligations play a big role in Japanese business. After a sale, prompt delivery of a product is a key to successful door to door selling. Organizing after-sales service, return policies, and prompt delivery of goods is also important (Deshpande et al., 1993).

The above three techniques can be effectively used in conjunction with the piggybacking technique (Kaikati, 1993). Cooperating the marketing techniques with other successful companies and organizations which can share the target audiences, can be a shortcut and can be very productive. Cooperating them with the Japanese Medical Association, medical supply companies, and a variety of sports associations will be very effective. As it can be applied anywhere in the world, who one knows and how one approaches them can be the most crucial factors. Tradition and reputation are the two most important elements to have successful business outcome in Japanese culture. Piggybacking as much as possible will be a smart way to promote and market this videotape project.

Chapter Three

Method

The purpose of this project was to promote the Athletic Training profession to a Japanese audience through videotape medium. The specific target audiences were; 1) Japanese students who would like to be athletic trainers; 2) educators and administrators at the college level; and 3) possible business entrepreneurs. The videotape may potentially be used for creating Japanese public interest in the understanding of athletic trainers and the Athletic Training profession.

This chapter will include General Procedures, Videotape Equipment, Videotape Content, and Evaluation Procedures.

General Procedures

This project was initiated with the cooperation between the author and the Foothill College TV Center (Los Altos Hills, CA). The author wrote a script which includes screen time frame (Appendix I) and the narration plan in English and Japanese with illustrations. The script was reviewed and critiqued by the Foothill College TV Center director.

After experts in the video production field evaluated the script, the videotape was shot at different locations. Due to the nature of this project, interviewing Japanese Certified Athletic Trainers who are actively working in

the field of Athletic Training was essential. This provided an explanation of possible Athletic Training careers performed by Certified Athletic Trainers in Japan. The author traveled to Japan to perform these interviews and a semi-professional cameraman was contracted to videotape while the author produced and provided the script in this project.

The following locations were scheduled to be introduced on the videotape:

1) Professional level athletics and athletic trainers	San Francisco Forty-niners' professional training rooms
2) College level athletics and athletic trainers	Stanford University and San Jose State University (SJSU) Athletic Training rooms
4) Clinical setting and athletic trainers	Bay Sports San Jose
5) Outdoor sporting event:	Foothill College baseball game
6) Indoor sporting event:	Stanford basketball game
7) Student trainer program:	Foothill College

Written permission was reviewed from the above institutions and organizations was achieved by verbal communication and documentation (Appendix H). This established a contract to assure that filming of associated sites did not violate existing copyright or licensing regulations.

Two locations were videotaped per day allowing sufficient time to set up lights and equipment from site to site. After each day of videotaping, a director/video technician from the Foothill College TV Center evaluated the daily videotape. This feedback was used as a guide to avoid repetitive mistakes and increase the Professional quality of the videotape.

All video editing and narration was conducted at the Foothill College TV Center. Following the editing process, the videotape was approximately 14 minutes in length. Scripts in two different languages (Appendix I and J) were dubbed on the tape creating two versions. The Japanese narration was recorded by the author and the English narration was recorded by a speaker with a background in theater arts. The director at the Foothill College TV Center instructed and trained the two novice narrators participating in the video program. All volunteers, i. e. , the subjects in video and evaluation procedure were required to give informed consent (Appendix A, B and C) and signed a release meeting the requirements of the San Jose State University Institutional Review Board of Human Subjects.

Videotape Equipment

The videotape equipment included a Sony HI-8 camcorder and a 3 chip camera with a Sony 3/4" SP U-matic tape. Three-quarter inch tape was used to record the videotape and on-line editor system consisted of the Sony videocassette recorder, and the 3/4" SP U-matic. This camera and tape deck were capable of editing professional quality videotape utilizing the available equipment at the Foothill College TV Center. The 3/4" tape has a higher quality than the VHS and SVHS tapes (Elliot, 1984). When the videotape requires editing, voice over or the making of more than 25 copies, the quality of the original videotape becomes critical. Three-quarter inch tape is widely

accepted in educational/professional videotaping and the quality is acceptable for broadcasting. According to Whittaker (1992), the ratio of the final finish tape and shooting tape is 1:7 on the average; therefore, making a 14 minute final tape requires 98 minutes of tape.

Videotape Content

The content of the program started with an overview of the Athletic Training profession. The overview showed different settings in which the athletic trainers work: the professional level, the college level, the high school level, and a sports medicine clinic. The purpose of this section was to show the career opportunities of the Athletic Training profession and to show the variety of duties of an athletic trainer. The video script followed along with the pictures to explain the different settings (Appendix I).

The field experience section of the video included examples of the working and learning sites of student trainers like training room and on field athletic events. The script introduced the requirements needed to fulfill the Athletic Training curriculum/internship program: clinical experience, Athletic Training personnel, and academic guidelines. Certified athletic trainers who are actively working in Japan and student trainers had oral presentations.

Evaluation Procedure

This videotape was evaluated via three instruments: the technical component, the educational component, and the educational value component.

Technical Component

A survey was sent to five experts in videotaping/ broadcasting. Both male and female subjects who have taught audio visual production classes were randomly chosen from colleges in the South San Francisco bay area. The survey included questions regarding the quality of the videotape, e.g., lighting, sound, editing, voice-over technique, camera angle and graphics (Appendix D). The Likert (1932) rating scale allowed an observer to grade the criticism objectively in each component. The survey used a five point scale which extended from 1 (poor) to 5 (excellent). A rating of 3 was interpreted as average. Subjects circled the number which was closest to their opinion or they could select, "NO" to indicate "no opinion." A score of "below average" (2) or "poor" (1) would indicate a need to improve for that item.

Educational Content

A survey was sent to five experts who are currently in the position of Athletic Training curriculum or internship director at universities/colleges in the United States. The number of the experts was decided considering the project time schedule and reasonable validity. The evaluators examined the video for objectivity and content validity. The Likert scale was used to

descriptively analyze objectively of the survey (Appendix E).

Educational Value

A pre-test (Appendix F) and post-test (Appendix G) survey consisting of multiple choice questions was administered to a pre selected target population. Twenty subjects were selected from a class who were enrolled in "Introduction of Physical Education" at Tokyo University in Japan. The subject group consisted of both males and females over eighteen years of age.

The questionnaire included questions regarding the educational content in the videotape. The questions pertained to the responsibilities of athletic trainers, the requirements for students who wish be able to become certified athletic trainers job opportunities available for certified athletic trainer.

A pre-test and a post-test were evaluated and critique by experts in field of Athletic Training to measure the objectivity and reliability. The pre-test was given the day before the subjects watched the videotape. After the videotape was viewed, the subjects were asked to take the post-test exam. The questions in both the pre-and post-test were identical except the order of the questions was reorganized to minimize a learning effect. The assumption of normality, homogeneity, randomness, and interval scale were checked with Statistics with Finesse computer software package (Bolding, 1989). If all the above assumptions were met, a parametric dependent t-test was applied to determine if there was a significant difference between the pre- and post-tests.

If assumption were not met, a non-parametric Wilcoxon Signed-Ranks t test was used. The alpha level for the statistical analysis was set at .05.

Chapter Four

Results

The purpose of this project was to create an educational Athletic Training promotional videotape for the Japanese population. Subjects were expected to show significant improvement between pre- and post-test scores to measure the educational value of the videotape. This chapter is organized to discuss results of the three evaluative components. The results of technical component, educational content evaluation and the results of educational value comparisons were all presented and discussed.

Technical Component

A survey (Appendix D) was sent to five experts in the videotaping/broadcasting field. These experts were experienced in teaching audio visual production classes and were randomly chosen from colleges in the South San Francisco bay area. The survey contained ten questions regarding the videotape quality. The survey used a five point scale which extended from 1 (poor) to 5 (excellent). A rating of 3 was interpreted as average; therefore , 2 was below average, and 4 was above average. The questions were broken down to three parts: 1) pre-production stage, 2) production stage, and 3) post-production stage.

The pre-production stage consisted of questions related to the script's

organization. It was rated “average” by 20% of these experts, “above average” by 40 %, and “excellent” by the remaining 40 %. The length of the videotape was rated “excellent” by all (Table 1).

