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A guide for future Japanese athletic trainers : an informative brochure

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**A Guide for Future Japanese Athletic Trainers:
An Informative Brochure**

**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
Megumi Masuda
December 2001**

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APPROVED FOR THE UNIVERSITY

ABSTRACT

A GUIDE FOR FUTURE JAPANESE ATHLETIC TRAINERS: AN INFORMATIVE BROCHURE

By

Megumi Masuda

The brochure, A Guide For Future Athletic Trainers, was primarily written for Japanese people, who are interested in earning the National Athletic Trainers' Association (NATA) certification in the United States, and their families. The purpose of the brochure was to increase the Japanese readers' knowledge about athletic training and aid in the understanding of the education process in becoming an NATA certified athletic trainer. The brochure was also produced for American athletic training program instructors to increase their understanding of the challenges that Japanese students encounter. A cover letter, a copy of the completed brochure, and a questionnaire, were mailed or hand delivered to 18 judges in order to obtain feedback and critique on the contents and clarity of the brochure. Overall feedback from the judges regarding presentation, focus, relevance, and clarity of the brochure was positive. Several future recommendations were made based on responses from the evaluators.

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CHAPTER I

INTRODUCTION

This is an informative brochure for Japanese people who are interested in coming to the United States to become National Athletic Trainers Association (NATA) certified athletic trainers, their families, and instructors of athletic training programs. Purposes of the brochure were to increase the Japanese readers' knowledge about athletic training and understanding of the education process to become certified athletic trainers, and to increase an understanding of the challenges Japanese students encounter among instructors of athletic training programs. The brochure includes information, such as roles of the certified athletic trainer, steps to become a certified athletic trainer, accredited programs, budget planning, and cultural concerns. The brochure was written in both English and Japanese. It will be distributed to colleges which have physical education programs, professional schools (e.g., acupuncture schools, chiropractic schools, fitness/recreational schools, etc.), language schools, and travel agencies which are located in Japan and have connections to schools in the United States. The brochure could also be placed in colleges in the United States which have athletic training programs.

Rationale for the Brochure

With 50 years of history, athletic training is highly recognized as a qualified allied health care profession in the United States. Just to be qualified for the certification examination conducted by the NATA Board of Certification (NATABOC), college level education in athletic training and clinical experience are required. In Japan, one of the advanced countries in the world, an athletic training profession has not been developed,

and there is no clear definition for athletic trainers (Iso, 1995). Although, in 1994, the Japan Physical Education Association (Nihon Taiiku Kyoukai) had established a certification program, it is not nationally qualified as an allied medical professional certification (Mutou, Murai, & Shikakura, 1996). In addition, there is still no college level educational program, which leads to qualification for becoming an athletic trainer. For those reasons, more students are coming to the United States to attain an athletic training education and experience to be an NATA certified athletic trainer.

Even though many Japanese students must leave their home country to pursue an educational process to be certified by the NATA, the number of Japanese NATA certified athletic trainers has been increasing rapidly in the past years. There were only two Japanese NATA certified athletic trainers in 1984, and 34 Japanese were certified by the NATA in 1994 (Iso, 1995). At present, 70 Japanese NATA certified athletic trainers, who live in Japan, are found in the NATA membership directory 2000-2001. The recent number of Japanese certified athletic trainers in Japan is 71% of 98 NATA international certified members (NATA membership directory, 2000-2001). In addition, 42 people with Japanese first and last names, who live in the United States, are found in the NATA membership directory for 2000-2001.

Currently, more information on athletic training is available than in the past due to the popularization of the World Wide Web. However, there is still no research or article regarding the history of Japanese athletic trainers in the websites, “National Library of Medicine” (<http://igm.nlm.nih.gov>), “Sports Discuss” (<http://webspirs3.silverplatter.com>), and “Infotrac” (<http://web3.infotrac.galegroup.com>)

using the key words “Japanese athletic trainers” and “Japanese athletic training”, information about the NATA and certified athletic trainers are available on several Japanese websites created by Japanese organizations or Japanese certified athletic trainers. In 1995, an educational videotape, “Promotion of the athletic training profession in Japan” was made by Iso, San Jose State University, to expand the athletic training knowledge of students who would like to become certified athletic trainers, educators wishing to develop an athletic training program, or other medical professionals. However, little information exists to prepare students, or their families, wishing to become a NATA certified athletic trainer.

It is important to educate the student and their families on what is required to become a certified athletic trainer in the United States. Besides the students’ strong motivation and effort, support from their families is necessary for the completion of their goal. Thus, an informative brochure would help generate a better understanding of the challenges and needs in obtaining the goal of NATA certification. In addition, a Japanese – English brochure will create a greater appreciation of the challenges Japanese and other international students face when choosing to study in the United States.

Delimitations

This project was delimited as follows:

1. The brochure will be written for Japanese students, who are interested in coming to the United States to become NATA certified athletic trainers, Japanese families, and instructors of athletic training programs who have experience in supervising Japanese students.

2. The brochure will be written in alternating pages of English and Japanese.
3. The brochure will only focus on roles of athletic trainers, steps to become an certified athletic trainer, the accredited program, budget planning, and cultural concerns.

Limitations

1. Information on tuition, living expenses, and economic conditions in the United States may not be accurate due to possible delays in publication.
2. Information on athletic training websites is continuously updated. Thus, it may not reflect the latest information.

Definitions of Terms

National Athletic Trainers Association (NATA). A non-profit, professional organization dedicated to the advancement, encouragement, and improvement of the athletic training profession (“The certified athletic trainer”, 2001).

National Athletic Trainers Association Board of Certification (NATABOC). The organization incorporated in 1989 to provide a certification program for entry-level athletic trainers and re-certification standards for entry into the profession of athletic training. The entry-level certification program establishes standards for entry into the profession of athletic training. The NATABOC has also established the continuing education requirements that certified athletic trainers must satisfy to maintain current status as an NATABOC certified athletic trainer (National Athletic Trainers Association Board of Certification, Inc. [NATABOC], 2000).

Accredited Athletic Training Program. Programs which are accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP) (“Accredited athletic training educational program”, 2000).

Athletic Trainer Certified (ATC). An allied health professional who has a minimum of a bachelor’s degree from an accredited college/university, has fulfilled the requirements for certification as established by the NATABOC, and has passed the certification examination administrated by the Columbia Assessment Services (NATABOC, 2000).

Summary

The informative brochure was written for Japanese people who are interested in coming to the United States to become NATA certified athletic trainers, their families, and instructors of athletic training programs. Purposes of the brochure were to increase the Japanese readers’ knowledge about athletic trainers and understanding of the education process to become certified athletic trainers, and to increase an understanding of the challenges Japanese students encounter among instructors of athletic training programs. To date, the athletic training profession has not been established in Japan. Yet, the number of Japanese NATA certified athletic trainers has been remarkably increasing. There is still little information which prepares Japanese students and their families to pursue an educational process to be NATA certified athletic trainers in the United States. To complete the educational process and to be certified by the NATA, an understanding and/or financial support from families are necessary as well as the

motivation and effort of the students. Therefore, establishing a guide for future Japanese athletic trainers is important.

CHAPTER II

LITERATURE REVIEW

This chapter contains topics that need to be considered by Japanese students: roles of athletic trainers, requirements for the NATA certification examination, NATA accredited program, financial concerns, salaries of athletic trainers, and cultural concerns. Japanese websites containing information on athletic training will also be addressed.

Roles of Athletic Trainers

Certified athletic trainers are highly educated and skilled professionals specializing in athletic health care (“The certified athletic trainer”, 2001). Athletic trainers function as an integral member of the sports medicine team in high schools, colleges, clinics, professional sports, and other athletic health care settings, and serve as a link between physician, coach, parents, insurance companies, injured athletes, and others (“The certified athletic trainer”, 2001). Six major roles of athletic trainers are 1) prevention of athletic injuries, 2) recognition, evaluation, and assessment of athletic injuries, 3) immediate care of injuries, 4) treatment, rehabilitation, and reconditioning of athletic injuries, 5) health care administration, and 6) professional development and responsibility (NATABOC, 1999). In order to meet the needs of those specific roles, knowledge and skills in the following 12 domains should be obtained: 1) acute care of injury and illness, 2) assessment and evaluation, 3) general medical conditions and disabilities, 4) health care administration, 5) nutritional aspects of injury and illness, 6) pathology of injury and illness, 7) pharmacological aspects of injury and illness, 8) professional development and

responsibility, 9) psychological intervention and referral, 10) risk management and injury prevention, 11) therapeutic exercise, and 12) therapeutic modalities (NATABOC, 1999).

Requirements for the NATA Certification Examination

There are two routes to pursue requirements for the NATA certification examination. One is completion of an entry-level CAAHEP accredited athletic training program, and the other is completion of the internship route.

However, effective January 1, 2004 the internship route to certification will be invalidated. All candidates must have a degree in athletic training. If the students wish to pursue eligibility for the NATA certification examination through the internship route, they must have begun the athletic training experience hours no later than Spring 2001. Furthermore, those candidates must complete all requirements and submit an acceptable application that is approved prior to December 2003, in order to be qualified to take the examination (L. Kahanov, personal communication, January 31, 2001; NATABOC, 2000).

Therefore, completion of the CAAHEP entry-level accredited program will be the only option for students starting after Spring 2001 in order to qualify for the NATA certification examination. Those students completing the accredited curriculum route and graduating before the 2002 – 2003 academic year must complete the current 800 hours of athletic training experience, including 200 hours of high-risk sports coverage, under the supervision of an NATA certified athletic trainer in athletic training setting (NATABOC, 2000, ¶ 5). Effective with the 2002 – 2003 academic year, athletic training experience hours will be no longer required for curriculum route candidates, although a minimum of

2 academic years of clinical experience is still required (NATABOC, 2000, Winter).

The Education Council established by the leadership of NATA has determined the following 12 education competencies: 1) acute care of injury and illness, 2) assessment and evaluation, 3) general medical conditions and disabilities, 4) health care administration, 5) nutritional aspects of injury and illness, 6) pathology of injury and illness, 7) pharmacological aspects of injury and illness, 8) professional development and responsibility, 9) psychological intervention and referral, 10) risk management and injury prevention, 11) therapeutic exercise, and 12) therapeutic modalities. Those education competencies must be covered in the CAAHEP accredited entry-level athletic training programs (NATABOC, 1999).

When the requirements are fulfilled and the NATABOC approved the application, the candidate will be qualified to take the NATABOC certification examination. The certification examination consists of three parts: 1) written, 2) practical, and 3) written simulation sections. To be certified, the candidate must pass all three sections.

Accredited Athletic Training Programs

As of December 2000, with 13 NATA graduate athletic training programs accredited by the NATA, there are 131 CAAHEP accredited undergraduate athletic training programs in 44 states. Twelve accredited undergraduate programs are located in Pennsylvania, and 10 in Ohio, nine in North Carolina, and seven in Indiana and Massachusetts. Forty-three are private and 88 are public universities/colleges. Currently, nine colleges/universities have or want to be a CAAHEP accredited entry-level graduate athletic training program. The number of accredited programs changes on a yearly basis.

With anticipation of invalidation of the internship route, the numbers of the accredited programs are going to increase. Currently, an additional 60 undergraduate athletic training programs are applying for candidacy to become a CAAHEP accredited program (C. Schroeder, Personal communication, February 20, 2001).

To be accepted into an accredited athletic training program, in general, a student needs to meet an admission standard and be accepted by the college/university. Following their acceptance by the university, the applicants must be accepted by the athletic training program. The admission requirement and credit transfer system varies depending upon the institution, area, and/or state. In addition, there are various standards of acceptance when transferring units from other universities, especially those from outside of the United States.

The criteria for selection of the students to an athletic training program may also vary by institution. Students may be selected based on factors such as application form, essay, interview, and/or grade point average (GPA). Athletic training observation hours, Cardiopulmonary resuscitation (CPR) certification, Hepatitis B shot, and physical examination may also be required to be qualified as an applicant of the program. The number of students in the program will be determined based on the number of certified athletic trainers. The ratio of the certified athletic trainer to students is required to be 1:8. The average number of students is 40 per program.

The entry-level graduate athletic training programs are graduate level pre-certification programs, which are designed for post- baccalaureate students. It would be ideal if the applicant has a bachelor's degree in a related discipline, but it is not mandatory. The

applicant must be accepted by the college/university, the department, and the athletic training program. If the applicant has an undergraduate degree in a non-related discipline, the transferable units and deficiency course work will be determined in the application process. If the applicants have not taken the following courses, for example, they might be required to complete those courses before applying to the graduate athletic training program: 1) fitness for living, 2) laboratory methods in exercise science, 3) physiology and anatomy, 4) nutrition, 5) biomechanics, 6) physiology of exercise, 7) psychology. Additional classes, such as physics and chemistry, may be needed as pre-requisites for some of courses described above. In addition, CPR certification, basic first aid certification, and proof of physical examination and vaccinations (rubella and polio) might also be required prior to admission ("University of Nebraska at Omaha athletic training graduate program", 2001).

Some international students may be concerned about a disadvantage because they speak English as a second language. The applicants to athletic training programs are selected based on their qualifications or admission standard (C. Schroeder, personal communication, February 20, 2001). Thus, the international students must understand that they need to work hard to obtain a satisfactory academic record in order to be selected by the program competing against native English speakers. At the same time, having international students can add diversity and would be a benefit to the athletic training program. (L. Kahanov, personal communication, January 31, 2001 & C. Schroeder, personal communication, February 20, 2001). Difference in viewpoints, learning style, and approaches to problems between American and foreign students could

create unique learning environments. In addition, communication skills among the students would be improved beyond language barriers (L. Kahanov, personal communication, January 31, 2001).

With 13 NATA accredited graduate athletic training programs, there are 131 undergraduate CAAHEP accredited athletic training programs. Currently, nine colleges/universities have or want to be a CAAHEP accredited entry-level graduate athletic training program. The number of accredited programs changes on a yearly basis. Criteria for selection of the students into these programs may vary by program. An entry-level graduate athletic training program, the graduate pre-certification program, serves as another option for the students, who already have a bachelor degree, to complete the requirements for the NATA certification examination. Although international students may believe they are at a disadvantage in competing with American students in the selection process of athletic training programs, having the international students will bring diversity to the program.