Table 1
Evaluation of the quality of the videotape

Question	Subject				
	#1	#2	#3	#4	#5
The narrator’s voice was clear and understandable.	5	4	5	4	4
The script was organized and easy to follow.	5	4	4	3	5
The quality of color in the videotape was good.	4	5	5	4	4
The transition between edits was smooth.	4	5	4	4	4
The lighting was consistent and the brightness was appropriate.	5	5	4	3	5
The voice over technique was pleasant.	5	5	4	5	5
The picture was sharp and clear.	4	4	5	4	4
The closeness and angle of the camera was well planned.	5	5	5	4	4
The graphics in the videotape were effectively used.	4	4	5	4	5
The length of the videotape was appropriate.	5	5	5	5	5
Note.	5=excellent 4=above average 3=average 2=below average 1=poor				

The production stage questions pertained to the lighting, picture quality, and closeness and angle of the camera (Table 1). In the area of

lighting, an “excellent” rating was given by 60 % of the experts, “above average” by 20 %, and “average” by remaining 20 %. Picture quality was rated “above average” by 80 % and “excellent” by the remaining 20 %. The closeness and angle of the camera was rated “excellent” by 60 %, and “above average” by the remaining 40 %.

Post-production evaluated the narrator’s voice, color quality, editing quality, voice-over technique, and appropriate graphics use (Table 1). Sixty percent responded that the narrator’s voice was clear and understandable, for an “above average” rating while 40 % rated it “excellent.” Color quality was evaluated similarly with 60 % “above average” and 40 % “excellent.” The editing quality was rated by 80 % as “above average,” while 20 % rated it “excellent.” The voice over technique was rated by 80 % as “excellent,” and by 20 % as “above average.” The use of graphics was rated by 60 % “above average” while 40 % rated it “excellent.”

Educational Content

A survey was sent to five experts in the field of Athletic Training who are currently either curriculum or internship Athletic Training directors in the United States. The questions addressed the educational content of the videotape such as academic and field experience requirements to become an athletic trainer and common roles or job opportunities of an athletic trainer. The choice of five responses were “strongly agree,” “agree,” “neutral,”

disagree," and "strongly disagree." The educational content was classified into 3 parts: 1) sufficient introduction, 2) proper information and 3) the value of the videotape for its educational/ promotional purpose.

Eighty percent of the experts rated "strongly agree" and 20 % rated "neutral" for overview of the Athletic Training profession in the introduction of the videotape (Table 2).

Table 2

Evaluation of the contents of the videotape

Question	Subject	#1	#2	#3	#4	#5
Introduction of the videotape provided an appropriate overview of the Athletic Training profession.		5	5	5	3	5
The narration of the videotape supported and explained the picture being viewed.		5	5	5	3	5
An adequate variety of athletic trainer's job opportunities were introduced.		4	5	4	4	5
Information about the academic requirements was up to date and appropriate.		4	4	5	4	4
Guidelines and essentials of the Athletic Training curriculum were well discussed.		4	4	5	3	4
Expectation and duties of a student athletic trainer was explained.		4	4	4	2	4
The videotape showed potential for becoming a successful promotion source.		5	5	4	4	5
Overall, you would recommended the use this videotape as an educational and promotional source in order to develop an Athletic Training curriculum.		4	5	4	4	5

Note. 5=strongly agree
4=agree
3=neutral
2=disagree
1=strongly disagree

The synchronization of the narration and pictures being viewed showed a similar result. Eighty percent rated "strongly agree" while 20 % responded "neutral."

Eighty percent of the experts agreed that the videotape included proper academic requirement information, while 20% responded "strongly agree." Sixty percent "agree" that the guidelines and essentials of the Athletic Training curriculum were well explained while 20 % "strongly agree" and the remaining 20 % were "neutral." Eighty percent "agree" that the expectation and duties of a student trainer were well explained, while 20 % "disagree." Forty percent "strongly agree" that an adequate variety of job opportunities were introduced in the videotape and 60 % of subjects "agree" (Table 2).

Sixty percent "strongly agree" that the videotape has potential as a successful promotion source, and 40 % "agree." Likewise, 40 % "strongly agree" to use this videotape as a promotional/educational source and 60 % "agree." When comparing these questions, more detailed videotape was requested to develop an Athletic Training curriculum.

Educational Value

Each pre-test and post-test consisted of 8 questions, explained on the videotape and related to the Athletic Training profession and the required educational program. A total of 20 Japanese subjects, whose age ranged between 21 to 35 ($M=25.17$ $SD=4.02$), were selected from Tokyo University in

Japan. These students were enrolled in the graduate or doctoral program in the Department of Human Performance. The assumption of normality, homogeneity, randomness and interval scale were checked with the "Statistics with Finesse" computer software package (Bolding, 1989). The assumption of homogeneity, randomness and interval scale were met. The assumption of normality was not the bell curve due to the distribution of scores from the post-test that had a tendency to shift toward the right. This was explained by all 20 subjects scoring above 5 out of 8 points in the post-test while scores ranged between 2 and 7 in the pre-test. While the distribution for pre-test score was widely spread, the post-test scores tended to be grouped within a limited range. Due to this violation of normality, a non-parametric Wilcoxon Signed-Ranks t-test was run instead of a parametric dependent T-test to maintain accuracy.

Seventeen out of twenty subjects demonstrated changes in their scores between the pre-test and the post-test. A statistically significant difference ($p=0.0006$) was found between the mean pre- ($M=4.70$) and post-test scores ($M=6.80$) for the group.

The comparison between the pre- and post-test scores in each question were analyzed. Seventy-five percent of the subjects answered "what is not an athletic trainer's role?" correctly in the pre-test while 100 % of the subjects answered it correctly in the post-test. Eighty percent of the subjects had a correct answer for question "what are common injury prevention

techniques?" in both the pre- and the post-test. Seventy-five percent had a correct answer for "why athletic trainers are variable for an evaluation role?" in the pre-test while 100 % were correct in the post-test. "Which class is not part of the core Athletic Training curriculum classes?" was answered correctly by 60 % in the pre-test, and 80 % in the post-test. "What is not a part of athletic trainer's rehabilitation role?" was answered correctly by 90 % in the pre-test, and 100 % in the post-test. Only 25 % of subjects answered "what is the minimum number of supervised field experience hours?" correctly in the pre-test, and 80 % had a correct answer in the post-test. "What are the components of administration and organization?" was answered correctly by 20 % in the pre-test, and by 45 % in the post-test. Forty five percent of the subjects answered "Where are the majority of a certified athletic trainer's job opportunities after obtaining an Athletic Training degree?" correctly in both the pre-test and post-test.

The correct answer rate was increased seven out of 8 questions from the pre-test to the post-test. Question #7 was regarding components of administration and organization. This question's correct answer rate was increased slightly from the pre-test to the post-test; however, the post-test correct answer rate still remained at 45 %. The role of administration and organization in an Athletic Training program is one that can be very time-consuming for the athletic trainers (Perrin and Lephart, 1988). It is important to include this duty to show a complete overview. Question #8 showed no

change from the pre- to the post-test. This question included career opportunities as a certified athletic trainer.

Chapter Five

Conclusion and Recommendations

The purpose of this project was to create an Athletic Training promotional videotape to interest students, educators and medical professionals in Japan. Over the last ten years, there has been a dramatic increase in the number of Japanese students pursuing an Athletic Training degree in the United States (NATA-ITF, 1995). As the profession of Athletic Training expands in Japan, Japanese universities may want their own education programs and certification process in conjunction with the NATA. To educate the general public in Japan, the Athletic Training promotional videotape is used as an educational and promotional tool.

The idea for creating an educational videotape on Athletic Training originated from the author's discovering the benefits of educational television programs. This justification served as one of the reasons to choose videotape as a promotional and educational medium.

In this project, the promotional videotape was produced in two languages; Japanese and English. The English version of videotape was sent to videotape/broadcasting experts and Athletic Training experts. Their opinions were utilized to improve technical quality of the videotape and its educational content. The Japanese version of the videotape was sent to Tokyo University to be viewed by the Japanese students which measured the

educational value of the videotape.

Technical Component

As reported, the videotape/broadcasting experts demonstrated a positive attitude toward the technical quality of the videotape. Although the script was written by a novice producer, 80 % of the videotape/broadcasting experts rated the organization either "excellent," or "above average." All of the other technical qualities were dependent on the camera person, post-production person and the available equipment which were also evaluated positively. The quality of color, and lighting, transition of edits, picture sharpness and the angle of the camera were all evaluated as "excellent," or "above average." The unique part of this project was to produce a Japanese version of the Athletic Training promotional videotape through the use of a voiced-over technique. The script was translated and English interviews were voiced-over in Japanese. Some timing difficulty occurred in the speed differences in each sentence; however, the voice-over technique was rated "excellent" by 80 % of the experts. Another challenge was to create graphics in Japanese characters. This was done by utilizing two cameras and a computer to transfer the camera #2 picture to the frozen picture which was viewed on camera #1. The limitation of this process was that the Japanese characters could not be adjusted by the computer. It would have caused a weak contrast of graphics and reading difficulty. Although with all these concerns, the

graphics were rated "above average" or "excellent" by all the experts.