Financial Concerns

Financial issues are important to address. In general, tuition for international students is much more expensive than tuition for in-residence students, and private colleges/universities are more expensive than public institutions. Tuition and living expenses for international students costs a minimum of \$15,000 to 20,000 per year. Information provided in Appendix A presents estimates or average tuition and expenses announced by the 13 universities/colleges which have accredited graduate athletic training programs. Those 13 colleges/universities are chosen as representatives of

athletic training program across the United States. Important to note is that living expenses vary depending on the area/region, living on-campus or off-campus, and personal life-style. In some areas of the United States, the automobile is the major source of transportation. Occasionally, the students might be able to live on-campus or close to the college/university. However, a car might be necessary for convenience. Thus, the purchase of an automobile needs to be considered. The price of a car ranges from 1,000 dollars to more than 20,000 dollars depending on the year, mileage, type, and personal sales or dealer sales. Appendix B provides examples of automobile prices. Along with having a car, car insurance, gas, and maintenance should be considered as additional expenses. The automobile insurance national average is \$797.23 a year (South Carolina Insurance News Fact, 2000).

Colleges in the United States are considered to be open to anyone who chooses to apply. Financial aid, such as federal and/or state loans, is available for the in-resident students. On the other hand, the majority of the international students are not eligible to apply for federal or state loans, and are not allowed to work off-campus, although they are required to have adequate finances to study in the United States (Gillespie, n.d.; Marcus & Hartigan, 2000). Thus, most of students, who are studying in the United States, rely on financial support from their families, and some of them receive funds from their home governments, businesses, or other private sponsors in their own countries, (Dodge, 1990; Marcus & Hartigan, 2000).

The economy of the home country has an influence on international students. The Asian financial crisis has led to a decrease in the numbers of international students from

the Asian countries (Gillespie, n.d.). Significant devaluation has been reported in Thailand, Malaysia, and Korea. Fortunately, the economy in Japan has been less severe than those Asian countries. However, the exchange rate between the dollar and the yen affects the daily budget for Japanese students, who are receiving financial support from Japan in Japanese yen. The yen appreciated to 98 yen per dollar in August 1994. Since then, it had never been as strong as it was in the past years (“A puzzle resolved”, 1999). The dollar was over 145 yen in 1998, and thereafter it fluctuated between 100 and 110 yen per dollar for over a year until the yen began to fall in late November 2000 (“The price of independence”, 1999; “Will a weaker yen strengthen Japan? ”, 2001). Then, the yen was over 116 to the dollar in January 2001, and expected to reach 130 yen per dollar by June 2001 (“Will a weaker yen strengthen Japan? ”, 2001). The weaker yen negatively affects Japanese students. A small difference in exchange rate between the dollar and the yen makes a large difference in accumulated expenses. Each Japanese student must take into account all of these factors when planning and managing their finances before and while attending college in the United States.

To reduce stress, a budget to become a NATA certified athletic trainer should be planned. A minimum of \$15,000 to 20,000 per year is required for tuition and living expenses. Additional costs must be taken into account, depending on life-style and whether the students own an automobile. The exchange rate between the dollar and the yen and the economy affects financial conditions of the international students.

Salary and Job Opportunities of Certified Athletic Trainers

Job opportunities for certified athletic trainers in the United States can be found in traditional athletic training settings, such as high schools, colleges/universities, and professional sports, and non-traditional athletic training settings, including hospitals, clinics, and corporate /industrial settings. Personal training has been growing as another venue for the certified athletic trainers.

Surveys of athletic trainers' salaries in the United States have been done in the past. Moss (1996) examined salaries for entry-level positions in athletic training during 1994. An entry-level athletic trainer was defined as a NATA certified athletic trainer with no full-time paid employment experience. According to the survey, a period of contract was 10 months for high school and 12 months for hospital/clinic, while it varied from 9 to 12 months in the college/university settings. Beginning salaries for an entry-level athletic training position were $\$23,228 \pm \$3,177$ for a bachelor's degree and $\$25,362 \pm \$3,883$ for a master's degree. A stipend $\$4,216 \pm 2,039$ was included in 86% of the high school positions. Fringe benefit information, such as a pension (other than social security), life, medical, dental, and vision insurance was included in the study.

In 1996, Somerville and Stanwood conducted a salary survey of certified athletic trainers in District 2 (Delaware, New Jersey, New York, and Pennsylvania). Forty eight percent of the respondents were working at the clinic/hospital setting and almost 48% of those responding possessed a master's degree. Twenty-seven percent of respondents were from athletic trainers with 4 to 6 years of experience. According to practice setting, the lowest mean salary was $\$32,928 \pm \$10,098$ at the college or university level, and the

highest was $\$59,778 \pm \$48,803$ at the professional sport level. According to education level, the lowest mean salary was $\$30,132 \pm \$9,584$ (bachelor's degree) and the highest was $\$48,070 \pm \$48,803$ (Physical therapist/ Athletic trainer certified).

The 1999-2000 membership survey was conducted using a questionnaire to 1500 NATA members via regular mail and to 1500 members via e-mail. The response rate was 46 percent for those received in the mail and 37 percent for those who received an electronic survey. The results of the survey show that 23 percent of the NATA members work in high schools, 11 percent serve the high school under employment of a clinic, thirty-five percent of the members are in the college/university setting including Division I, II, III, and junior colleges, and 14 percent are in the clinic setting other than high school. Sixty percent of members obtained master's degree or above, and about 53 percent are teachers as well as certified athletic trainers. About 30 percent of all NATA members earn more than \$40,000, and 42 percent earn \$35,000 or more (Hunt, 2001). Salaries of athletic trainers tend to increase as age, years in NATA, and education level also increase. Estimated average salaries for pro sports and private clinic setting are more than \$50,000, and in other settings, estimated average salaries range between \$42,938 and \$49,135.

The United States has over 50 years of athletic training history and a large number of athletic trainers. On the contrary, even though the number of NATA certified athletic trainers has increased rapidly in the past few years, the athletic training profession has yet to be officially recognized in Japan. In addition, a "sport medicine team" system,

communication system between a team doctor, an athletic trainer, and an athlete, has not been quite established (Fujii, 1997).

Information on occupations of Japanese certified athletic trainers is available on the World Wide Web, “Athletic Trainer Kouza 101” (www.page.sanrei.ne.jp/~fujii/student.htm, January 21, 2001). Among 70 Japanese ATCs in Japan found in the 2000-2001 NATA membership directory, names of 48 Japanese certified athletic trainers and 54 positions in Japan are listed. Five of the 48 certified athletic trainers obtained more than one occupation.

Job opportunities for certified athletic trainers in Japan are considered to be fewer compared to the United States for the following reasons: 1) there is no clear definition of “athletic trainer”. Acupuncture therapists, massage therapists, bonesetters, and physical therapists, and other professionals who have a degree in physical education are working as athletic trainers (Mutou, Murai, & Shikakura, 1996), 2) there are few colleges/universities which have a major in athletic training so limited opportunities are available for teaching positions, 3) the majority of college/university athletics do not have an athletic trainer. Some Japanese certified athletic trainers are working for one particular intercollegiate athletic team, but not for the all athletics, 4) there are fewer numbers of major professional league sports. Major professional league sports are baseball and soccer in Japan. Japan professional baseball consists of a total 12 teams, and soccer now has 12 teams. Furthermore, only medical professionals, who have a Japanese medical license, are allowed to touch a human body as a part of their profession. The NATA certified athletic trainers in Japan are not qualified as allied medical

professionals and permitted to practice some athletic training duties, which are allowed in the United States (Mutou et al., 1996). For example, the Japanese certified athletic trainers can provide “conditioning” or “re-conditioning”, but not “treatment” and “rehabilitation” (“Feel the vibe”, January 21, 2001).

Salaries for Japanese certified athletic trainers in Japan have yet to be documented. Culturally, on some occasions, it is not appropriate to publicly discuss an individual’s salary in Japan. It is assumed that asking about salary might be too sensitive a subject, especially within such a small population, and may make a collection of accurate data difficult.

Although there are more job opportunities in the United States, Japanese certified athletic trainers might face difficulties finding a job in the United States. In order to work in the United States, an H-1b, a work permit for a temporarily employed nonimmigrant, must be obtained. The application of the H-1b requires a sponsoring U.S. employer. The employer must file several documents and a fee (INS online, March 1, 2001). The application process requires a lot of paper-work and a considerable amount of time. In order to successfully obtain the H-1b, professional assistance, such as a lawyer or consultant, would be recommended. Some employers may sponsor the application process, but some do not know the process, or prefer not to sponsor processing the H-1b due to its complicated application process, (“Feel the vibe”, January 21, 2001). The H-1b status allows the visa holder to work for the petitioning U.S. employer that the visa was issued for. When the H-1B visa holder may change employers, the new employers must file a new document for the individual before he or

she starts working for the new employer (INS, March 1, 2001). The complicated application process might restrict career opportunities for people coming from overseas. Detailed information on the visa can be found on the Immigration and Naturalization Service (INS) website (<http://www.ins.usdoj.gov/>).

In summary, job opportunities in the United States for the certified athletic trainers are available in both traditional and non-traditional athletic training settings. Salaries of certified athletic trainers tend to increase with age, years in the NATA, and their education level. Pro-sports and private clinic settings have higher estimated average salaries than other school and hospital settings. Compared with the United States, there are fewer job opportunities for certified athletic trainers in Japan. No survey has been conducted on the salary of Japanese NATA athletic trainers. Difficulties for people from other countries may exist in finding job in the United States due to the complexity of the visa application process.

Cultural Concerns

The United States is a multi-cultural and multi-racial country. Many people of different ethnic and national origins with various religions, skin colors, and traditions exist together and create harmony out of diversity (Segal, 1994).

What are some cultural differences and similarities between the United States and Japan? How do foreign students perceive the culture or students in the United States? What do American students think of foreign students on campus?

What are the similarities and differences between the United States and Japan? Segal (1994) has conducted a study in the composition class with 80 American-born and 27

foreign-born students. Some international students were impressed with the availability of consumer goods, food, clothing, and electronic devices, and admire the lack of restrictions on speech, press, and religion in the United States (Segal). Japan is thought to be one of the most advanced countries in technology, and various consumer goods are available. In Japan, like in the United States, there is freedom in speech, press, and religion. Hence, Japanese students may have less appreciation of these qualities the in United States.

Education and housing would be two major issues where international students may face differences. In terms of education, while fully 60% of all U.S. high school students proceed on to college at some point in their life, only 37% of the Japanese attend colleges/universities (Smolowe, 1992). In Japan, generally, the majority of students need to take and pass competitive entrance exams for a particular department. In addition, difficulties exist for students to transfer from one college/university to another, even one department to another. A major difference in the education systems between Japan and the United States is that people in the United States have opportunities to return to school and obtain higher education or a degree in a different major at any time of their life. Also, most college students in the United States have a chance to select their major, change departments, and transfer to the other college/university with credit after entrance to the college/university.

Housing in the United States: it is common to share a room, apartment, or house with other people in the United States. Although, in Japan, it is rare to live with someone, who you really do not know, or finding a roommate in a public advertisement, in the

United States, some people find housing or a roommate on the internet, newspapers, and/or at the housing service center. It may be ideal for some people to have their own place. However, in some areas, housing is expensive for students so that most of them share a room in the dorm, apartment, or house. Many international students arrange on-campus housing or home-stay prior to their arrival to the United States.

How do international students perceive American students? Segal (1994) has examined perceptions of American students about international students, and perception of international students about American students. International students perceive that some Americans are friendly, outgoing, and generous. Conversely, international students also think that some American students lack discipline in education, sexual morality, child rearing, and work. In addition, American students have less respect for the elderly, teachers, and parents (Segal, 1994). How do American students perceive international students on campus? Positive statements on international students from Americans were: some international students 1) adapt American customs easily and succeed, 2) are more attentive to school; knowledgeable, 3) work longer hours for minimum wages (Segal, 1994). Also, international students bring a global perspective and a sense of prestige, and many of them are highly motivated and do well in their courses (Dodge, 1990). On the other hand, negative statements on international students from Americans were: many of them 1) do not learn English, and 2) stay clannishly within their own social group. International students often have no close host-national friends at all and most of them have a co-national best friend. The co-national relationship may restrict interaction with the host nationals, while it could restore a sense of belonging and self-esteem that reduces

feelings of loneliness (Oei & Notowidjojo, 1990). As a point of view from the athletic training program instructor, Japanese students are motivated, responsible and show a good work ethic. On the other hand, as their stereotype, they tend to be quiet and indirect in communication with the athletes (C. Schroeder, personal communication, February 20, 2001).

How are international students adjusting to the new environment away from their own country? Oei and Notowidjojo (1990) conducted a study to compare the effect of life change in adjustment of overseas students with those of Australian students, and found that “fifty-four percent of overseas students experienced moderate to severe depression” (p.128). According to Oei and Notowidjojo, Locke and Feinsod defined culture shock as the anxiety resulting from the loss of one’s sense of well being brought from the removal or distortion of many of the family cues in the home country. Besides cultural differences, emotional status of international students may create different problems among individuals. Oei and Notowidjojo concluded that “studying in a foreign country often brings about considerable level of stress, anxiety, and depression”, and a degree of expectation having academic difficulty can be powerful predictors of depression among overseas students (p.122).

Can international students adjust to the new environment, as they stay longer in the country? Neither the length of stay in the United States nor attending the university was related to international students’ satisfaction with their communication or overall adjustment to American life (Zimmermann, 1995). “The most important factor in international students’ adaptation to American culture was frequency of interaction with

American students” (Zimmermann, 1995, p.329). Zimmerman stated that Schram and Lauver, and Surdam and Collins found that international students, who spend more time with Americans outside of class, showed significantly better adaptation and less feeling of alienation than those who spend time more with fellow citizens. A “willingness to seek out information by interaction with American students serves to aid international students in learning about American culture” (Zimmermann, 1995, p.329). On the other hand, some international students may find difficulty having close native friends. Although friendships in America are made relatively easily and quickly, sometimes they are not as deep and longstanding as friendships in other countries (Dodge, 1990).