Educational Content

The educational content was evaluated by a panel of experts in the field of Athletic Training. These experts suggested many ideas that could improve this project, particularly addressing the educational content of the videotape. The experts suggested some changes or revisions to avoid possible misinterpretations about these requirements. Chemistry was not a NATA required course; however, most colleges require chemistry as pre-requisite class for anatomy and physiology which is a NATA requirement course. The videotape showed kinesiology and biomechanics as two separate required courses; however, these terms were used interchangeably by the NATA guidelines (1993). These guidelines and essentials of Athletic Training programs for both internship and curriculum program were viewed.

The educational content was classified into 3 parts: 1) sufficient introduction, 2) proper information, and 3) the value of the videotape for its educational and promotional purpose. Eighty percent of the videotape/broadcasting experts reviewing the videotape responded "strongly agree" for the overview of the Athletic Training profession in the introduction of the videotape, and synchronization of narration and pictures. They stated that the videotape caught their attention from the beginning, and it was easy to follow throughout the videotape.

Eighty percent of videotape/broadcasting experts agreed that videotape included proper academic requirements. Twenty percent of the subjects marked "disagree" concerning how the expectations and duties of a student trainer were presented. This was the only question that had a negative response. Although the other 80 % rated that same task as "agree," the 20 % that with negative responses were to be considered carefully.

A few suggestions were made on the questionnaire from the panel of experts. The videotape included a requirement for experience hours as student athletic trainers. The internship requires 1500 hours and curriculum requires 800 hours of field experience. The setting should include an Athletic Training room, a variety of the athletic team practices, and competitive events. The panel of experts suggested that the videotape did not include that the experience has to be completed within a 2 to 5 year time period. In additionally the difference between high- and low-risk activities was not explained. Students should be exposed to the coverage of athletic practices and events in both high risk activities, such as football, soccer, wrestling, basketball, gymnastics, and volleyball and low risk activities, such as crew, baseball, and swimming. High risk sports provide opportunities for observation and involvement in first aid and emergency care of a variety of acute athletic injuries and illness while low risk activities provide experience in treating overuse injuries.

Sixty percent of the Athletic Training experts strongly agreed that the

videotape had potential as a successful promotional source. Their response was very positive in regards to achieving the original purpose of this project.

Educational Value

The Japanese subjects showed a significant improvement in their scores from the pre- to post-test. These findings indicate that the video was educational for Japanese students between 21 to 35 years of age.

Both genders increased their score from the pre-test to the post-test. The males' score increased from a mean score of 5.00 to 7.18, out of 8, while the females' score increased from a mean score of 4.33 to 6.33. The male subjects tended to score higher than the female subjects in both tests. A possible reason could have been that male subjects were more interested in sports or Athletic Training.

The last analysis was applied to each question. The correct answer rate was increased seven questions out of 8 questions from the pre-test to the post-test. Question #8 did not show any score changes in the pre-test and post-test. This question included career opportunities as a certified athletic trainer. The choices were "A. professional sports team," "B. college setting," "C. clinical setting", and "D. all of the above." The cultural differences between the United States and Japan provides for a different set of working opportunities. For example, although there are baseball and soccer teams in Japan, every team does not have an athletic trainer working with the them. The majority

of Japanese colleges do not have Athletic Training facilities. There are rehabilitation facilities in physical therapy where the physical therapist can only be an employee of the medical doctor and cannot work as an independent business person (M. Tsuchiya, personal communication, June 12, 1994). Therefore, the videotape which showed various situations and job opportunities in the United States could cause confusion for the Japanese.

According to Gilder (1982), visual memories can trigger verbal memories easily and quickly. Video can be a time efficient medium due to its immediate playback abilities and ease of distribution (Elliot, 1984). As this project showed, the significant educational benefit by the videotape utilizing moving pictures, sound effects, and graphics proved to effectively present information.

The videotape can be used as a promotional and educational tool to develop an Athletic Training profession in Japan. By explaining who athletic trainers are, and the kind of services they can provide, the Athletic Training profession can be recognized in Japan. After the Japanese people recognize the need for athletic trainers, employment opportunities for athletic trainers should increase in Japan. The employment opportunities could include professional teams, corporate teams, collegiate athletic teams and secondary scholastic institutions. Increasing the employment opportunity can also be done by initiating a Japanese educational program. Having a Japanese educational programs will increase the number of certified Japanese athletic

trainers and create an option to become an athletic trainer without studying in the United States.

This videotape was produced within a limited time schedule and budget by a novice producer. Expanding production time to include different events throughout the year, and different locations would likely add variety and improve the videotape. Hiring a professional producer would also increase the overall quality. Re-editing after receiving opinions and critiques from a panel of experts can also improve the project.

Recommendations

For future projects, videotapes which will meet different specific needs should be produced. The purpose of this videotape was to promote the Athletic Training profession in Japan. A videotape to organize the educational program, to introduce differences between the internship and the curriculum programs, and to expand the profession in college and secondary school levels will be necessary to complete the promotion process.

To meet the needs and the demands of the international athletes, athletic trainers should be able to provide the services consistently throughout the world with the production of multi-language promotional videotapes of the Athletic Training.

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APPENDIX A
Informed Consent (Video Evaluation)

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APPENDIX A

INFORMED CONSENT

Agreement to Participate in Research

Responsible investigator: Ariko ISO

Title of Protocol: Promotion of the Athletic Training Profession in Japan

1. I have been asked to participate in a research project promoting an Athletic Training Profession in Japan.
2. I will be asked to critique technical quality of the final product. Method will be required to watch twelve minutes length Athletic Training promotion videotape, and answer the technical / promotional component questionnaire which was constructed by the author. All of the above will be performed during the 1994-1995 Academic year.
3. There should be no risks are anticipated to complete this evaluation procedure.
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5. The results of the study may be published including presentation at professional conventions and events. but no information that could identify the subject individual will be included.
6. I understand that I will not be compensated for my participation in this project.
7. Any questions about the project may be address to Ariko Iso (principal investigator), at (408) 993-1534. Complaints about the project may be presented to Dr. James Bryant, Chairman of Department of Human Performance, at (408) 924-3010. Questions or complaints about research, subjects' right, or research-related injury may be presented to Serena Stanford, Ph.D., Associate Vice President of Graduate Studies and Research, at (408) 924-2480.

8. No service of any kind, to which I am otherwise entitled, will be lost or jeopardized if I choose to "not participate" in the study.

9. Having read the above, I agree that my consent is given voluntarily without being coerced. I understand that I may withdraw from this study at any time (including during evaluating), without prejudice to my relations with the Department of Human Performance, San Jose State University, the principal investigator and confirmation of my being fully informed of my rights.

My signature indicates that I have agreed to participate in this study.

Subject's Signature 5-10-95
Date

Investigator's Signature 5-10-95
Date

APPENDIX A

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Agreement to Participate in Research

Responsible investigator: Ariko ISO

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My signature indicates that I have agreed to participate in this study.

Carl F. Klein 5-8-95
Subject's Signature Date

[Signature] 5-15-95
Investigator's Signature Date

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Subject's Signature 6/3/95
Date

Investigator's Signature 6-5-95
Date

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Subject's Signature 5-1-95
Date

Investigator's Signature 5-5-95
Date

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<u>R. Kersick</u>	<u>5/3/75</u>
Subject's Signature	Date

<u>[Signature]</u>	<u>5-5-75</u>
Investigator's Signature	Date

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Subject's Signature 5-10-66
Date

Investigator's Signature 5-17-66
Date

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APPENDIX A

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Agreement to Participate in Research

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Subject's Signature Date

Investigator's Signature Date

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Subject's Signature 6-23-95
Date

Investigator's Signature 6-25-95
Date

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5-7-95
Subject's Signature Date

5-7-95
Investigator's Signature Date

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My signature indicates that I have agreed to participate in this study.