In summary, Japanese people may have less appreciation for availabilities of consumer goods and freedom of religion and speech compared with the counterparts from other countries. There are differences in the education system and housing between the United States and Japan. Perceptions of international students about Americans are friendly, outgoing, and generous. Negatively, some Americans are thought to be lacking discipline and respect for the elderly. Conversely, American students perceive that some international students are adaptable to the culture, hard working, highly motivated, and responsible, yet some do not learn English and stay with their own social group. While away from home, many international students experience depression. These students are likely to group together with other students from the same country. This may prevent Japanese and American students from interacting socially and establish another barrier preventing the interaction of cultures. A strategy to adjust well to the new culture is

spending more time and interacting with host-national population. Yet, some international students may find difficulty in making native friends.

Japanese Websites

Rapid popularization of the World Wide Web has increased accessibility and variety of information sources. Information on athletic training, athletic trainers, and NATA are available on several Japanese athletic training related websites. Those websites can be found by searching Yahoo! Japan and using a keyword “athletic training” in Roman characters. There are two websites created by Japanese organizations: The Japan Baseball Athletic Trainers Society (JBATS) (www.jbats.co.jp) and Japan Conditioning and Athletic Trainer’s Organization (www2.fai.ne.jp/~fuji-abc/jcat), created . These two websites provide information on professional development, education, scholarships, and seminars. Several websites have been created by the Japanese NATA certified athletic trainers, and can be found in the link from “Feel the Vibe” (<http://falcon.cc.ukansas.edu/~kuntom>). “Feel the Vibe”, “Athletic Trainer Kouza 101” (www.page.sannet.ne.jp/fuji-student.htm), “Taiji’s Athletic Training Room” (www.geocities.com/hotsprings/sauna/4185/index.html), “The Spirit of Athletic Training” (www.geocities.com/tomo-sportsmedicine/index.htm), and “Johnny’s Athletic Training” (www.hoops.ne.jp/~johnny_101/athletic4.htm) contain information, such as the process to become an NATA certified athletic trainer, suggestions to chose colleges or universities, requirements for the NATA certification examination, differences between NATA certified athletic trainers and Strength and Conditioning coaches or Certified Strengthening Conditioning Specialists, personal experience, and professional

experience, and serve as a place to exchange information. Occupations of Japanese athletic trainers are listed in “Athletic Trainer’s Kouza”. Yet, there is still little information which can assist the decision making of Japanese students and their families regarding studying athletic training in the United States.

CHAPTER III

METHODOLOGY

A brochure was written for Japanese students, who are interested in coming to the United States to become NATA certified athletic trainers, and their families. The purpose of the brochure was to increase knowledge in athletic training and understanding of the education process to become NATA certified athletic trainers. In addition, the brochure can be used to increase athletic training program instructors' understanding of the challenges that Japanese students encounter.

This chapter contains explanations on the construction of the brochure and evaluation procedures.

Construction of the Brochure

The brochure (see Appendix C) is notebook style bound on the left side. The title page of the brochure was written in both English and Japanese in order to attract the attention of both Japanese and English speakers at the places where the brochure would be distributed, such as colleges, professional schools (e.g., acupuncture schools, chiropractic schools, fitness/recreational schools, etc.), language schools, and travel agencies in Japan and/or the United States. Using two languages on the title was an attempt to present cultural diversity in athletic training. The contents of the brochure were written on opposite pages in English and Japanese. Both languages were written horizontally from left to right. This allows a better understanding among readers when they can read in their first language whether it is a family member of Japanese students or American supervising athletic trainer. Reading the combination of Japanese/Chinese characters in

Japanese written language will be quite challenging for the average American to understand. Although quite prevalent in Japan, the English language will also be challenging to understand. It was hoped, that the American supervising athletic trainers as well as the Japanese families would gain a greater appreciation for the difficulties facing the Japanese student wishing to complete an education in the United States.

The brochure focused on five topics: 1) what is a certified athletic trainer, 2) how to become a certified athletic trainer, 3) accredited athletic training programs, 4) budget planning, and 5) social adaptation. Those topics might be helpful for students to know what to expect when they make a decision to come to the United States.

The first topic included definitions and six major roles of a NATA certified athletic trainer. It was to provide the reader with an introduction to the athletic training profession. There are several websites, which provide information about athletic training and certified athletic trainers. A detailed description of the NATA certified athletic trainers can be found on the NATA website (www.nata.org). Several Japanese certified athletic trainers have made private websites, which contain information such as their experiences, or a typical day for certified athletic trainers. Therefore, it was decided to provide only a brief explanation on the NATA certified athletic trainer.

The second topic discussed steps for Japanese students to become a certified athletic trainer and provides an overview of the educational process necessary to achieve the goal of NATA certification.

The third topic contained information about accredited athletic training programs. For students who start pursuing athletic training education after Spring 2001, completion of

CAAHEP accredited athletic training program is the only option to complete requirements for the NATA examination. In this section, facts of accredited athletic training programs, such as current numbers of accredited programs and admission standards, were mentioned. There are two possible choices for students who already have a bachelor's degree, to complete for the NATA certification examination. So, those two options, including obtaining a second bachelors' degree from a CAAHEP accredited college/university and completion of an entry-level graduate athletic training program, were discussed. Lastly, disadvantages for international students were included in this section.

Budget planning was discussed as the forth topic. The estimated living expense and tuition of 13 colleges/universities with accredited graduate athletic training programs was used as examples. Those 13 colleges/universities were chosen as representatives of athletic training programs across the United States. The estimated costs (see Appendix A) were obtained through researching the World Wide Web of the selected 13 colleges/universities. The detailed information on costs was found in the links to the international student office, the financial aid, the housing service, or the admission section of the websites (see Appendix G).

Automobiles are the major form of transportation in the United States, and students might need to purchase an automobile depending on the area where they live, transportation condition, and life style. Automobile prices were presented based on Automobile Buyer's Guide, "Edmunds used cars & trucks price & ratings" (2001), which represents a current snapshot of the United States used car market (see Appendix B).

Types of automobiles were selected from economy and mid-sized categories assuming the students' financial capabilities. Along with automobile prices, auto insurance was mentioned.

Economic influences on international students were mentioned, since it could affect their budget. Job opportunities and salary for certified athletic trainers were presented using comparisons between Japan and the United States. Job opportunities in Japan were discussed based on facts and collective information from literature and the World Wide Web "Athletic Trainer Kouza 101" (www.page.sannet.ne.jp/fujit/student.htm).

Information on salaries for certified athletic trainers in the United States was obtained from NATA News (2001, February), considered to be an accurate statistic analyzed from the latest nationwide survey. Japanese certified athletic trainers and people from overseas might find difficulties in obtaining a job in the United States due to immigration regulations. Thus, issues Japanese athletic trainers may have in obtaining a work permit, were briefly explained.

The fifth topic, societal adaptation, contained views of people, education, housing, and transportation in the United States. Those topics were written based on the literature and the author's experience in order to provide some idea as to what Japanese students might encounter in the United States.

Although a number of international students pursuing the athletic training profession have increased, athletic training related resources have not included financial or cultural issues. Addressing these issues in advance might be beneficial for student and their

families. Hence, topics of budget planning and societal adaptation were included in the brochure.

Evaluation Procedures

A cover letter, a copy of the completed brochure, and a questionnaire, were mailed or handed personally to the judges in order to obtain feedback and critique on contents and clarity of the brochure.

Selection of the Judges

To acquire respectable feedback and critique, judges ($n = 18$) were selected from the following three categories: six Japanese student athletic trainers and six Japanese NATA certified athletic trainers, who came to the United States to pursue the process to become NATA certified athletic trainers, and six American NATA certified athletic trainers, who have instructed athletic training programs with Japanese students.

Administration of Survey to the Judges

Prior to the administration of the survey, judges were contacted in person and/or by phone and agreed to review the book and answer questions objectively. The survey packet included a cover letter, detailing informed consent, purposes, questionnaire instructions (see Appendix D), a brochure (see Appendix C), a questionnaire (Appendix E), and a self-addressed stamped envelope. Evaluation packets were mailed or handed in-person to evaluators. Contents of the questionnaire were written in English assuming that all Japanese judges had experienced education in English and were able to read and understand English. Returning of the questionnaire would be consent for participation in the evaluation of the brochure.

Questionnaire for the Judges

The questionnaire for the judges (see Appendix E) was three pages and consisted of six questions. The questions were made to evaluate presentation, focus, relevance, and clarity of the brochure. To address the questions, five measurements on a Likert scale (1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree) were used. A space was left for the judge's comments after each question and at the end of the questions. Japanese judges were requested to evaluate both English and Japanese parts.

Statistical Procedure for the survey among the Judges

The use of Likert scale allows descriptive analysis of the completed questionnaires. The total scores and percentage were presented for each question. Comments were recorded when necessary.

Summary

The brochure consists of five topics including information on certified athletic trainers, steps to become a certified athletic trainer, accredited programs, budget planning, and societal adaptation. In order to obtain feedback and critique on contents and clarity of the brochure, a questionnaire was mailed or handed to 18 judges. The questionnaire contained six questions answered by a Likert-scale of measurement, with space provided for comments. Japanese judges evaluated both English and Japanese versions. The data was analyzed using descriptive statistics.

CHAPTER IV

RESULTS AND DISCUSSION

A total of 18 judges received a survey packet including a cover letter, brochure, and questionnaire consisting of six questions. The survey was developed to evaluate the presentation, focus, relevance, and clarity of the brochure. Evaluators consisted of six Japanese student athletic trainers (Japanese Student), six Japanese NATA certified athletic trainers (Japanese ATC), who earned their NATA certification in the United States, and six American NATA certified athletic trainers (American ATC), who have experience as instructors in athletic training programs with Japanese students.

The brochure, A Guide For Future Athletic Trainers, was written in both English and Japanese, and was created for Japanese students and their families, who are interested in coming to the United States to become an NATA certified athletic trainer, as well as American athletic training program instructors. Five topics including information on certified athletic trainers, steps to become a certified athletic trainer, accredited programs, budget planning, and societal adaptation were contained in the brochure.

Judges were instructed to review the brochure, and answer a questionnaire. Japanese evaluators were asked to evaluate both English and Japanese versions of the brochure. Questions 1 through 5 were measured on a 5-point Likert-type scale (1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree). Space for comments was provided after each question. Question 6 allowed for further feedback and suggestions about the brochure. Two weeks after the survey packet was mailed, a letter thanking the evaluators who returned their responses and reminding those who had not

returned the questionnaire to please return the survey was sent (see Appendix F). Six weeks were allowed before start of data analysis.

Discussion 1: Questionnaire Responses

As a result, out of 18 completed questionnaires, 100% were returned. Of the 18 responses, data were separated into English and Japanese versions, and total scores and percentages were calculated for each question. Responses to the English language brochure were divided into three categories (American ATC, Japanese ATC, and Japanese student). Responses to the Japanese brochure were divided into two categories (Japanese ATC and Japanese student). Totals and percentage were then calculated for each question. Results of questions 1-6 are presented in Tables 1 through 11.

Although Japanese judges were asked to evaluate both the English and Japanese versions of the brochure, only three of the six Japanese students completed both versions. Two Japanese students evaluated only the Japanese version, and one student evaluated the Japanese version and only Question 1 of the English version. One American ATC did not respond to Question 1, and one American ATC circled two numbers (2 and 3) on Question 4, which was not included in the data analysis. Only representative comments were recorded for Question 1 through 5, but all comments were recorded for Question 6. Minor grammatical mistakes and awkward sentences were found in comments from the Japanese evaluators. These errors were corrected without changing the original meaning. Some Japanese judges made comments in Japanese and these were translated into English by the author of the brochure.

Discussion 2: Judges Responses to Question 1

As it is shown in Table 1, for Question 1, all judges thought that the brochure contained relevant information. American ATCs and Japanese students were more likely to provide more positive responses than Japanese ATCs. Some Japanese students liked the idea that the brochure addressed not only information on athletic training, but also other topics, such as salary and lifestyle in the United States. Several comments on the translation were received from Japanese ATCs; however, the comments were contradictory. One reviewer suggested direct translation, while another suggested free translation.

Table 1

Judges Responses to Question 1

1. Do you think the brochure contains relevant information?

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges ($n=15$)					
Total (%)	9 (60%)	6 (40%)	0	0	0
Judges divided by category					
American ATC ($n=5$)	4 (80%)	1 (20%)	0	0	0
Japanese ATC ($n=6$)	2 (33%)	4 (67%)	0	0	0
Japanese students ($n=4$)	3 (75%)	1 (25%)	0	0	0

Representative Comments

Supportive:

... Very practical” (American ATC)

...I like that you include information about ‘life’ in the U.S. besides athletic training
(Japanese ATC)

Critical and or Suggestive: No comments

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges ($n=12$)					
Total (%)	6 (50%)	6 (50%)	0	0	0
Judges divided by category					
Japanese ATC ($n=6$)	2 (33%)	4 (67%)	0	0	0
Japanese students ($n=6$)	4 (67%)	2 (33%)	0	0	0

Representative Comments**Supportive:**

- ... Enough content; necessary topics are covered (Japanese ATC)
- ... This brochure contains good relevant information. Especially, you show the example of salary. I liked it. (Japanese student)
- ...(I) like the information about not only athletic training, but also life in the U.S. (JS)

Critical and or Suggestive:

- ... Sometimes, translation is not provided directly. (Japanese ATC)
- ... It is better to give a free Japanese translation (Japanese ATC)

Question 2 has five parts. These asked if the judges think the material of the brochure adequately covers the topics of: a) “What is a certified athletic trainer?” b) “How to become a certified athletic trainer?”, c) “Accredited athletic training programs”, d) “Budget planning”, and e) “Societal adaptation”.