Signature 6-8-95
Subject's Signature Date

Signature 6-12-95
Investigator's Signature Date

APPENDIX B
Informed Consent (Video Interview)

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APPENDIX B

INFORMED CONSENT

Agreement to Participate in Research

Responsible investigator: Ariko ISO

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4. There is no discernible benefits are expected.
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<u> </u>	<u>2-14-95</u>
Subject's Signature	Date

<u> </u>	<u>2-14-95</u>
Investigator's Signature	Date

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<u>Emily Smith</u>	<u>2-14-95</u>
Subject's Signature	Date
<u>[Signature]</u>	<u>2-14-95</u>
Investigator's Signature	Date

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3/6/95
Subject's Signature Date

3-6-95
Investigator's Signature Date

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9. Having read the above, I agree that my consent is given voluntarily without being coerced. I understand that I may withdraw from this study at any time (including during evaluating), without prejudice to my relations with the Department of Human Performance, San Jose State University, the principal investigator and confirmation of my being fully informed of my rights.

My signature indicates that I have agreed to participate in this study.

Subject's Signature	<u>3-7-25</u> Date
Investigator's Signature	<u>3-7-25</u> Date

A member of The California State University

College of Applied Sciences and Arts • Department of Human Performance
One Washington Square • San Jose, California 95192-0054 • 408/924-3010 • FAX 408/924-3053

APPENDIX B

INFORMED CONSENT

Agreement to Participate in Research

Responsible investigator: Ariko ISO

Title of Protocol: Promotion of the Athletic Training Profession in Japan

1. I have been asked to participate in a research project promoting an Athletic Training Profession in Japan.
2. I will be asked to be interviewed regarding Athletic Training profession. Method will be required to answer the interview questions constructed by the author. I will be asked to be in the promotional videotape as a model of athletic trainers. All of the above will be performed during the 1994-1995 Academic year.
3. There should be no risks are anticipated to complete this interviewing and videotaping procedure.
4. There is no discernible benefits are expected.
5. Final product may be used for promotional purposes, including publication and presentation at professional convention and events. My identify for individual interviews will not revealed in published or presented papers without my written consent.
6. I understand that I will not be compensated for my participation in this project.
7. Any questions about the project may be address to Ariko Iso (principal investigator), at (408) 993-1534. Complaints about the project may be presented to Dr. James Bryant, Chairman of Department of Human Performance, at (408) 924-3010. Questions or complaints about research, subjects' right, or research-related injury may be presented to Serena Stanford, Ph.D., Associate Vice President of Graduate Studies and Research, at (408) 924-2480.

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My signature indicates that I have agreed to participate in this study.

Kevin McEllis 6/24/95
Subject's Signature Date

[Signature] 6-24-95
Investigator's Signature Date

— campus of The California State University

College of Applied Sciences and Arts • Department of Human Performance
One Washington Square • San Jose, California 95192-0054 • 408/924-3010 • FAX 408/924-3053

APPENDIX B

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My signature indicates that I have agreed to participate in this study.

<u>Yusane Flotaka</u>	<u>June 24 '95</u>
Subject's Signature	Date

<u>[Signature]</u>	<u>6-24-95</u>
Investigator's Signature	Date

- campus of The California State University

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One Washington Square • San Jose, California 95192-0054 • 408/924-3010 • FAX 408/924-3053

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My signature indicates that I have agreed to participate in this study.

Subject's Signature Date 5-20-95

Investigator's Signature Date 5-20-95

A campus of The California State University

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APPENDIX B

INFORMED CONSENT

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Responsible investigator: Ariko ISO

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9. Having read the above, I agree that my consent is given voluntarily without being coerced. I understand that I may withdraw from this study at any time (including during evaluating), without prejudice to my relations with the Department of Human Performance, San Jose State University, the principal investigator and confirmation of my being fully informed of my rights.

My signature indicates that I have agreed to participate in this study.

Subject's Signature

Date

Investigator's Signature

Date

6-24-75

A campus of The California State University

College of Applied Sciences and Arts • Department of Human Performance
One Washington Square • San Jose, California 95192-0054 • 408/924-3010 • FAX 408/924-3053

APPENDIX B

INFORMED CONSENT

Agreement to Participate in Research

Responsible investigator: Ariko ISO

Title of Protocol: Promotion of the Athletic Training Profession in Japan

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3. There should be no risks are anticipated to complete this interviewing and videotaping procedure.
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7. Any questions about the project may be address to Ariko Iso (principal investigator), at (408) 993-1534. Complaints about the project may be presented to Dr. James Bryant, Chairman of Department of Human Performance, at (408) 924-3010. Questions or complaints about research, subjects' right, or research-related injury may be presented to Serena Stanford, Ph.D., Associate Vice President of Graduate Studies and Research, at (408) 924-2480.

APPENDIX C
Model Release Form

APPENDIX C
MODEL RELEASE

Foothill TV Center
Foothill College
12345 El Monte Rd.
Los Altos Hills, CA 94022

I have agreed voluntarily to appear without compensation in a videotape produced by you and Ariko Iso.

You shall have the right to exhibit and televise said videotape. As between you and me, the videotape, all copies thereof and all rights therein shall be your sole and exclusive property.

You shall have the right and may grant others the right to disseminate, print and publish my name and likeness and biographical material in connection with the publicity and promotion of the videotape but not for the direct endorsement of any product.

I hereby release and discharge you and your respective agents, employees, successors, assigns and licences from any and all claims, liabilities, and obligations of any kind or nature which may arise from my appearance or participation in the videotape or any exhibition thereof.

I agree that you have no obligation to exhibit or televise my performance, and interview or otherwise use me on your videotape.

Laurie Hahn 3/6/95
Signed Date

Laurie Hahn
Print

PO Box 10750 Stanford, Ca - 94309
Address

497-2731
Phone

APPENDIX C
MODEL RELEASE

Foothill TV Center
Foothill College
12345 El Monte Rd.
Los Altos Hills, CA 94022

I have agreed voluntarily to appear without compensation in a videotape produced by you and Ariko iso.

You shall have the right to exhibit and televise said videotape. As between you and me, the videotape, all copies thereof and all rights there in shall be your sole and exclusive property.

You shall have the right and may grant others the right to disseminate, print and publish my name and likeness and biographical material in connection with the publicity and promotion of the videotape but not for the direct endorsement of any product.

I hereby release and discharge you and your respective agents, employees, successors, assigns and licences from any and all claims, liabilities, and obligations of any kind or nature which may arise from my appearance or participation in the videotape or any exhibition thereof.

I agree that you have no obligation to exhibit or televise my performance, and interview or otherwise use me on your videotape.

<u>Keri Monahan</u>	<u>3/6/95</u>
Signed	Date
<u>Keri Monahan</u>	
Print	
<u>PO Box 4967 Stanford CA 94309</u>	
Address	
<u>(415) 497-2076</u>	
Phone	

APPENDIX D
Technical Evaluation Form

VIDEOTAPE (technical)

EVALUATION FORM

The following is a survey to evaluate the technical quality of the videotape.

The rating range extends from 5 (excellent) to 1 (poor). Between numbers will be defined as 4 (above average), 3 (average), and 2 (below average). Circle the number that is the closest to your opinion, or circle NO (No chance to Observe) if you feel like you have insufficient information to respond.

	excellent	average	poor	
1. The narrator's voice was clear and understandable.	5	4	3	2 1 NO
2. The script was organized and easy to follow.	5	4	3	2 1 NO
3. The quality of color in the videotape was good.	5	4	3	2 1 NO
4. The transition between edits was smooth.	5	4	3	2 1 NO
5. The lighting was consistent and the brightness was appropriate.	5	4	3	2 1 NO
6. The voice over technique was pleasant.	5	4	3	2 1 NO
7. The picture was sharp and clear.	5	4	3	2 1 NO
8. The closeness and angle of the camera and angle was well planned.	5	4	3	2 1 NO
9. The graphics in the videotape were effectively used.	5	4	3	2 1 NO
10. The length of the videotape was appropriate.	5	4	3	2 1 NO

COMMENTS: _____

APPENDIX E
Contents Evaluation Form

VIDEOTAPE (contents)

EVALUATION FORM

The following is a survey to help determine the information and educational value of the videotape. The rating range extends from 5: SA (strongly agree) to 1: SD (strongly disagree). Between numbers will be defined as 4: A (agree), 3: N (neutral), and 2: (disagree). Circle the number that is the closest to your opinion, or circle NO (no chance to observe) if you feel like you have insufficient information to respond.

	SA	A	N	D	SD	
1. The introduction of the videotape provided an appropriate overview of the athletic training profession.	5	4	3	2	1	NO
2. The narration of the videotape supported and explained the picture being viewed.	5	4	3	2	1	NO
3. An adequate variety of athletic trainers' job opportunities were introduced.	5	4	3	2	1	NO
4. Information about the academic requirements for NATA certification was current and appropriate.	5	4	3	2	1	NO
5. Interviews were effectively used to promote the athletic training profession.	5	4	3	2	1	NO
6. The duties and different roles of the athletic trainer were clearly explained.	5	4	3	2	1	NO
7. The information given in this videotape was easily understood by novice viewers.	5	4	3	2	1	NO
8. Overall, you would recommend the use this videotape as a promotional source for athletic training in Japan.	5	4	3	2	1	NO

COMMENTS: _____

APPENDIX F
Educational Value Evaluation Form (Pre-test)

EDUCATIONAL VALUE EVALUATION FORM (Pre-test)

1. What is not an athletic trainer's role?
 - A. Prevention
 - B. Education and Counseling
 - C. Diagnosing Injuries/Illnesses
 - D. Evaluating Injuries/Illnesses
2. What are common injury prevention technique?
 - A. Strengthening and medication
 - B. Decrease flexibility and increase stability
 - C. Increase flexibility and strength
 - D. Apply supportive casting
3. What are athletic trainers' role in evaluation?
 - A. Provide CPR and transportation to a hospital
 - B. Provide first aid and proper referral
 - C. Calm down by-standers
 - D. Recommend best doctor in the area
4. Which class is not part of the core athletic training curriculum?
 - A. Prevention of Athletic Injuries/Illnesses
 - B. Exercise Physiology
 - C. Organic Chemistry
 - D. Nutrition
5. What task is not a part of athletic trainer's rehabilitation role?
 - A. Instruct cardiovascular fitness program
 - B. Supervise strengthening program
 - C. Provide counseling and support athletes' mental health
 - D. Provide an unrealistic goal to keep athletes' desire of playing
6. What is the minimum number of supervised field experience hours?
 - A. 1200/1500 hours
 - B. 800 hours
 - C. 500 hours
 - D. 2500 hours
7. What are the components of administration and organization?
 - A. Provide a proper counselor to athletes
 - B. Apply proper taping and padding before the practice
 - C. Record keeping and communication with administrators
 - D. Applying modalities to athletes.
8. Where are the majority of a certified athletic trainer's job opportunities after obtaining a bachelor's degree?
 - A. Part time work at a high school setting
 - B. Professional sports team
 - C. College setting
 - D. Clinical setting

教育価値 評価テスト(1)

氏名 _____ 年齢 _____ 学年 _____ 男 女

次のA B C Dの選択のうち、正しいものをまるで囲みなさい。

- 1 次のうちアスレチックトレーナーの仕事に含まれていないものはどれでしょう？
 - A 障害予防
 - B 運動選手のカンセリング / アドバイジング
 - C 怪我 / 病気の診断
 - D 怪我 / 病気の救急処置
- 2 次のうち予防によく用いられる方法はどれでしょう？
 - A 筋力強化と薬品治療
 - B 柔軟性と関節の安定性の低下
 - C 筋力強化と柔軟性の増加
 - D ギアスによる関節固定
- 3 応急処置においてアスレチックトレーナーはどんな大切な役割を果たすでしょう？
 - A 人工呼吸と患者の病院への移動、運搬
 - B 救急処置と適切な専門家への紹介
 - C 周りに集まるやじうまの整理
 - D 地域の最高の医師への紹介
- 4 次のうちアスレチックトレーニングのカリキュラムコースの必修教科にふくまれていないのはどれでしょう？
 - A 障害治療と予防
 - B 運動整理学
 - C 物理
 - D 栄養学
- 5 次のうちアスレチックトレーニングのリハビリテーションの役目に含まれていないのはどれでしょう？
 - A エアロビクス / フィットネスの指導
 - B 筋力強化トレーニングの指導
 - C 運動選手のカンセリングを行い心身共に健康を心がける
 - D 非現実的な目標をたてて治療期間を短縮する
- 6 インターンシッププログラムの最低実習時間は何時間でしょう？
 - A 1500時間
 - B 800時間
 - C 500時間
 - D 2500時間
- 7 アスレチックトレーニングの運営と経営の要素とは次のどれでしょう？
 - A 運動選手に適切なカンセラーを提供する
 - B 適切なテーピングやバットをあてがう
 - C 医療記録を保持してよいコミュニケーションをとる
 - D 治療器具を扱って怪我の治療を行う
- 8 公認アスレチックトレーナーの就職先はどのようなところでしょう？
 - A プロのスポーツチーム
 - B 大学のレベル
 - C 理学療法のクリニック
 - D A,B,とC

APPENDIX G
Educational Value Evaluation Form (Post-test)

EDUCATIONAL VALUE EVALUATION FORM (Post-test)

1. What is the minimum number of supervised field experience hours?
A. 1200/1500 hours
B. 800 hours
C. 500 hours
D. 2500 hours
2. Where are the majority of a certified athletic trainer's job opportunities after obtaining a bachelor's degree?
A. Part time work at a high school setting
B. Professional sports team
C. College setting
D. Clinical setting
3. Which class is not part of the core athletic training curriculum?
A. Prevention of Athletic Injuries/Illnesses
B. Exercise Physiology
C. Organic Chemistry
D. Nutrition
4. What is not an athletic trainer's role?
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A. Instruct cardiovascular fitness program
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C. Provide counseling and support athletes' mental health
D. Provide an unrealistic goal to keep athletes' desire of playing
7. What are the common injury prevention technique?
A. Strengthening and medication
B. Decrease flexibility and increase stability
C. Increase flexibility and strength
D. Apply supportive casting
8. What are athletic trainers' role in evaluation?
A. Provide CPR and transportation to a hospital
B. Provide first aid and proper referral
C. Calm down by-standers
D. Recommend best doctor in the area

教育価値 評価テスト(2)

氏名 _____ 年齢 _____ 学年 _____ 男 女

次のA B C Dの選択のうち、正しいものをまるで囲みなさい。

1. インターンシッププログラムの最低実習時間は何時間でしょう？
 A 1500時間
 B 800時間
 C 500時間
 D 2500時間
2. 次のうち予防によく用いられる方法はどれでしょう？
 A 筋力強化と薬品治療
 B 柔軟性と関節の安定性の低下
 C 筋力強化と柔軟性の増加
 D ギブスによる関節固定
3. 次のうちアスリクトレーニングのリハビリテーションの役目に含まれていないのはどれでしょう？
 A エアロビクスフィットネスの指導
 B 筋力強化トレーニングの指導
 C 運動選手のカウンセリングを行い心身共の健康を心がける
 D 非現実的な目標をたてて治療期間を短縮す
4. 公認アスリクトレーナーの就職先はどのようなところでしょう？
 A プロのスポーツチーム
 B 大学のレベル
 C 理学療法法のクリニック
 D A,B,とC
5. 次のうちアスリクトレーニングのカリキュラムコースの必修教科にふくまれていないのはどれでしょう？
 A 障害治療と予防
 B 運動整理学
 C 物理
 D 栄養学
6. アスリクトレーニングの運営と経営の要素とは次のどれでしょう？
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 B 適切なテーピングやバッドをあてがう
 C 医療記録を保持してよいコミュニケーションをとる
 D 治療器具を扱って怪我の治療を行う
7. 次のうちアスリクトレーナーの仕事に含まれていないものはどれでしょう？
 A 障害予防
 B 運動選手のカウンセリング/アドバイス
 C 怪我/病気の診断
 D 怪我/病気の救急処置
8. 応急処置においてアスリクトレーナーはどんな大切な役割を果たすでしょう？
 A 人工呼吸と患者の病院への移動、運搬
 B 救急処置と適切な専門家への紹介
 C 周りに集まるやじうまの整理
 D 地域の最高の医師への紹介

APPENDIX H
Letters of Permission

Department of Athletics, Physical Education and Recreation

Ariko ISO ATC
Assistant Athletic Trainer
Foothill Community College
12345 El Monte Rd.
Los Altos Hills, CA 94022

February 1, 1995

Dear Ms. Ariko Iso:

The Stanford University athletic training facility and staff agree to participate in the "Promoting Athletic Training" videotape produced by you as partial completion of your master of arts degree through San Jose State University. It is understood that any athlete/patient receiving care/treatment in our facility at the time of the production must give written consent to be included in your project, and that all filming and usage will be in accordance with NCAA rules.