Discussion 3: Judges Responses to Question 2a

Overall responses to Question 2 (see Table 2), regarding adequate coverage on “What is a certified athletic trainer”, were positive, although some judges did not completely agree that the brochure covered the topic well. Some Japanese judges liked listing of athletic trainers’ responsibilities, indicating that it was simple and easy to follow. On the other hand, some Japanese evaluators thought that using examples of “typical” athletic

trainers' day might help to provide a better grasp of what is a certified athletic trainer. Responses from American ATCs were not as supportive as Japanese evaluators. However, except for one critical comment from an American ATC suggesting that the word "domain" should be used instead of "role", no other comments on coverage and presentation of this topic were made.

Table 2

Judges Responses to Question 2a

2. Do you think the material of the brochure adequately covers topics of:

a. "What is a certified athletic trainer?"

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges ($n=15$)					
Total (%)	9 (60%)	5 (33%)	1 (7%)	0	0
Judges divided by category					
American ATC ($n=6$)	2 (33%)	3 (50%)	1 (17%)	0	0
Japanese ATC ($n=6$)	4 (67%)	2 (33%)	0	0	0
Japanese students ($n=3$)	3 (100%)	0	0	0	0

Representative Comments

Supportive:

...Simple and clear. (Japanese ATC)

...Listing is easier to read than sentences. (Japanese student)

Critical and or Suggestive:

...Six major 'roles' should be six major 'domains'. (American ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges (n=12)					
Total (%)	8 (67%)	3 (25%)	1 (8%)	0	0
Judges divided by category					
Japanese ATC (n=6)	3 (50%)	2 (33%)	1 (17%)	0	0
Japanese students (n=6)	5 (83%)	1 (17%)	0	0	0

Representative Comments**Supportive:**

... It is easy to understand and read. (Japanese student)

... It is good to know what is a certified athletic trainer for the first step of becoming a trainer. (Japanese student)

Critical and or Suggestive:

... Since athletic training profession is not understood very well in Japan, it is better to provide more precise, but simple explanation. (Japanese ATC)

... Overall, it sounds too formal. (Japanese ATC)

... if you show what exactly ATCs do in daily to take care of athletes, the reader will understand in more details about this. (Japanese student)

Discussion 4: Judges Responses to Question 2b

Question 2b asked adequate coverage of the topic “How to become a certified athletic trainer.” The majority of judges listed strongly agree and agree. Although responses to this question were positive, more critical/suggestive comments were received than supportive comments. Some judges thought that information was too brief. Detailed description was needed for each step, for example, when to apply for the student-visa and how long it takes, how long before the starting date/semester the student should to apply for school, and where to take a CPR certification examination.

Table 3

Judges Responses to Question 2b

2. Do you think the material of the brochure adequately covers topics of:

b. "How to become a certified athletic trainer?"

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges ($n=14$)					
Total (%)	9 (64%)	4 (29%)	1 (7%)	0	0
Judges divided by category					
American ATC ($n=6$)	3 (50%)	2 (33%)	1 (17%)	0	0
Japanese ATC ($n=5$)	4 (80%)	1 (20%)	0	0	0
Japanese students ($n=3$)	2 (67%)	1 (33%)	0	0	0

Representative CommentsSupportive:

... Very accurate and updated. (Japanese ATC)

Critical and or Suggestive:

...How about a first aid requirement? (American ATC)

... Seems too brief; maybe include more detail of each. (American ATC)

... It might be better to make clear that acceptance by the college/university does not mean acceptance into the athletic training program. (Japanese ATC)

... Clinical experience hours should be mentioned. (Japanese ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges ($n=11$)					
Total (%)	7 (64%)	4 (36%)	0	0	0
Judges divided by category					
Japanese ATC ($n=5$)	4 (80%)	1 (20%)	0	0	0
Japanese students ($n=6$)	3 (50%)	3 (50%)	0	0	0

Representative CommentsSupportive:

... It was the most helpful information for me. (Japanese student)

Critical and or Suggestive:

- ... It might be better to add information how much time it would take for each step. i.e. timing for selecting school; how long it would take to obtain I-20, student visa (F-1), and what steps the students go through. (Japanese ATC)
- ... it would be a little confusing to understand CPR for Japanese. It would need some explanation how easy to be (CPR) certified and where to go to take the test. (Japanese student)

Discussion 5: Judges Responses to Question 2c

On responses to Question 2c, most judges thought that “Accredited programs” were adequately covered, although not many judges provided supportive comments. Several judges suggested revising the number of students per program. A more clearly written explanation on the admission process to the accredited athletic training programs and a difference between entry-level and advanced level graduate athletic training programs might be necessary.

Table 4

Judges Responses to Question 2c

2. Do you think the material of the brochure adequately covers topics of:

c. “Accredited athletic training programs”

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges ($n=15$)					
Total (%)	10 (67%)	4 (27%)	1 (7%)	0	0
Judges divided by category					
American ATC ($n=6$)	5 (83%)	0	1 (17%)	0	0
Japanese ATC ($n=6$)	4 (67%)	2 (33%)	0	0	0
Japanese students ($n=3$)	1 (33%)	2 (67%)	0	0	0

Representative Comments**Supportive:**

... Very clear. (Japanese ATC)

Critical and or Suggestive:

... Not sure 1: 8 ratio is still in effect. Also, the average number of students per program seems very high. (American ATC)

... It should be clearly mentioned that the number of students per program consists of juniors and seniors. (Japanese ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges (n =12)					
Total (%)	7 (58%)	4 (33%)	1 (8%)	0	0
Judges divided by category					
Japanese ATC (n=6)	3 (50%)	2 (33%)	1 (17%)	0	0
Japanese students (n=6)	4 (67%)	2 (33%)	0	0	0

Representative Comments**Supportive:** No comments**Critical and or Suggestive:**

... It should be clearly mentioned that there is a selection process to enter the accredited athletic training program. It should be strongly stated that it is not necessary everyone, who met the admission criteria of the athletic training program, can be accepted. The selection process is very competitive. (Japanese ATC)

... It might be better to mention there are entry and advanced level graduate athletic training program in order to avoid reader's confusion. (Japanese ATC)

... It might be better to include internship/clinical experience. (Japanese student)

Discussion 6: Judges Response to Question 2d

A wide range of responses was received on Question 2d, addressing adequate coverage of "Budget planning". Although it was categorized as neither supportive nor critical/suggestive comment, one American ATC mentioned how expensive it is for

international students to study in the United States. Positive responses and comments were received from Japanese students, indicating that the information was helpful for students planning to study abroad. Conversely, responses from Japanese ATCs were inconsistent. One Japanese ATC thought that the average annual costs \$15,000 – 20,000 was too high. It might be possible that some students might be able to save expenses depending on where they live and life-style. However, unexpected costs might be needed during study in the United States so that it might be better to estimate the high range of annual costs. Future career opportunities and athletic trainers' salaries were related to the budget process. Financial decisions need to take into account salaries, cost of living, and any money owed to parents. A separate section could have been made for job opportunities and salary for a certified athletic trainer. Further research would add more information for those two issues.

Table 5

Judges Responses to Question 2d

2. Do you think the material of the brochure adequately covers topics of:

d. "Budget planning"

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges (n=15)					
Total (%)	6 (40%)	6 (40%)	2 (13%)	1 (7%)	0
Judges divided by category					
American ATC (n=6)	2 (33%)	4 (67%)	0	0	0
Japanese ATC (n=6)	3 (50%)	0	2 (33%)	1 (17%)	0
Japanese students (n=3)	1 (33%)	2 (67%)	0	0	0

Representative Comments

Supportive:

... Very good. (American ATC)

... It will be very helpful for young people considering study-abroad. (Japanese ATC)

Critical and or Suggestive

... It should be included that there is hope for ATCs to possibly find job in instruction of conditioning / rehabilitation and to be able to work management/administration. (Japanese ATC)

... You mention that the total costs are about \$15000-20000. However, I know some Japanese students who save money and spent much less than the average (Japanese ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges ($n=12$)					
Total (%)	7 (58%)	3 (25%)	1 (8%)	1 (8%)	0
Judges divided by category					
Japanese ATC ($n=6$)	3 (50%)	1 (17%)	1 (17%)	1 (17%)	0
Japanese students ($n=6$)	4 (67%)	2 (33%)	0	0	0

Representative Comments

Supportive:

... this would be really helpful for new comers. If I have them, which is the part I'll really want to know before I come to America. (Japanese student)

... this is the most interesting matter for people who are going to come and study in the U.S. (Japanese student)

Critical and or Suggestive

... not only examples, but also suggestions or how the student and his/her parents can work out a budget should be included. (Japanese ATC)

Discussion 7: Judges Response to Question 2e

Response to Question 2e, regarding adequate coverage of “Societal adaptation” was overall positive except for a few judges who rated “somewhat agree”. There were several appreciative comments on its uniqueness, because cultural issues have not been addressed in other brochures. As one judge mentioned, societal adaptation is a broad topic. Personal experience might not be the general perception, since people perceive and adapt to new environments differently. Yet, not all information can be collected from studies and/or research. A combination of personal experience and study-based information would give some insight into life in the United States. Information sources, either from personal experience or from studies, could have been mentioned.

Table 6

Judges Responses to Question 2e

2. Do you think the material of the brochure adequately covers topics of:

e. “Societal adaptation”

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges (n=15)					
Total (%)	7 (47%)	5 (33%)	2 (13%)	0	0
Judges divided by category					
American ATC (n=6)	3 (50%)	3 (50%)	0	0	0
Japanese ATC (n=6)	4 (67%)	1 (17%)	1 (17%)	0	0
Japanese students (n=3)	1 (33%)	1 (33%)	1 (33%)	0	0

Representative Comments

Supportive:

... Very good. (American ATC)

...It is hard to explain such broad and subjective information.

Partially you have to experience those to actually find out, but it does provide good overview. (Japanese ATC)

...It is very nice to include this section because there are not too many brochures that have this information. (Japanese student)

Critical and or Suggestive

... You should show 'your opinion' or 'from some study/data basis' in your study.
(Japanese ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges ($n=12$)					
Total (%)	8 (67%)	2 (17%)	2 (17%)	0	0
Judges divided by category					
Japanese ATC ($n=6$)	4 (67%)	1 (17%)	1 (17%)	0	0
Japanese students ($n=6$)	4 (67%)	1 (17%)	1 (17%)	0	0

Representative Comments

Supportive:

... It was good to include this topic, (Japanese ATC)

... It is good information for people who are going to study in the U.S. (Japanese student)

Critical and or Suggestive: No comments

Discussion 8: Judges Responses to Question 3

Question 3 asked judges whether the brochure could be helpful for the students who are interested in coming to the United States to be NATA certified athletic trainers. In general, responses were positive. Some Japanese judges thought it would be very helpful if they had this brochure before coming to the United States. It was assumed that the brochure or guidebook, which could educate the reader about both athletic training profession and other necessities to study abroad, has not been available to the public.

Table 7

Judges Responses to Question 3

3. Do you think the brochure can be helpful for the students who are interested in coming to the United States to be NATA certified athletic trainers?

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges ($n=15$)					
Total (%)	7 (47%)	6 (40%)	2 (13%)	0	0
Judges divided by category					
American ATC ($n=6$)	3 (50%)	3 (50%)	0	0	0
Japanese ATC ($n=6$)	2 (33%)	2 (33%)	2 (33%)	0	0
Japanese students ($n=3$)	2 (67%)	1 (33%)	0	0	0

Representative CommentsSupportive:

“Yes. I can show this budget, stats (statistic) etc, to my U.S. students! (Japanese ATC)

“ Very helpful. Wish I had this before I came to the U.S. (Japanese ATC)

Critical and or Suggestive:

...need to really make sure the student understand the commitment of the clinical portion including hours, travel, and the short summer. They will miss their families.
(American ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges ($n=12$)					
Total (%)	9 (75%)	1 (8%)	2 (17%)	0	0
Judges divided by category					
Japanese ATC ($n=6$)	3 (50%)	1 (17%)	2 (33%)	0	0
Japanese students ($n=6$)	6 (100%)	0	0	0	0

Representative CommentsSupportive:

... There is a lot of effective information... we can't find these kinds of articles in Japan.
(Japanese student)

... This is what I want!! (Japanese student)

Critical and or Suggestive: No comments

Discussion 9: Judges Responses to Question 4

Responses to Question 4, helpfulness of the brochure for parents of the students, were relatively positive. Although simplicity and format of the brochure were considered to be helpful in providing a general idea of athletic training profession, further explanation might have been added further understanding among the reader.

Table 8

Judges Responses to Question 4

4. Do you think the brochure can increase understanding among parents/families of the students?

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges (n=14)					
Total (%)	7 (50%)	6 (43%)	1 (7%)	0	0
Judges divided by category					
American ATC (n=5)	2 (40%)	3 (60%)	0	0	0
Japanese ATC (n=6)	3 (50%)	3 (50%)	0	0	0
Japanese students (n=3)	2 (67%)	0	1 (33%)	0	0

Representative Comments

Supportive: No comments

Critical and or Suggestive:

... better descriptions of the athletic training profession must be provided. (American ATC)

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges (n=12)					
Total (%)	8 (67%)	2 (17%)	2 (17%)	0	0
Judges divided by category					
Japanese ATC (n=6)	4 (67%)	2 (33%)	0	0	0
Japanese students (n=6)	4 (67%)	0	2 (33%)	0	0

Representative Comments**Supportive**

...Strongly agree. It is simple, clear, and well organized. (Japanese ATC)

...I'm pretty sure that most parents are the one is going to send money for all of these.

Need to have their understanding reading through this brochure. (Japanese student)

...Actually my parents could understand the basic job description of an athletic trainer by reading this brochure. (Japanese student)

Critical and or Suggestive: No comments

Discussion 10: Judges Responses to Question 5

On Question 5, addressing clarity of the brochure, all judges provided positive responses. Well-organized contents and simplicity were helpful for the reader to grasp idea of the topics. Providing detailed information on some topics was suggested, such as athletic training profession and job opportunities. Providing additional detailed information, while maintaining simplicity of format, could prove to be a challenge.