Sincerely,

Standley L. Scott PT, ATC
Head Athletic Trainer
Faculty Advisor, Program in Human Biology

Athletic Treatment Center
(415) 948-7324

Ariko ISO ATC
San Jose State University
Department of Human Performance
One Washington Square
San Jose, CA 95192

Dear Ms. Ariko Iso

The Foothill Community Collage athletic training facility and staff agree to participate in the "Promoting Athletic Training" videotape produced by you as partial completion of your master of arts degree through San Jose State University. It is understood that any athlete/patient receiving care/treatment with our facility at the time of the production must give written consent to be included in your videotape. Should you have any questions, do not hesitate to contact me.

Sincerely,

Gary L. Yang ATC
Head Athletic Trainer

Foothill Community College 12345 El Monte Rd.
Los Altos Hills, CA 94022

JAN-20-95 FRI 12:42

P. 02

Ariko ISO ATC
Assistant Athletic Trainer
Foothill Community College
12345 El Monte Rd.
Los Altos Hills, CA 94022

Dear Ms. Ariko Iso

The San Francisco 49ers athletic training facility and staff agree to participate in the "Promoting Athletic Training" videotape produced by you as partial completion of your master of arts degree through San Jose State University. It is understood that any athlete/patient receiving care/treatment with our facility at the time of the production must give written consent to be included in your videotape.

Sincerely,

Lindsay McClain ATC
Head Athletic Trainer

McClain

Ariko ISO ATC
Assistant Athletic Trainer
Foothill Community College
12345 El Monte Rd.
Los Altos Hills, CA 94022

Dear Ms. Ariko Iso

The San Jose State University athletic training facility and staff agree to participate in the 'Promoting Athletic Training' videotape produced by you as partial completion of your master of arts degree through San Jose State University. It is understood that any athlete/patient receiving care/treatment with our facility at the time of the production must give written consent to be included in your videotape.

Sincerely,

Charles W. Miller ATC
Head Athletic Trainer

June 23, 1995

To whom it may concern:

Approximately 20 of the Tinactin "Injury Prevention" footage will be integrated within Anko Iso's thesis project, an athletic training promotional videotape in Japanese. The purpose of this tape is to promote the athletic training profession in Japan. The footage will be used as a introducing working scenes of athletic trainers.

Rights are granted to Anko Iso within the context of the aforementioned video for San Jose State University and various workshops in Japan. The tape will be shown for educational purpose only. All rights reserved.

Raleigh Floyd
Assistant Account Executive

Tough Actin[®] Tinactin is the #1 recommended over-the-counter antiseptic by pharmacists and athletic trainers. It is the official antiseptic used in NFL locker rooms and is accepted by the National Athletic Trainers Association.

ABC Sports 47 West 66 Street New York NY 10023 (212) 456 7777

June 26, 1995

Ms. Ariko Iso
505 South Fifth Street
San Jose, CA 95112

Dear Ariko:

This letter is to confirm that ABC Sports has given you permission to use for non-broadcast, non-commercial purposes only, up to :30 seconds ABC Sports' coverage of the 1994 World Cup. This footage is to be used within your senior thesis project at San Jose State only and may only be exhibited to those judging your project. This footage may not be broadcast or exhibited to the general public. ABC Sports has waived the fee normally associated with this use.

ABC Sports is to be given appropriate video credit.

ABC Sports makes no representations or warranties whatsoever with respect to the footage and our permission is conditioned on your agreement to indemnify and hold ABC Sports harmless from any claims arising from your use of the footage.

You warrant and represent that you will not use the footage for any other purpose than as permitted herein.

You agree to pay all duplicating costs. An invoice for these costs will be forwarded to you. Please acknowledge receipt of this confirmation by signing and returning the enclosed copy. Use of the footage prior to the full execution of said copy shall constitute acceptance of all the terms and conditions contained herein.

Very truly yours,

Mike S. Argianas
Director
Rights Clearance

/jv

ACKNOWLEDGED BY: _____

DATE: _____

330 FELLOWSHIP RD., MT. LAUREL, NJ 08054
(609) 778-1600

N21833

CONTRACT #05197

DATE: 06/21/95

→ To: ARIKO ISO For: THESIS PROJECT
Address: 505 SOUTH FIFTH ST
City/State/Zip: SAN JOSE, CA 95112
Phone: 408/993-1534, FAX 415/949-7114
Contact:

Contract Specifications NFL FILMS agrees to supply client with one 3/4" videotape (WITH MATCHING TIME CODES) of the following program(s), for screening and selection of SILENT footage:

1994 SAN FRANCISCO 49ERS HIGHLIGHT

NOTE: Tape(s) must be returned after editing, prepaid and insured for \$350.00 to: NFL FILMS, at the above address, ATTN: Linda Sponaugle.

Use Specifications Approximately :05 of the above mentioned NFL action footage will be integrated within client's thesis project, an athletic training promotional tape in Japanese. The purpose of this tape is to promote the athletic training profession in Japan. The footage will be used as an introduction to an NFL athletic trainer's interview.

Rights are granted to NFL action footage, within the context of aforementioned video, for showing at San Jose State University and at various workshops in Japan for a period of one year. The tape will be shown for educational purposes only. No broadcast rights are granted. ALL RIGHTS RESERVED.

This is the only use authorized under the terms of this contract. ALL RIGHTS RESERVED. The use of this film for paid admission purposes, commercial exploitation, resale, or for transmission by television or other devices or processes, or copying, recasting, transforming, or adapting in any manner, in whole or in part, other than herein stated, is strictly prohibited without prior written consent of NFL FILMS, INC.

Cost/Payment Method

RIGHTS FEE: \$225.00 per :30 (on-screen time), minimum of :30

SCREENING FEE: \$100.00, plus shipping costs

PLEASE NOTE: One signed copy of this agreement and a check for \$325.00 must be received by NFL FILMS, ATTN: LINDA SPONAUGLE, before tape(s) can be shipped. CLIENT AGREES TO FURNISH NFL FILMS WITH A COPY OF THE COMPLETED PROGRAM FOR SCREENING & BILLING PURPOSES.

Ship To: SAME AS ABOVE

Billing To: SAME AS ABOVE

Desired Delivery Date: UPON RECEIPT OF \$ AND SIGNED CONTRACT Shipping Charges: Collect ☐ Prepaid ☒ Via FE POS REBILL

Note: Please read limitations and warranties on reverse side. By signing below you hereby confirm your understanding and agreement thereto.

For: NFL FILMS, INC.

For: ARIKO ISO

By: Linda Sponaugle

By: [Signature]

LINDA SPONAUGLE

Title: SALES REPRESENTATIVE

Title: _____

Date: JUNE 21, 1995

Date: 6 - 23 - 95

Important: Sign and return one copy immediately. CONTRACT MUST BE EXECUTED AND RETURNED BEFORE FILM IS SHIPPED.

APPENDIX I
Video Script (English)

Athletic Training Promotional Video Script

Time	<u>Narrative Script</u>	<u>Showing Footage</u>
00:08	Sports can be an important part of many people. From professional level to college level to recreational level..... sports can be enjoyed by different age groups and different skill levels.	Highlight scenes of college basketball
00:20	There are times of honor and victory,	Montage of victory
	and there are other times of loss and challenge.	Montage of losing
00:25	During times of victory or challenge, athletic trainers are there to athletes to achieve their best performance.	Montage of athletic trainers in action
00:34	ATHLETIC TRAINING Athletic trainers help athletes everyday. The responsibilities include:	Frozen picture with Athletic Training title
00:42	1. Injury Prevention 2. Injury Evaluation	Frozen pictures with list of six athletic

3.	Injury Treatment	trainer's duties
4.	Rehabilitation	
5.	Counseling / Education	
6.	Administration	

01:02	(Highlight #1 Prevention) Athletic trainers try to prepare athletes for practices and competitions at 100 % of their athletic abilities. Before the actual injury occurs, flexibility programs can be enforced and preventive taping, padding, and bracing can be applied.	Frozen pictures with prevention title Athletic trainer assisting athletes stretching Ankle taping and shin padding
01:12	Also, athletic trainers can develop proper strength and conditioning program to prevent injuries and to meet individuals specific needs.	Athletic trainer instructing and assisting strengthening program
01:30	(Highlight #2 Evaluation) When an injury occurs, the Athletic Trainer can evaluate what happened?" and refer to the proper medical professionals such as a dentist or orthopedist, and judge if any immediate special treatment is necessary.	Frozen picture with Evaluation title Knee edema evaluation Ankle evaluation
01:45	(Highlight #3 Treatment) Once injuries are evaluated, proper treatment is provided by the Athletic Trainers. Recovery and treatment protocol is reviewed on a daily basis.	Ultra sound treatment Cryotherapy

01:57	(Highlight #4 Rehabilitation) After the initial injury, athletes need to perform rehabilitation exercises to aid in recovery and eventually return to pre-injury conditioning. These conditioning programs and functional exercises are all part of the Athletic Trainer's specialized training.	Ankle manual resistance exercise
02:15	(Highlight #5 Counseling / Education) Athletic trainer's not only take care of the athlete's physical health, but are also concerned with their mental health status through counseling, utilizing sports nutritionists and psychologists.	Frozen pictures with counseling / education title Athletic trainer counseling with athlete
02:30	(Highlight #6 Administrrating) Although it is not a popular role, record-keeping is very essential to the medical professions. Work can help avoid a costly law suit, and make the professional more efficient in inventory and budget planning.	Frozen pictures with administration title Athletic trainer and computer and with physical form Athletic trainer with computer screen
02:46	As this video illustrates athletic trainers have many roles to play, more than you commonly seen.	Frozen pictures of six athletic trainers' responsibilities
02:53	Athletic trainers communicate	Frozen pictures with

injury information to coaches, physicians, parents, administrators and the athletes themselves. Athletic trainers serve as the center of the communication circle.

communication circle

03:08	So, how can you become an athletic trainer?	Athletic trainers in action
03:14	To become a certified athletic trainer, you must complete various required courses which are selected by the NATA, National Athletic Trainer's Association. These courses cover:	
03:24	Kinesiology,
Exercise Physiology,
Prevention and Evaluation of Athletic Injuries
Rehabilitation
Nutrition
Anatomy and Physiology	Rolling course works over the frozen background
03:41	You must also fulfill 800-1500 hours of field experience, under the direct supervision of a certified athletic trainer, for a minimum of two years. There are two tracks to choose from to obtain this field experience.	Certified athletic trainer supervising student athletic trainer applying ultra sound treatment
03:57	1. Curriculum requiring 800	Frozen pictures with

	hours. The curriculum program is accredited by the NATA and provide several upper division classes which are directly related to the athletic training profession.	curriculum requirement graphics
04:13	2. Internship require 1500 hours.	Frozen pictures with internship requirement graphics
04:34	Once these requirements are completed, you are qualified to take the certification exam which is offered every two months throughout the United States.	Athletic trainers in action
04:43	This test covers the entire process of an athletic training education. The test consists of three parts:	
04:51	a written examination, an oral practical examination a written simulation, which includes problem solving and evaluation technique.	Frozen pictures with list of examinations
05:03	After certification, your career options are varied. You can choose from: A professional Sports setting	Professional football game scene
05:09	Lindsay McLean's interview As a professional athletic	

trainer, my job involves lots of variety, and I can do many different things during the day, but it all involves trying to keep the athletes healthy and ready to play in the next game. This involves treatment, rehabilitation, and communicating with the administrative staff, about the health of our players so that they can make the right decisions personnel wise to be able to approach the next game as effectively as possible.

There are a lot of health care professions where you do get the pleasure of working with people and improving their health but there are very few that you have the excitement of competition and sports goes along with it.

06:24	A collegiate sports setting	Stanford University
and San Jose State
University facilities
and athletic trainers
06:24	A high-school sports setting

and | High-school events |
| 06:37 | A physical therapy clinic
setting | |

- 06:37 **Scott Plank's interview**
 As a physical therapist/
 athletic trainer on a daily
 bases are interacting patients
 and these patients are from
 age children to people in
 70's and 80's working on
 different conditions, they are
 related to musculoskeletal
 injuries. It could be over use
 injury playing soccer, could
 be a back pain from truck driver,
 leg pain from a soccer player,
 vary group of patients. I am
 trying to make a difference in
 decreasing pain and increasing
 function, going back to playing
 field or back to their work of life.
- 07:26 There are many Japanese Japanese student
 students in the United States trainer and Japanese
 studying athletic training, certified athletic
 these individuals are serving trainer in action
 as the pioneers of the
 profession in Japan.
- 07:36 So what are certified athletic
 trainers in Japan doing???"
- Interviews in the facilities for
 2 Japanese certified athletic
 trainers
- 07:40 **Chinami Sugiyama's interview**
 The main part of the Athletic
 Trainers' job is prevention.

Instead of providing only post injury care, athletic trainers also create preventative conditioning programs to avoid injuries from the beginning.

In Japan, there are many professions, such as massage therapy and acupuncture therapy that care for post-injury condition. Gaining knowledge of conditioning and strengthening techniques will be very useful in the future prevention of injuries. I am now planning a running and conditioning program for the team, and the injury rate has decreased.

No matter if you are a woman or a man, it is a lot of fun to know people and it's a very rewarding job.

08:57

Hajime Iwasaki's interview

I participated in track & field and volleyball during my high school days. When I was injured, there was a person who taped me up and I actually ran, even with my injury. I was very happy. After that, I stopped growing in height and I learned that I could not be a top athlete for the rest of my life. It was

at this time I met an athletic trainer who worked with the athletes and I thought "this is it!" Since then my dream has been to being an athletic trainer. After my college education in Japan, I decided to come to the USA and become a certified athletic trainer.

The most important thing is learning what athletes and coaches want to know, in other words, practical knowledge and application.

The athletes' daily routine consisting of conditioning, nutrition and strengthening principles which are useful to an athletic trainer.

Athletic trainers serve as a liaison between athletes on the field and medical and scientific researchers.

If you love sports, you've already cleared the first hurdle to becoming an athletic trainer.

To become a member of the medical profession, the educational process can be difficult and job search is challenging,

but if you love sports, and athletes, and if you like to help people out, "Athletic Training" can be your career choice!!!

Frozen pictures of previous interviewed certified athletic trainers

10:42 Interview of students

Yusuke Hidaka

One reason I decided to become an athletic trainer is I played football in college and got injured. I enjoyed educating other athletes about injuries and prevention and found it rewarding. So I decided to make athletic training my career.

My goal is to bring back to Japan what I've learned in the USA. I would like to help motivated athletes in Japan.

11:20 Irene Oliveira's interview

Part of the job I like the best is working with athletes and being part of getting them well so they can participate their sports and making sure that everything running smoothly. It's nice to somebody hurt and come into the training room, and ask for help, you are able to help them.

11:40

Lisa Podwojski's interview

I first became interested in athletic training as a result of injury. I had a back injury and through two years and a half of physical therapy rehabilitation, I became interested in rehabilitation and working with athletes. It cut my athletic a career well I never had a career, but cut it down. I had become limited in what I could do for certain activities. It is a way for me to involve athletes and athletics and it also help other people get better. I enjoy seeing people start from the bottom to work the way to the top.

It is working with good people, lot of good athletes. It's fun, it makes it not seem so much like a job. it's fun.

12:25

Kevin McClenahan's interview

My favorite part of this position is seeing athletes go through recovery, seeing how they go through first stage of recovery to final stage of recovery and see how quickly or how slowly take recovery to get back to competition and feels good to see you are part

of that maybe it could be a
small way it could be a big
way, you are part of the whole
recovery process get them
back on the field.