Table 9

Judges Responses to Question 5

5. Do you think the format of the brochure is clear?

English brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
All judges ($n=15$)					
Total (%)	10 (67%)	5 (33%)	0	0	0
Judges divided by category					
American ATC ($n=6$)	4 (67%)	2 (33%)	0	0	0
Japanese ATC ($n=6$)	3 (50%)	3 (50%)	0	0	0
Japanese students ($n=3$)	3 (100%)	0	0	0	0

Representative CommentsSupportive:

... Very well organized and easy to understand. (Japanese ATC)

Critical and or Suggestive: No comments

Japanese brochure

	Strongly agree 1	Agree 2	Somewhat agree 3	Disagree 4	Strongly disagree 5
Japanese judges ($n=12$)					
Total (%)	7 (58%)	5 (42%)	0	0	0
Judges divided by category					
Japanese ATC ($n=6$)	3 (50%)	3 (50%)	0	0	0
Japanese students ($n=6$)	4 (67%)	2 (33%)	0	0	0

Representative CommentsSupportive:

...As it is very simple, it was easy to understand. (Japanese student)

...I was able to read very smoothly and very quickly and clearly the information came up to my mind. (Japanese student)

Critical and or Suggestive:

...I need more information about hiring ATC in Japan or job replacement in Japan.
(Japanese student)

Discussion 11: Judges Responses to Question 6

Further comments were asked in Question 6. As positive feedback, American ATCs think that the brochure can serve as preparation material for both Japanese and native students considering the athletic training profession. Japanese judges liked that the brochure contained topics of not only athletic training, but also other topics, such as “life in the United States”. Several judges pointed out the same areas and made critical/suggestive comments. One of suggestions was to describe a typical day or week of a certified athletic trainer in order to obtain a better understanding of the athletic training profession. Some Japanese judges suggested using examples of a time-line for the steps to become a certified athletic trainer. Several suggestions on grammar /format were provided, such as transition, font, a direction of the table, and language formality.

Table 10

Judges Responses to Question 6

6. Is there any further information or comments that you believe would be helpful to include in the brochure?

American ATC:

“ ... is there any statistical data that can reflect demand of athletic training job positions. It seems to me that while ATCs are making good money, there still are many ATCs that are not finding great job and maybe moving into other disciplines (PTA, NSCA, etc)?”

“maybe describe a typical day, week, season, etc. of an athletic trainer. Otherwise – nice job!”

“perhaps the ‘what is an athletic trainer’ section could include more tangible descriptions of the profession to give the reader and reader’s family a better understanding of the profession. For example, what is typical day like for traditional and non-traditional trainer? what do they do exactly, perhaps an interactive website would help”

“Most Japanese students (from Japan) have had to learn all these items as they matriculate. This brochure would certainly give them a jump start”

“I give the brochure to several of my Japanese students and they described it as ‘very nice!’ This brochure could also be used for American citizens considering the profession”

Japanese ATC:

“...break down ‘how to become ATC’ by time schedule. ‘Fall 2001, start looking for possible school’, ‘Winter 2001’ send letter to several school to receive application form’ etc.”

“under ‘what is an certified athletic trainer’, may be expand more of our job opportunities, and different type of career we can have with athletic training degree/background”

“ It would be better to include transition sentences, which remind the reader what is coming in the next topic”

“ Font (Japanese) should be unified”

“ Subtitles sound friendly, but contents sounds too formal”

“Table 1 should be switch right and left”

“ It could have been helpful if licensure, registration, and certification information is included”

“ It will be helpful if Chapter 2 is further developed”

“I think you should know the fact about athletic trainer in Japan. Otherwise, you cannot tell Japanese athletic trainer and certification program in Japan. But, I think this information is good for the students who wants to come and learn athletic training in the U.S.”

Japanese student athletic trainer:

“... this article is a kind of innovative. This is very good idea because this article is totally creative. Usually essays are kind of imitations, but this essay is very valuable. I was glad to read this essay and I went to show some students who want to be a trainer. And your Japanese are well-organized”

“...you can put your own experience in the table or somewhere in the back of brochure. What you experienced in the written sentence will help in new students experience in their future”

“ It is good to include information about life in the U.S. There are books containing information about athletic trainer, but less information is available on real life in those books”

“It is better to include information how student trainers are working using example of where we worked”

“I want to know more information about job opportunities and salary in Japan. This is not published, so it is hard to get information”

“I would like to know how many new graduate students can actually get job and what kind or which company they go”

Discussion 12: Summary

As results of the survey, all 18 selected evaluators returned their evaluation.

Responses were analyzed and compared by category. Overall the response to the brochure was positive. Most responses to questions were rated strongly agree, agree, and occasionally somewhat agree. Most judges thought that the information in the brochure was relevant and that the format of the brochure was clear. Several judges liked the simple format of the brochure, which made it easier to read and understand. No judge strongly disagreed on any question.

Japanese students were more supportive of questions asking about adequate coverage of the topic “What is a certified athletic trainer?” (Question 2a), “How to become a certified athletic trainer?”(Question 2b), and “Accredited programs” (Question 2c) compared to the other categories of judges. For those topics, some judges liked the simple description of the contents, while others thought that further explanation might have been needed.

“Budget planning” (Question 2d) was one of two topics which was considered important in the brochure. A wide range response was received from the evaluators. Japanese ATCs were more critical than the other judges about budget planning. One Japanese ATC thought that “Budget planning” was not adequately covered, because some students could save money so that living expenses would be lower than the average annual expenses presented in the brochure.

Responses from some Japanese judges to the question 2e “Societal adaptation” were also varied. Some Japanese judges provided appreciative comments for the uniqueness of including cultural differences in the brochure.

While American ATCs were supportive and wrote that the brochure can be “helpful for students” (Question 3) and “helpful for the student’s family” (Question 4). American judges thought that the brochure could prepare the students, who are interested in pursuing the athletic training profession. Lastly, several Japanese judges suggested corrections on grammar/ format in the Japanese version of the brochure.

Table 11

Response percentages for each question

		1 Strongly Agree			2 Agree			3 Somewhat Agree			4 Disagree		
		A ATC	J ATC	JS	A ATC	J ATC	JS	A ATC	J ATC	JS	A ATC	J ATC	JS
Q1 (relevant informati -on)	E	80%	33%	75%	20%	67%	25%	0	0	0	0	0	0
	J	---	33%	67%	---	67%	33%	---	0	0	---	0	0
Q2 a (what is an ATC)	E	33%	67%	100%	50%	33%	0	17%	0	0	0	0	0
	J	---	50%	83%	---	33%	17%	---	17%	0	---	0	0
Q2 b (how to become an ATC)	E	50%	80%	67%	33%	20%	33%	17%	0	0	0	0	0
	J	---	80%	50%	---	20%	50%	---	0	0	---	0	0
Q2 (accredite -d program)	E	83%	67%	33%	0	33%	67%	17%	0	0	0	0	0
	J	---	50%	67%	---	33%	33%	---	17%	0	---	0	0
Q2 d (budget planning)	E	33%	50%	33%	67%	0	67%	0	33%	0	0	17%	0
	J	---	50%	67%	---	17%	33%	---	17%	0	---	17%	0
Q2 e (societal adaptatio n)	E	50%	67%	33%	50%	17%	33%	0	17%	33%	0	0	0
	J	---	67%	67%	---	17%	17%	---	17%	17%	---	0	0
Q3 (helpful for students)	E	50%	33%	67%	50%	33%	33%	0	33%	0	0	0	0
	J	---	50%	100%	---	17%	0	---	33%	0	---	0	0
Q4 (helpful for student`s family)	E	40%	50%	67%	60%	50%	0	0	0	33%	0	0	0
	J	---	67%	67%	---	33%	0	---	0	33%	---	0	0
Q5 (clear)	E	67%	50%	100%	33%	50%	0	0	0	0	0	0	0
	J	---	50%	67%	---	50%	33%	---	0	0	---	0	0

1. AATC = American certified athletic trainer; JATC = Japanese certified athletic trainer; JS = Japanese student athletic trainer
2. E = English version of the brochure; J = Japanese version of the brochure
3. No judges circled on 5 = Strongly Disagree

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

The brochure, A Guide For Future Athletic Trainers, was written primarily for Japanese students, who are interested in coming to the United States to become an NATA certified athletic trainer. It was also written for their families as well as for American athletic training program instructors. It was written in both English and Japanese in order to help the readers' understanding of the process, by allowing them to read the contents in their first language. Five topics including information on what is a certified athletic trainer, steps to become a certified athletic trainer, accredited programs, budget planning, and societal adaptation were contained in the brochure.

Since information on certified athletic trainers is available on the World Wide Web and other information sources, "What is a certified athletic trainer?" provided only a brief explanation of NATA certified athletic trainers. Financial and cultural issues among international students have not been approached in any athletic training related resources, while the number of international NATA certified athletic trainers has been increasing. Therefore, "Budget planning" and "Social adaptation" were important focuses in this brochure. It was believed to be helpful for students, who are interested in coming to the United States, and for their families.

Although overall feedback on the brochure was positive, there were several critical/suggestive responses. Some judges mentioned that detailed explanations about certified athletic trainers and/or description of their responsibilities would be needed to gain better understandings of athletic training profession among the readers. A wider

range of responses was received on the topics, “Budget planning” and “Social adaptation”. These two areas had been given more detail in the brochure.

Based on the evaluation/comments from the judges and author’s thoughts, the changes and recommendation for a future brochure would be the following:

Changes

1. Add author’s name, credential and date.
2. Correction of font, grammar, and language formality on the Japanese version of the brochure.

Recommendations

1. Provide more detail and more examples of certified athletic trainers’ job responsibilities. Examples of a certified athletic trainer’s responsibilities in traditional and selected non-traditional (clinic, hospital, personal training, marketing, and/or administration) settings can be used.
2. Describe estimated-time/timing of each step to become a certified athletic trainer so that readers would be able to assume, for example, when to start looking/apply for a school and how long it would take to obtain a visa.
3. Find and include detailed research on the athletic training profession in Japan.
4. Obtain opinions/concepts from multiple people on cultural adaptation/differences.

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APPENDIX A

Estimated / Average Tuition and Expenses

Institution (Public/Private)	Level (UG/GR)	Tuition & Fees	Books & Supplies	Health Insurance	Room & Board	Other Expenses	Total
Arizona School of Health Science (Pr) (2001)	GR	(\$) 12900	(\$) 1000				
San Jose State University (Pu) (1999-2000)	UG GR	*8886 5934	810 810	530 530	On 3654 + 2800 Off 4429 + 2412	Transportation 540- 810 Other expenses 1520-1528	UG 18740 - 19018 GR 16175 - 16453
University of Florida (Pu) (2000-2001)	UG GR	**9810 12730	710 710	515 515	UG On 3020 + 2420 Off 3470 + 2420 GR On 3810 + 2420 Off 4200 + 2420	Computer 1160 - 2000 Transportation 310 Clothing 430 Personal/ Health insurance 860	UG 19235 - 20525 GR 22945 - 24175
University of Illinois (Pu) (1998-1999)	UG GR	12476 13158	670 670	276 378	(on-campus) 5346	Personal expenses 1798 (except recreation, clothing, transportation, etc.)	20566 - 21350
Indiana University (Pu) (2000-2001)	UG GR	**11410 11652	900 900	560 560	3645 + 1980	Clothing 900 Transportation 1710	21105 - 21347
Indiana State University (Pu) (1999-2000)	UG GR	8629 6141	700 600	335 335	Rent, maintenance, clothing, entertainment, medical insurance	5145	1221 - 14709
Western Michigan University (Pu) (2000-2001)	UG GR	**8666 6934	776 1266	557 557	UG On 4976 Off 4800 GR 6040	Personal expenses 1673 Transportation On 371 Off 1165 - 1735 Loan 152 - 256	UG 17239 - 18427 GR 17787 - 18357
University of North Carolina (Pu) (1999-2000)		12350		720	Room & Board, books, & personal expenses 8100		21170
University of Oregon (Pu) (2001-2002)	UG GR	****14475 12500	750 750	500 500	On-campus 5750 - 9800	Personal expenses 1845 Matriculation fees 100 - 200	UG 23420 - 27370 GR 21445 - 25395

Institution	Level (UG/GR)	Tuition & Fees	Books & Supplies	Health Insurance	Room & Board	Other expenses	Total
California University of Pennsylvania (Pu) (2000)	UG GR	10626 8043			On-campus (triple - single room) 1858 - 3166 (19 meal/week) 2348		
Temple University (Pu) (2000-2001)	UG GR	12137 9205		480 480	On-campus UG 4125 - 4756 GR 3940 - 6300 Meal plan 300 (15/wk) Off-campus (1yr) 4200 - 5400		UG On-campus 17042 - 17105 Off-campus 16817 - 17449 GR On-campus 13925 - 16285 Off-campus 13885 - 15085 * Expenses for meals are not included in total costs for Off-campus.
Old Dominion University (Pt) (1998-1999)	UG GR	11100 8800	500 500	750 750	Room (off-campus) 2025 - 3150 Utility 450 - 1350 Food 1080 - 1800	Personal expenses 1500 + Utility connection 40 - 180 Car 500-600 - 10000<	UG 17405 - 20150 GR 15105 - 17850 + others
University of Virginia (Pu) (1999-2000)	UG GR	16600 16600	800 800	700 700	Room On-campus 2020 - 2575 Off-campus ***** 4000 - 7200 Food 2600	Personal & emergency expenses 1400 - 1900 + Automobile Automobile insurance Luxury items (TV, radio/stereo) Travel from/to home country Tourist travel/ conference Overseas/ long dist. phone calls	24120 - 29800 + others

- * The tuition and fees are for 15 credit per semester for undergraduate and 9 credit per semester for graduate students
- ** The tuition and fees are for 15 credit per semester for undergraduate and 12 credit per semester for graduate students
- *** The tuition and fees are for 12 credit per semester for undergraduate and 8 credit per semester for graduate students
- **** The tuition and fees are for 12-18 credit per semester for undergraduate and 9-16 credit per semester for graduate students
- ***** The cost is rent for shared apartment or house including utility (12 month lease)
- 1) Expenses listed are for a full academic year, in general, from August to May or from September to June. The expenses for summer are not included. Additional three-month living expenses and/or tuition should be added if the students stay during summer.
- 2) Total expenses are calculated based on information provided by institutions. It will change depending on lifestyle, habit, and any other needs of the individuals.

APPENDIX B

Used Car Prices in the United States

		FORD Taurus (C)***	HONDA Civic (E)	MITSUBISHI Mirage (E)	NISSAN Sentra (E)	TOYOTA Corolla (E)	VOLKS WAGEN Golf (E)
2000	Private*	(\$) 11,935 - 14,205	8,705 - 1,4485	7,825 - 11,140	8,860 - 11,225	8,565 - 10,330	11,485 - 13,975
	Dealer**	1,3445 - 1,5980	9,785 - 16,250	8,910 - 12,680	10,085 - 12,780	9,720 - 11,720	12,980 - 15,795
1999	Private	10,300 - 11,445	7,905 - 13,375	6,665 - 7,950	8,195 - 10,485	7,710 - 9,330	11,285 - 13,115
	Dealer	11,680 - 12,980	8,930 - 15,115	7,665 - 9,155	9,370 - 11,980	8,780 - 10,620	12,850 - 14,910
1998	Private	9,335 - 10,755	7,205 - 11,005	5,695 - 7,465	7,990 - 9,705	7,240 - 8,940	8,470 - 9,660
	Dealer	10,630 - 12,220	8,200 - 12,530	6,605 - 8,660	9,200 - 11,175	8,275 - 10,215	9,680 - 11,040
1997	Private	6,865 - 8,205	6,535 - 10,075	4,745 - 5,970	7,155 - 8,170	7,605 - 8,260	7,105 - 7,935
	Dealer	7,970 - 9,995	7,470 - 11,515	5,590 - 7,035	9,480 - 8,305	8,755 - 9,510	8,185 - 9,135
1996	Private	5,950 - 7,005	5,600 - 9,005	3,640 - 4,495	5,015 - 6,590	6,420 - 7,505	6,145 - 6,610
	Dealer	7,000 - 8,245	6,450 - 1,0370	4,260 - 5,380	5,910 - 7,760	7,450 - 8,705	7,130 - 7,670
1995	Private	4,360 - 5,185	4,775 - 7,710	2,825 - 3,710	4,220 - 5,500	5,090 - 6,790	4,400 - 5,035
	Dealer	5,220 - 6,205	5,540 - 8,945	3,430 - 4,515	5,090 - 6,635	6,000 - 8,000	5,225 - 7,170
1994	Private	3,185 - 3,975	3,940 - 6,505	2,235 - 3,550	3,020 - 4,355	4,190 - 5,610	4,245 - 4,610
	Dealer	4,005 - 4,995	4,645 - 7,660	2,785 - 4,425	3,760 - 5,425	4,190 - 5,015	5,205 - 5,610
1993	Private	2,470 - 3,160	2,950 - 5,185	1,620 - 2,510	2,375 - 3,685	3,540 - 4,775	3,645
	Dealer	3,260 - 4,180	3,500 - 6,155	2,085 - 3,260	3,090 - 4,790	4,340 - 5,855	4,630
1992	Private	2,045 - 2,590	2,355 - 3,850	1,235 - 1,800	1,995 - 2,755	2,460 - 3,475	2,405 - 2,310
	Dealer	2,775 - 3,510	2,790 - 4,605	1,620 - 2,440	2,685 - 3,705	3,095 - 4,370	3,055 - 3,110
1991	Private	1,420 - 1,915	2,090 - 2,945	1,065 - 1,435	1,735 - 2,585	2,475 - 3,395	1,790 - 2,515
	Dealer	2,040 - 2,750	2,605 - 3,665	1,455 - 2,040	2,355 - 3,505	3,240 - 4,450	1,845 - 2,510

(Edmunds Used Cars & Trucks Prices & Ratings, 2001, Summer)

- * Private = Private Party Price the price how much customers are willing to pay for private seller, or how much you could expect to receive when you sell a car
- ** Dealer = Dealer Price, the sales price that car dealer are receiving for a particular car
- *** (C), (E) = Mileage categories. C indicates mid-sized American cars E indicates economy cars

APPENDIX C

A Brochure: “A Guide For Future Athletic Trainers”

A Guide For Future Athletic Trainers

“未来のアスレチックトレーナーへ”

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INTRODUCTION

With 50 years of history, athletic training is now recognized as a health care profession in the United States. In Japan, one of the advanced countries in the world, the athletic training profession has yet to be developed. Since there is no college level educational program in Japan that prepares the students to be qualified to become an athletic trainer, students, who wish to obtain an athletic training experience and education, must come to the United States.

In spite of the necessity to leave their home country to pursue an athletic training education, the number of Japanese students successfully becoming NATA certified athletic trainers has been rapidly increasing in the past several years. There were only two Japanese NATA certified athletic trainers in 1984, and 34 in 1994. At present, 70 Japanese NATA certified athletic trainers, who live in Japan, are found in the NATA membership directory 2000-2001. The recent number of Japanese ATCs in Japan occupies 71% of NATA international certified members. In addition, there are more Japanese ATCs and students pursuing an athletic training career in the United States.

Before making the decision to come to the United States, it is important that both you and your family have a good understanding of athletic training and what is needed to obtain the goal of NATA certification. Your family will be your primary supporters in achieving this goal. Not only the student's own effort is important, but support from the family is imperative in completion of the education process to become a certified athletic trainer. This brochure is written hopefully to assist you and your family to know more about athletic training, and to prepare you to come to the United States.

Lastly, it is hoped that this brochure will create a greater appreciation among instructors of athletic training programs about the challenges Japanese and other international students face when choosing to study in the United States.

はじめに

50年の歴史と共にアメリカではアスレチックトレーナーはヘルスケアプロフェッショナルとして高く評価されています。しかしながら世界の最先進国である日本ではアスレチックトレーニングはいまだにプロフェッショナルキャリアとして認識がうすく、アスレチックトレーナーの資格を取るための大学のプログラムも設立されていません。それゆえ多くのアスレチックトレーニングの経験と教育を積みたいと考えている人々はアメリカ留学を考えることになります。

アスレチックトレーニングの教育を受けるために海外へ出なければならないというにもかかわらず、NATA公認のアスレチックトレーナー(ATC)となった日本人の数はここ数年、急速に増えています。1984年には、日本人ATCはたった二人でしたが1994年には34人まで増え、現在70人以上もがNATA国際会員として登録しています。この数は国際会員全体の71%を占めており、そのほかにもアメリカで勉強しているまたは働いている日本人ATCがいるのです。

アメリカに行くと決める前に、本人と家族の両方がアスレチックトレーニングについて、またアメリカでNATA公認のアスレチックトレーナーになるために何が必要かをよく理解するということは大切なことです。親またはその他の家族が、アメリカでこの目標を達成するための第一の支援者になります。アスレチックトレーナーになるための教育過程において本人の努力だけでなく家族の金銭的また精神的な支えは欠かせません。このガイドブックはアスレチックトレーナーになるためにアメリカ留学を考えている人々とその家族のアスレチックトレーニングに関する知識を深めまた留学準備に役立てばと思います。

最後に、このガイドブックがアスレチックトレーニングの指導者のあいだで留学生に対する認識と理解がより一層深まればと思います。

WHAT IS A CERTIFIED ATHLETIC TRAINER?

An athletic trainer certified by the **National Athletic Trainers' Association (NATA)** is a highly educated and skilled professional specializing in athletic health care. NATA certified athletic trainers (ATC) were recognized as allied health care professional by the American Medical Association in 1990. The ATCs work as an integral member of sports medicine team in schools, clinics, professional sports, and other health care settings. In addition, the athletic trainer serves as a link between the physician, coach, parents, insurance company, injured athlete/client, and others.

Six major roles of a certified athletic trainer

1. **Prevention of athletic injuries:**
 - Developing training and conditioning programs
 - Monitoring environmental condition for safe participation
 - Selecting, fitting, and maintaining protective equipment
 - Educating the basic principle of nutrition
 - Overseeing proper medication use
2. **Recognition, evaluation, and assessment of athletic injuries:**
 - Conducting physical examination to screen for existing or potential problems
 - Understanding pathology of injury and illness
 - Referring to medical care
 - Referring to support services
3. **Immediate care of athletic injuries:**
 - Performing on-field injury evaluation following acute injury
 - Making correct decisions and properly managing acute injury
 - Referring to appropriate medical professional, if necessary
4. **Treatment, rehabilitation, and reconditioning of athletic injuries:**
 - Designing and supervising rehabilitation programs
 - Incorporating proper therapeutic modalities
 - Providing psychosocial support
5. **Organization and administration:**
 - Record keeping
 - Budgeting and inventory
 - Supervising athletic training personnel
 - Establishing policy for the athletic training program operation
6. **Professional development and responsibilities:**
 - Educating student athletic trainers, athletes, coaches, parents, and the general public
 - Counseling the athletes, coaches, and parents

(Arnheim & Prentice, 2000; NATABOC, 1999)

公認アスレチックトレーナーとは何か？

The National Athletic Trainers' Association (NATA)-全米アスレチックトレーナーズ協会 - 公認のアスレチックトレーナーはスポーツ選手の障害や健康管理において高度な教育と経験をもった専門家です。1990年、NATA公認アスレチックトレーナー (ATC) はアメリカ医学会 (American Medical Association) により準医療従事者として認められ、スポーツ選手の健康管理チームの重要な一員として学校やクリニック、プロフェッショナルスポーツなどの様々なスポーツ現場で活躍しています。また、アスレチックトレーナーは医師、コーチ、両親・保護者、保険会社、障害を持った選手、その他の関係者の間でのつなぎ役として重要な役割を果たしています。

アスレチックトレーナーの6つの役割

1. スポーツ外傷・障害の予防
 - ・ トレーニング・コンディショニングプログラムの作成
 - ・ 安全な参加のための環境管理
 - ・ 防具の選択、適合、維持
 - ・ 基礎的な栄養学の教育
 - ・ 適切な薬剤使用の監視
2. スポーツ外傷・障害の認知、評価、判断
 - ・ 現存・潜在的な障害の審査のための身体検査の施行
 - ・ 障害・病気の原因の理解
 - ・ 医療機関への照会
 - ・ 支援サービスへの照会
3. スポーツ外傷・障害の救急処置
 - ・ 急性外傷の現場評価
 - ・ 急性外傷の適切な判断・処置
 - ・ 適切な医療専門家への照会
4. スポーツ外傷・障害の治療、リハビリテーション、リコンディショニング
 - ・ リハビリテーションプログラムの作成と監督
 - ・ 適切な治療器械の使用
 - ・ 精神的な支持
5. 組織作りと管理・運営
 - ・ 記録の管理
 - ・ 予算と在庫の管理
 - ・ アスレチックトレーニング関係者の監督
 - ・ アスレチックトレーニングプログラム運営のための方針作成
6. 職業的質の向上およびその責務
 - ・ 学生トレーナー、選手、コーチ、両親、公衆の教育
 - ・ 選手、コーチ、両親への助言・相談

(Arnheim & prentice, 2000; NATABOC, 1999)

HOW TO BECOME A CERTIFIED ATHLETIC TRAINER

Step 1: Coming to the United States

- Search and select schools (college/university or language school/ESL program)
- Fulfill the admission requirements of the institution (ex. TOEFL, GPA, etc.)
- Apply to the institution: including diploma, transcripts, financial statement, etc.
- Receiving proof of acceptance (I-20)
- Apply for the student visa (F-1)

Step 2: Completion of requirements for the NATA certification examination

- Completion of an CAAHEP* undergraduate or graduate accredited athletic training program
- A current cardiopulmonary resuscitation (CPR) certification

*CAAHEP = The Commission on Accreditation Allied Health Education Program

Step 3: Pass the three-part of NATA certification examination

- Written Section
- Practical Section
- Written Simulation Section

どのようにしてアスレチックトレーナーになるのか？

ステップ 1 : アメリカに来る

- 学校を探し選択する (大学、語学学校、ESL(English as the second language) プログラム)
- 入学必要条件 (もしあれば) を満たす (例: TOEFL)
- 学校に願書を提出する: 卒業証明書、成績証明書、残高証明、その他の必要書類
- 入学許可証 (I-20) を受け取る
- 学生ビザ (F-1) を申請する

ステップ 2 : NATA 資格試験の必要条件を満たす

- CAAHEP 認定校でアスレチックトレーニング専攻の学位 (学士号または修士号) の取得
- 心肺蘇生法 (CPR) の資格取得
- CAAHEP = the Commission on Accreditation Allied Health Education Program

ステップ 3 : NATA 資格試験 合格

- 筆記
- 実技
- シミュレーション

ACCREDITED ATHLETIC TRAINING PROGRAMS

The Commission on Accreditation of Allied Health Education Program (CAAHEP) accredits all the undergraduate and graduate NATA athletic training programs.

An Entry-level Accredited Athletic Training Program

The entry-level accredited athletic training program is a pre-certification program, which prepares students to be qualified for a NATA certification examination. There are undergraduate and graduate entry-level athletic training programs. An entry-level graduate athletic training program is designed for the candidates, who have already obtained a bachelor degree. It would be ideal to have an undergraduate degree in a related discipline, yet it is not mandatory.

The Education Council established by the leadership of NATA, has determined education competencies for entry-level athletic training programs. In entry-level accredited athletic training educational programs, students should be taught the following 12 competency areas:

1) acute care of injury and illness, 2) assessment and evaluation, 3) general medical conditions and disabilities, 4) health care administration, 5) nutritional aspects of injury and illness, 6) pathology of injury and illness, 7) pharmacological aspect of injury and illness, 8) professional development and responsibility, 9) psychological intervention and referral, 10) risk management and injury prevention, 11) therapeutic exercise, and 12) therapeutic modalities.