APPENDIX J
Video Script (Japanese)

00:08

スポーツは多くの人々にとって大切な一部です。プロ、大学の体育会、そして趣味としてスポーツは幅広い年齢層に異なったレベルで楽しまれています。

00:20

栄光の瞬間もあれば、敗戦や挑戦を強いられる時も多くあります。

00:25

そのなかでアスレチックトレーナーは選手にその最高の技能が発揮できるように力を貸します。

00:34

"アスレチック トレーニング"

アスレチックトレーナーは日々運動選手を援助します。
その責任と役割は

00:42

- 1 傷害予防
 - 2 救急処置
 - 3 傷害治療
 - 4 リハビリテーション
 - 5 カウンセリング/アドバイス
 - 6 アスレチックトレーニングの運営
- (リストと6つの画面のバックグラウンド)

01:02

(Highlight #1 傷害予防)
アスレチックトレーナーは選手が常に練習や試合で100%の能力を出せるように働きかけます。実際に傷害の起きる前に柔軟性を高める運動に力を入れさせたり、予防のためのテーピングをおこなったり、パットを当てたり、関節を固定したりします。またアスレチックトレーナーは的確な筋力強化、コンディショニングのプログラムを確立して個々の需要に答えるようにします。

- 01:30 (H i g h l i g h t # 2 救急処置)
アスチクトレーナーはどのようにして怪我が
起こったのかを判断して適切な専門家、
歯医者や整形外科医などに紹介したり
応急手当が必要かどうかを判断します。
- 01:45 (H i g h l i g h t # 3 傷害治療)
怪我が判断されたあとは的確な治療が
アスチクトレーナーにより行われます。
回復の様子を通してそのプログラムは日々
見直されるわけです。
- 01:57 (H i g h l i g h t # 4 リハビリテーション)
傷害の発生後、運動選手はリハビリを
通じてその回復を早め、傷害発生以前
のコンディションを取り戻していきます。
このプロセスを助ける筋力強化や種目
にあわせた機能的運動もアスチク
トレーナーの専門知識の一部です。
- 02:15 (H i g h l i g h t # 5 カウンセリング/アドバイジング)
アスチクトレーナーは運動選手の健康管理
のみならず、精神面での健康をカウンセリングを
通じて補助します。その専門分野には
スポーツ栄養学、心理学などが含まれます。
- 02:30 (H i g h l i g h t # 6 運営/経営)
医療界において正しい記録を
保管することは大変重要な仕事です。
この地味な仕事の積み重ねによって
裁判で訴訟を起こされたり
することを防ぎ、医薬品の在庫調べや
予算案を能率的に実行します。
-

- 02:46 このビデオからもわかるように
アスレチックトレーナーは普段目につく仕事の
ほかにも沢山の役割があるのです。
- 02:53 アスレチックトレーナーはコミッショナー、コーチ、チーム主治医、
選手の両親、そして選手の間で傷害の
情報の連絡を取り合い情報網の
中心的存在になります。
(Picture of HUB)
-
- 03:08 さて、次にどのようにしたら
アスレチックトレーナーになれるのでしょうか？
- 03:14 公認アスレチックトレーナーになるためには
全米アスレチックトレーナーズ協会（NATA）
によって定められた必修教科を
終了しなければなりません。この必修教科は
- 03:24 キネオロジー
運動生理学
傷害治療と予防
リハビリテーション
栄養学
そして
解剖学
を含みます。
- 03:41 また最低2年間に渡り公認アスレチックトレーナー
のもとで800－1500時間の
実地経験を必要とします。
この必要条件をみたすためには
2つの方法があります。
- 03:57 1 カリキュラムにおいては800
時間の実習を必要とします。

- 04:13 2 インターンシップにおいては1500時間の実習を必要とします。
インターンシッププログラムはNATAの承認プログラムと同じ教科を必修とはしませんが、その代わりに1500時間の実地経験を要求します。
- 04:34 これらの必要条件をみると、
ついに2ヶ月に1回、全米各地にて行われる公認テストを受ける資格がおりるわけです。
- 04:43 このテストはアスレチックトレーニングの教育の
初めから終までを含んだもので
- 04:51 ペーパーテスト
口答テスト
条件判断と救急処置の
能力を含む
模擬テスト
から成り立ちます。
- 05:03 公認アスレチックトレーナーとなったあとの
キャリアはさまざまです。

プロスポーツのレベル、
- 05:09 リンジー・マクレーン
プロスポーツのアスレチックトレーナーとしての
日々の役割というのは様々です。
選手の健康を保ち次の試合に向けて
100%のコンディションを作り出す

方法には傷害治療、リハビリテーションなどがあります。またコーチ陣と選手個々の健康状態の連絡を取り合うことにより、監督がそれを元に最強のチームで試合に望めるように心がけます。多くの医療関係者は患者の健康状態を上昇させるということでその仕事のやりがいを感じますがそれにましてスポーツやその勝敗の感動を味わえる職業はアスレチックトレーナーの他は数少ないでしょう。

- 06:24 大学体育会レベル、
- 06:29 高校のレベル、
- 06:37 理学療法のクリニック、などです。

スコット フランク

理学療法士兼アスレチックトレーナーとして毎日の仕事は幼稚園児から70代、80代のおとしりまでと幅広い年齢層の患者と急性、あるいは慢性の筋肉傷害の治療リハビリテーションを行うことです。傷害の種類は成長期に起こる膝の痛み、仕事の関連して起こる腰痛、そして日々の運動から起こる痛みや炎症と様々です。痛みを和らげ その部位の機能を高める、そして患者を元どおりの生活に送り返すというのが私たちの主な役割です。

多くの日本人学生が 現在
アメリカで公認アスレチックトレーナーに
なるための勉強をしています。
この人材が日本でのアスレチック
トレーナーの開拓者となっていくわけです。

07:36 さて公認アスレチックトレーナーはいったい日本で
どのように活躍しているのでしょうか？

07:40 杉山 ちなみ
アスレチックトレーニングの主な仕事というのが
やはり予防だと思うんですよね。
怪我をしてからという以前に
どのようにしたら怪我をしないか
というためのコンディショニングを考える。
特に日本の場合は針、マッサージ師
のように怪我をしてからのケアを
する人は沢山いるのですが、
怪我をしないように何をしたら
よいかを考える人がいなかった
のでコンディショニングや筋力強化を
学べば予防に関して役にたつ。
ランニングやコンディショニングのメニューを
立ててやっているのですが、
怪我の発成率がまったく違って
くるのではないかと思います。
男性女性にかかわらず人間を知る
ということがとても楽しい充実
した仕事だと思います。

08:57 岩崎 はじめ
私は高校時代陸上とバレーボール
をして怪我をしたときテーピング
を巻いてくれる人がいて実際に

走れすごく感動したのです。
私は身長も伸びず一生スポーツは
できないと思っていたところ
スポーツにかかわる人々
(テビング・エキスパート)に出会い、
これだ！！と思ったわけです。
それ以来ずっとトレーナーになり
たいと思いつく、中高大学を経て
留学しトレーナーとなりました。
一番大切なのは選手が知りたい
こと監督が知りたいことを
勉強する、現場からの切り口
が大切です。
毎日のトレーニング、生活のなかで
役にたつのはコンディショニング 栄養学
など毎日選手にかかわる学問です。
一言でいうとトレーナーというのは
現場の選手と医学や科学の仲介人、
そして必要な技術や知識を提供する。
もしスポーツ好きなら第一条件クリア
でしょう。

準医療従事者の一員としての
教育プログラムは、簡単ではあり
ませんし、仕事を手に入れる
のにも多くの困難が付きます。
けれどももしスポーツが好きで、
色々な人を助けることに生きがい
を感じるのでしたら、アスレチックトレーナー
はあなたのキャリア選択のうちの
ひとつとなることでしょう。

10:42

日高 雄介
高校 大学とフットボールをして

怪我したこともありますし選手に何か教えたりして選手がその能力を伸ばしたりするのを気持ち良く感じたのでこれをキャリアにできたらとこの勉強を始めました。究極の目的というのは日本のスポーツに貢献したいし一生懸命の選手の役に立ちたい。

11:20

アイリーン オリベラ

アスリートトレーナーの仕事のなかで最も楽しい部分というのは運動選手とともに働きリハビリの過程で協力してその一部になるということだと思います。怪我をした選手がトレーニングルームに入ってきたとき何をすればいいのかわかるアスリートトレーナーがいつも控えているというのは心強いことと思います。

11:40

リサ ポトポ イスキ

この専門にはいろいろと決めたきっかけは 私自身の障害により2年間に渡るリハビリ行ってからです。この怪我により私自身の選手活動というものが限定されてしまいました。何我からだに負担をかけずにできるかということで活動の幅が狭まったわけです。そんななかで運動選手と常にかかわりをもち、競技現場で働き選手を助けるとともに選手がどん底から競技レベルまではい上がっていくのを見られるこの職業につきたいと思いました。

アスリートトレーナーはいろいろな人と
ともに働き個性豊かな選手と
出会いあまり仕事をしている
という気分にならないとても
楽しい仕事です。

12:25

ケビン マクラナハン

アスリートトレーナーとしての仕事の
やりがいというのは運動選手
の日々の回復 進歩を見られる
ということだと思います。
長期に渡りリハビリテーション、または
短期間で回復が目に見える
急性傷害において多かれ少なかれ
アスリートトレーナーとしてその援助をする、
自分自身が回復の過程の一部に
なるというのがこの仕事の
最大の楽しみだと思います。