How many accredited athletic training programs are there?

As of January 2001, there are 131 entry-level undergraduate CAAHEP accredited athletic training programs and 13 NATA approved graduate athletic training programs in the United States. The number of accredited program changes on a yearly basis. At present, there are nine colleges/universities, which have or are pursuing the CAAHEP accredited entry-level graduate athletic training program.

*** For more detailed information on CAAHEP program on <http://www.nata.org>

What are the general criteria for the Accredited Athletic Training Programs?

In general, the steps to enter the accredited athletic training program are:

- Apply to a college/university
- Acceptance by the college/university
- Fulfill requirements for the athletic training program
- Acceptance by the department and/or athletic training program

Admission requirements and credit transfer systems vary by institution, area, and/or state. In addition, there are various standards of acceptance when transferring units from other universities, especially from outside the United States. General criteria for selection of

認定アスレチックトレーニングプログラム

認定アスレチックトレーニングプログラムとは The Commission on Accreditation of Allied Health Education Program (CAAHEP) (アメリカ医学会の準医療従事職教育認定委員会) によって認定された大学・大学院レベルの NATA アスレチックトレーニングプログラムのことをさします。

エントリーレベルアスレチックトレーニングプログラム

エントリーレベルアスレチックトレーニングプログラムは NATA 資格試験の受験準備のためのプログラムです。これらのプログラムは大学と大学院レベル両方にあります。大学院レベルのプログラムは、すでに何らかの修士課程を終了したアスレチックトレーニングプログラム入学希望者のために設定されました。大学院レベルの入学希望者はアスレチックトレーニングと関連した専攻の修士号を取得していることが理想ですが、必ずしも必要というわけではありません。NATA 教育委員会により認定エントリーレベルアスレチックトレーニングプログラムでは以下の 12 分野の技術・知識がプログラムの一貫として含まれるようにと定められました：

- 1) 障害・病気の応急処置、2) 認定・評価、3) 一般的な医療状態、4) 健康管理、5) 障害・病気の栄養学的見解、6) 障害・病気の原因、7) 障害・病気の薬学的見解、8) 職業発展・責任、9) 心理学的、10) 危険対策・けが予防、11) 治療運動、12) 治療器具

認定校はいくつあるでしょうか？

2001 年 1 月現在、131 CAAHEP 認定エントリーレベルアスレチックトレーニングプログラム（大学レベル）と 13 の大学院レベル NATA 認定プログラムがあります。現在、9 つの大学が大学院レベルのエントリーレベルアスレチックトレーニングプログラムに認定されている、または申請中です。認定校の数は毎年変わります。

・CAAHEP・NATA 認定プログラムについての詳細は、www.nata.org

認定プログラムへの応募基準は？

一般的に、アスレチックトレーニングの認定プログラムにはいるための基準は：

- ・ 認定プログラムのある大学に願書を出す
- ・ その大学に入学を許可される
- ・ アスレチックトレーニングプログラムに入るための必要条件を満たす
- ・ 学部・プログラムに受け入れられる

入学条件や単位の移行基準（特に海外の大学からの単位移行）は大学、地域、州によって異なります。またアスレチックトレーニングプログラムにはいるための応募基準もプログラムによって異なります。応募基準は以下様な事柄が必要になります：

required 1) Application form, 2) Essay, 3) Interview 4) A minimum Grade Point Average (GPA)/ transcripts, 5) Completion of pre-requisites courses for the program, 6) Athletic training observation hours, 7) Cardiopulmonary resuscitation (CPR) certification, 8) Completion of vaccination, and/or 8) Physical examination.

If the applicant is transferring or has a degree from other college/university, an equivalency for course work from the previous institution will be evaluated and deficient course work will be determined during the application process by the institution or the athletic training program. In case the students have any deficiencies, they should be completed after acceptance to the accredited institution and before application to the athletic training program in order to meet the admission standard.

If you already have a bachelor's degree?

There are two options for students who already have a bachelor's degree in another concentration or from another country: 1) pursue a second bachelor's degree in athletic training from a CAAHEP accredited college/university, 2) obtain a master's degree from an entry-level graduate accredited athletic training program.

If the bachelor's degree is obtained in an unrelated concentration or from outside the United States, you might be required to complete additional undergraduate courses, such as exercise science, physiology and anatomy, nutrition, biomechanics, physiology of exercise, and psychology, prior to the admission into the program. In addition, some graduate programs may require the Graduate Report Exam (GRE) for their admission.

How many students can get into the program?

The number of students in the program will be determined based on the number of certified athletic trainers. The ratio of the certified athletic trainer to students is required to be 1:8. An average number of the students are 40 students per program.

Are there disadvantages for international students?

The disadvantage of being second language speakers in the selection process may be a topic of concern among some international students. Some international students might face academic difficulties due to language problems. Applicants to athletic training programs are selected based on their qualifications or admission standards. The students must understand that they need to study efficiently to obtain a satisfactory academic record in order to be selected by the program competing against other native candidates. Some instructors of athletic training programs have said that nationality would not be an issue in the selection process. Having international students may add diversity and be a benefit to the program. Difference in viewpoints, learning style, and approaches to problems between American and foreign students could create unique learning environments. In addition, better communication skills among the students would be established beyond language barriers.

1) 願書、2) 作文・論文、3) 面接、4) 成績評定、5) 必修課目の取得、6) アスレチックトレーニング見学時間、7) 心肺蘇生資格取得、8) 予防接種、9) 身体検査

もし志願者が他の大学からの編入者または学位取得者である場合、他の大学で履修した教科課程が同価値かまたはどの課程が不足しているかということを出願先の大学またはアスレチックトレーニングプログラムが願書の審査過程で評議します。不足している教科がある場合には、大学へ入学を許可された後、認定アスレチックトレーニングプログラムに応募する以前にそれらの教科を取得しなければなりません。

もしすでに学士号を取得している場合には？

すでに大学を卒業している人にはふたつの選択肢があります：1) CAAHEP認定校でふたつめの学士号取得、2) CAHAHEP認定の大学院エントリーレベルアスレチックトレーニングプログラムで修士号取得

もしアスレチックトレーニングと関連のない専攻またはアメリカ国外で学士号を取得している場合、認定校へ入学後、アスレチックトレーニングプログラムに応募する以前に運動科学、解剖生理学、栄養学、バイオメカニクス、運動生理学、心理学などの授業を取得することが必要となるかもしれません。また、大学院によっては Graduate Report Exam (GRE) を応募基準として要求とするところもあります。

何人プログラムに入れますか？

プログラムに入れる学生数はATCの数で決まります。一人のATCの監督のもとで8人の学生が実習を積むことができます。認定プログラムの平均の学生トレーナーの数はだいたい40人です。

留学生には不利な点がありますか？

留学生の中ではプログラムへの選択過程で英語が第二外国語だということが不利になると心配する人もいるかも知れません。また言葉の違いによって勉強面で問題にぶつかる人もいることでしょう。アスレチックトレーニングプログラムへの応募者は応募資格や入学基準によって決められます。プログラムにえらばれるためには留学生は効率的に勉強をしアメリカ人と対等に競える成績を収める努力が必要です。あるアスレチックトレーニングプログラムの教授によると、応募者の国籍は選択のなかでの問題にはならず、むしろ留学生を取ることはプログラムに多様性を与えるという意味で利となると言っています。アメリカ人と留学生のあいだの見解、学び方、取り組み方の違いが特殊な学ぶ環境をつくりだし、言語の壁を超え学生の間的高效的なコミュニケーション法が築かれるでしょう。

BUDGET PLANNING

Before making a decision to come to the United States, it is important to discuss and estimate the budget with your family. In general, tuition for the international students is much more expensive than in-residence students. Yet, the majority of international students are not eligible to apply for federal or state loans. In addition, under the student visa (F-1), the international students are not legally allowed to work off-campus. Some international students receive funds from their home governments, business, or private sponsors in their own countries, and some may self-support their tuition and other expenses. However, most international students studying in the United States rely on financial support from their families. You might be able to reduce financial concerns during the stay abroad by making accurate estimations and finding a way to manage the budget in advance.

Planning the Budget

To complete the requirements for the NATA certification examination, a minimum of 2 years are required for those who have a bachelor or associate degree in the United States. The high school graduates must attain a four-year college education.

Tuition and living expenses for international students costs a minimum of \$15,000 to \$20,000 per year. Information provided in Table 1 presents estimates of or average tuition and expenses announced by the 13 universities/colleges, which have accredited graduate athletic training programs. Those 13 colleges/universities are chosen as representatives of athletic training program across the United States. In general, private institutions cost more than public institutions. Tuition depends on the number of units that you select.

Living expenses vary by the area/region and differ in living style, such as sharing or having your own place, dormitory, apartment, or house. Housing costs in New York and San Francisco have been the two most expensive in the United States. In 1997, the average rent for an 800-square-foot, three room, one-bedroom rental unit in San Francisco was \$961.67 per month, and \$810.83 per month in New York. The comparison of the regional average rent for those rental units is the followings:

The regional average rent (1997):

Region	Represented cities	Average rent (per month)
Mid Atlantic	Baltimore, New York, Philadelphia, Washington, D.C.	\$717.50
Far West	Denver, Los Angeles, San Francisco, Seattle	\$682.33
New England	Boston, Hartford (CN), Portland (MA), Providence (R.I.)	\$651.66
Great Lakes	Chicago, Cleveland, Detroit, Milwaukee	\$603.75
Southeast	Atlanta, Columbia (SC), Miami, New Orleans	\$530.00
Midwest	Kansas City (MO), Minneapolis, Omaha, St. Louise	\$490.66
Southwest	Dallas, Huston, Oklahoma City, Phoenix	\$442.92

(Ronan, 1998)

The rental rates have kept going up nationwide for the last few years. Although the American economy begun to decline in 2001, the rental prices still remain high

予算計画

アメリカ留学を決める前に家族とともに予算について話し合ってみてください。一般的に留学生の授業料はアメリカ人に比べてかなり高く設定されています。しかし、大半の留学生は政府や州のローンに申し込むことができません。また学生ビザのもとでは法律的に学校外で働くことができません。留学生の中には資金を自国の政府や会社または個人的な支援者から資金を受けている人、自己の資金でやりくりする人もいますが、ほとんどの学生は家族からの支援に多かれ少なかれ頼っています。前もって留学資金を見積もりし計画をたてることでアメリカ滞在中の金銭的な不安やストレスを軽減できるかもしれません。

予算を計画する

NATA資格試験の必要条件を満たすのに、仮に大学卒業者または大学の単位を持っている人が直接認定校・プログラムにはいれたとして、最低でも2年かかります。高校卒業者は4年間の大学過程を終えなければなりません。

留学生の授業料と生活費は最低でも年間15,000—20,000ドルかかります。テーブル1は13のNATA認定の大学院レベルのアスレチックトレーニングプログラムを持つ大学の見積もりまたは平均授業料と生活費用です。これらの大学はアメリカのアスレチックトレーニングプログラムの代表校の例として挙げられました。一般的に授業料は私立の大学が公立よりも高く、また履修単位によっても異なります。

家賃・部屋代は地方・地域、また一人暮らしをするか、他の人と一緒にアパートや家を借りるか、大学の寮に住むかによって異なります。ニューヨークとサンフランシスコはここ数年アメリカで最も家賃の高い都市となっています。1997年の800坪、3部屋、1ベッドルームの家賃はサンフランシスコで月961.67ドル、ニューヨークで月810.83ドルでした。以下は同じ賃貸条件での地域別平均家賃の比較です：

地域別平均家賃(1997):

地域	代表都市	家賃 (月平均)
Mid Atlantic	Baltimore, New York, Philadelphia, Washington, D.C.	\$717.50
Far West	Denver, Los Angeles, San Francisco, Seattle	\$682.33
New England	Boston, Hartford (CN), Portland (MA), Providence (R.I.)	\$651.66
Great Lakes	Chicago, Cleveland, Detroit, Milwaukee	\$603.75
Southeast	Atlanta, Colombia (SC), Miami, New Orleans	\$530.00
Midwest	Kansas City (MO), Minneapolis, Omaha, St. Louise	\$490.66
Southwest	Dallas, Huston, Oklahoma City, Phoenix	\$442.92

(Ronan, 1998)

家賃はここ2-3年より続け、今年に入りアメリカ経済が下降しつつも、まだ家賃は高いままです。

Additional expenses would be added depending on an individual's needs in life. In some areas of the United States, the automobile is the major source of transportation, and a car might be necessary for convenience. Automobiles cost \$1,000 to more than \$20,000 depending on the year, mileage, and dealer or personal sales (Table 2). Along with having an automobile, expenses for automobile insurance, maintenance, and gas must be taken into account. Gasoline prices vary by region. Gasoline prices are relatively higher in the area where the housing costs are also high. The nation average price for a gallon of regular unleaded gas was \$1.627 (1L = \$0.43) in April 2001.

Annual costs (undergraduate programs; for an academic year August – May):

Tuition & Fees	(\$)	8,666 – 16,600
Books & Supplies		500 – 900
Health Insurance		276 – 750
Room & Board		3,555 – 9,800
Personal Expenses		1,400 – 2,610

(\$)

14,397 – 30,660	plus Furniture, Moving, Computer, Phone bill (Domestic & Long distance), Travel from/to home country, etc.
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Automobile:

Car (Dealer price)	(\$)	1,455 – 16,250 (Mitsubishi Mirage 1991- Honda Civic 2000)
		plus Car Insurance (\$797 per year: Nation average), Gas (Nation average regular unleaded gas \$1.627 per gallon: April 2001), Maintenance, Registration, etc.

Factors affecting the Budget

The economy of the home country has an influence on international students. In fact, the Asian financial crisis has led to a decrease in the numbers of international students from the Asian countries. Although the Japanese economy has been less severely hurt than some other Asian countries, it has not yet recovered. The weaker yen negatively effects the daily budget for Japanese students who are receiving financial support from Japan in Japanese yen. The yen depreciated to 98 yen per dollar in August 1994. Since then, it had never been as strong as it was in the past years. The dollar was over 145 yen in 1998, and there after it had fluctuated between 100 and 110 yen per dollar for over a year until the yen began to fall in late November 2000. Then, the yen was over 116 to the dollar in January 2001. If the yen continues to be weak, a small difference in exchange rate between the dollar and the yen makes a large difference in accumulated expenses.

その他の経費は雇人の需要によって加算されます。アメリカの大半の地域では自動車が必要な交通手段なので、車が便利さからいって必要になるかもしれません。車は1,000ドルから2,000ドル以上と製造年月日、走行距離、そしてディーラーから買うか個人売買をするかによって異なります（テーブル2）。車をもつにあたって、自動車保険と維持費、ガソリン代がかかることを忘れずに考えてください。ガソリン価格は家賃・部屋代と比例して、家賃の高い地域ではガソリンも比較的高くなっています。2001年4月現在全国平均レギュラーガス価格は1ガロン1.627ドル（1L=0.43ドル）です。

年間経費(大学レベル: 8月—5月):

授業料	(\$)	8,666 – 16,600
教材費		500 – 900
健康保険		276 – 750
家賃・食費		3,555 – 9,800
個人的な支出		1,400 – 2,610

(\$)

14,397 – 30,660	+	家具、引越し費用、コンピューター、 電話代(国内・国際)、旅費、etc.
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自動車:

乗用車(ディーラー価格) (\$)

1,455 – 16,250	(Mitsubishi Mirage 1991- Honda Civic 2000)
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+

自動車保険(全国平均年間 \$797), ガ ソリン (2001年4月現在全国平均 1L=\$0.43), 維持費, 登録, etc.

予算への影響

自国の経済が留学生の生活に影響を及ぼします。実際にアジアの財政難にともないアジアからの留学生の数が減少しています。他の東南アジア諸国に比べてそれほど最悪ではありませんが、日本の経済も低迷中です。円とドルの為替レートは日本からの送金に頼っている学生の資金に影響します。1994年8月の1ドル98円の円高以来、円の価値は上がることなく、1998年には1ドル145円まで下がりました。その後1ドル100—110円にとどまっていたましたがまた2000年11月からさがりはじめました。円安が続くとわずかな為替の違いが積み重なって大きな差額となります。

Salary and Job Opportunities

After achieving the goal to be an NATA certified athletic trainer, how you can make your living? What opportunities are available for the certified athletic trainers? If your family has financially supported your education, are you expected to reimburse them?

In Japan

Job Opportunities

The number of Japanese NATA certified athletic trainers has been increased rapidly in the past few years. Similar to the United States, certified athletic trainers might be able to explore careers in professional sports, semi-professional sports, national teams, colleges/universities, medical institutions, and research/laboratory institutions.

However, in Japan, only medical professionals accredited by the ministry of Health and Welfare are allowed to touch a human body as a part of their profession. Neither the NATA certification nor athletic trainers' certification system created by the Japan Physical Education Association (Nihon taiiku kyokai) is nationally qualified as medical professionals. In addition, a concept of "sport medicine team" has not quite penetrated into the Japanese sports profession. So, in many situations, athletic trainers might not be able to work together with the physicians and other medical professionals and serve as a link between the coaches and athletes. Also, there are fewer job opportunities for certified athletic trainers available in Japan compared to the United States for the following reasons:

1. There is no clear definition of "athletic trainer." In Japan, acupuncture therapists, massage therapist, bonesetters, physical therapists, and professionals who have a degree in physical education are working as athletic trainers.
2. The majority of college/university athletic program do not have an athletic trainer. Some Japanese ATCs are working for one particular intercollegiate athletic team, but not for other teams at the college/university.
3. There are small numbers of colleges/universities, which have a major in athletic training or related disciplines, so not many teaching positions would be needed.
4. Japan has smaller numbers of professional sports than the United States. Major professional sports are baseball and soccer. The Japan professional baseball consists total 12 teams, and soccer, now has 12 teams.

Salary: Salaries for Japanese certified athletic trainers in Japan have yet to be documented.

アスレチックトレーナーの仕事と給料

目標を達成した後、どのようにNATA公認アスレチックトレーナー（ATC）として生計を立てていけるでしょうか。どのような仕事があるでしょうか。もし家族が今まで支援してくれていたとしたら返済することを期待されているでしょうか。

日本

仕事の機会

日本人ATCの数はここ数年急速に増えています。アメリカと同じように日本でもプロスポーツ、セミプロスポーツ、代表チーム、大学、医療機関、または研究所で仕事を見つけるかができるかもしれません。

しかしながら、日本では厚生省に認可された医療資格取得者のみが他人の体に触れる事が許されています。NATAの資格も財団法人日本体育協会によって認められたアスレチックトレーナーの認定制度も、医療資格として国からは認められていません。さらに、“スポーツメディスンチーム”の概念が日本のスポーツ界には浸透していないので、アスレチックトレーナーが医者や他の医療専門家と協力し、選手やコーチとのつなぎ役として働くという機会が少ないと思われます。また以下の事柄も日本ではアスレチックトレーナーの仕事の機会が少ない理由として考えられます。

- 1) アスレチックトレーナーは何かという明確な定義がない。鍼灸師やマッサージ師、整骨師、理学療法師、体育大学で教育を受けた人が“アスレチックトレーナー”として働いている。
- 2) ほとんどの大学はアスレチックトレーナーがいない。何人かの日本人ATCは体育会の決められたチームのみではたらいっており、体育会全チームをみているというわけではない。（2001年1月現在、ATC=大学、1ATC=高校）
- 3) アスレチックトレーニングまたは関連の専攻のある大学の数が少ない。それゆえ、教員・指導者としてのポジションがあまりない。（2001年1月現在、4ATC=大学、3ATC=専門学校）
- 4) プロスポーツの数がアメリカにくらべて少ない。（2001年1月現在、3ATC=プロ野球（12球団）2ATC=サッカー（12チーム））。

給料

日本人ATCの給料についての統計は公表されていません。

In the United States

Job opportunities: Job opportunities for athletic trainers in the United States can be found in traditional athletic training settings, such as high schools, colleges/universities, professional sports, and non-traditional athletic training settings. These include hospitals, clinics, corporate /industrial settings. Personal training has been growing as a new venue for the certified athletic trainers.

Salary: Estimated average salary of certified athletic trainers tend to increase with age, years in the NATA, and their education level. Pro-sports and private clinic setting have the higher estimated average salary than other school and hospital settings.

Employment setting		Years in NATA		Education	
Clinic – hospital	\$44,180	5 years or less	\$27,623	Bachelor's degree	\$38,835
Clinic – private	\$53,280	6 to 10 years	\$38,878	Master's degree	\$47,028
Clinic - high school	\$37,518	11 to 15 years	\$44,188	Doctorate	\$59,608
Pro sports	\$59,930	16 to 20 years	\$54,728		
High school	\$44,313	More than 20 years	\$62,075		
Junior College	\$48,853				
Division I College/University	\$49,135				
Division II College/University	\$42,938				
Division III College/University	\$46,105				

(NATA News, 2001)

Working in the United States

Although there are more job opportunities in the United States, Japanese certified athletic trainers might face difficulties in finding a job in the United States. In order to work in the United States, an H-1b, a work permit for a temporarily employed nonimmigrant, must be obtained. The application process requires approximately 1,000 dollars, several documents and considerable amount of time. Some employers may offer to be a sponsor, but, in some cases, the applicants may have to be responsible for the application fee or apply the H-1b visa through an acting applicant. The H-1b status allows the visa holder to work for the petitioning a U.S. employer that the visa was issued for. The H-1b visa holder changes employers, the new employers must file a new document for the individual before he or she starts working for the new employer. Those factors might prohibit expansion of carrier opportunities for people coming from overseas. Detailed information on the visa can be found on the Immigration and Naturalization Service (INS) website (<http://www.ins.usdoj.gov/>).

アメリカ

仕事の機会

アメリカでATCの仕事“traditional setting”(高校、大学、プロスポーツ)、または“non-traditional setting”(病院、クリニック、法人・産業)などでみつけれられます。そして現在、パーソナルトレーニングが新しい分野として成長しています。

給料

アスレチックトレーナーの平均給料は、年齢、公認アスレチックトレーナーとしての年月、教育課程と平行して上がります。一般的にプロスポーツやプライベートのクリニックでの給料は学校や病院にくらべて高くなっています。

Employment setting		Years in NATA		Education	
医療機関 : 病院	\$44,180	5 年以下	\$27,623	学士号取得者	\$38,835
医療機関 : クリニック	\$53,280	6 -10 年	\$38,878	修士号取得者	\$47,028
医療機関 : 高校への出張サービス	\$37,518	11 -15 年	\$44,188	博士号取得者	\$59,608
プロスポーツ	\$59,930	16 -20 年	\$54,728		
高校	\$44,313	20 年以上	\$62,075		
2 年制大学	\$48,853				
Division I 大学	\$49,135				
Division II 大学	\$42,938				
Division III 大学	\$46,105				

(NATA News, 2001)

アメリカで働く

アメリカでは日本よりも仕事の機会が多いといっても、仕事をみつけるのは日本人ATCにとって難しいかもしれません。アメリカで働くためにはH-1bビザ、労働許可証、が必要です。申請手続きには、1,000ドル程の申請料といくつかの書類、そしてかなりの時間がかかります。雇主が申請手続きの保証人・後援者となってくれることもありますが、そうでない場合もしばしばあります。また雇主が保証人になっても、本人が申請料を負担する場合や代理人を通して申請するということもあります。H-1bビザ保持者はビザが発行された雇用者のもとだけで働くことが許可されます。仕事・雇主をかえる場合には、新しい雇用者のもとで働きはじめる以前に新たなビザの申請手続きを済ませなくてはなりません。これらの理由で私たち外国人の仕事の機会が狭められていると思われます。

*詳細は the Immigration and Naturalization Service (INS) no website: <http://www.ins.usdoj.gov/>

SOCIETAL ADAPTATION

In the United States, a multi-cultural country, many people of different ethnic and national origins with various religions, skin colors, and traditions exist together. Western culture has deeply penetrated into Japanese society. TV programs, food, and other products from the home countries are readily available in the United States. It may allow us to adjust to the life in the United States in some way. Yet, in addition to the language barrier and academic concern, small differences in the living and misconceptions of custom might cause a considerable level of stress, anxiety, and depression among international students.

The length of staying in the United States is thought not to directly relate to the comfort level of international students with their communication or overall adjustment to American life. The best way to adapt a new environment is to explore what is going on in the society and how people are living. Knowing customs, living style, family structures, social structure, and people's perceptions might become more approachable to people and accept a new environment. Some of you might already know well about American culture. If not, the following might give you a piece of an idea what it is like.

People

Acceptance for foreigners: People might be less approachable in predominantly white areas, since they may be less exposed to foreign people and cultures. On the other hand, in the areas where various national origins exist together, such as California, people are considerably more open to anyone regardless of nationality. In ethnically diverse regions, people from the same national origin build their own communities and consumer goods from the home country are readily available so that people in those areas are relatively exposed to different cultural groups.

Friendships: In general, Americans are thought to be friendly. Friends can be made fairly easily and quickly, but sometimes friendships in the United States are not as deep and longstanding as you expect.

Concerns: Some American people more sensitive to human's right, gender issues, and privacy than Japanese. Also, Americans tend to file a lawsuit on those issues more often than Japanese do.

Viewpoints of American and international students: What do Americans think of international students? How do the international students see the American students? There are several positive and negative perceptions about American and international students. The following are perceptions of international students on American and vice versa. Please keep in mind, not every perception is applicable to everyone.

社会適応

多民族国家、アメリカ、は多くの人種や文化、宗教が共存してる国です。現代日本では日常生活の中に西洋文化が深く浸透しています。またアメリカでは自国のテレビ番組や食べ物、その他様々の製品が手に入ります。それゆえ私たち日本人は比較的アメリカの生活にはなじみやすいかもしれません。しかし、留学生にとって言葉の壁や勉強・進路に関する事に付け加え、日常生活のなかの小さな出来事や習慣の違いや考え方の違いの積み重ねがストレス、不安、落胆の原因となることもあるでしょう。

アメリカ滞在期間が長ければ長いほどコミュニケーションが楽になり、全体的にアメリカ生活に適応するというわけではありません。環境になじむ一番よい方法は社会はどのように構成されているか、人々はどのように生活しているかを探求することです。習慣、生活様式、家族構成、社会構成、そして人々の考え方をすることで、もっと人々に接しやすく新しい環境になじむことができるでしょう。すでにアメリカの文化・習慣についてよく知っている人もいるかとおもいますが、以下の事柄はアメリカ文化がどんなものかという、ちょっとしたアイデアです。

人々

外国人の受け入れ：白人の多い地域では、人々はあまり他の人種や文化に接する機会が少ないので打ち解けにくいかもしれません。一方、色々な人種が集まっている所、例えばカリフォルニアなどでは、人々は国籍を問わずよその国から来た人を受け入れてくれます。このように多民族が共存している地域には、同じ国籍の人々が小さなコミュニティをつくり、自国からの産物・製品が売られています。それゆえ、それらの地域に住んでいる人は比較的様々な文化に触れる機会もあり馴染んでいるといえます。

友人関係：一般的にアメリカ人は友好的で友人関係を築きやすいという一方で、しばしばその関係は思っているほど深くなく長続きしないと思われています。

関心：アメリカ人の中には日本人に比べて、人種、男女差別、個人的な問題について敏感な人がいます。また、アメリカ人はこれらの問題について頻繁に訴訟を起こします。

アメリカ人と留学生の見解：アメリカ人は留学生のことをどのように思っているでしょうか？ 留学生はアメリカ人をどのように見ているでしょうか？ いくつかのアメリカ人、そして留学生に対するポジティブ・ネガティブなコメントがあります。以下は留学生のアメリカ人にたいする、そしてアメリカ人の留学生に対する見解です。しかしながら、全部のアメリカ人・留学生がこの見解に当てはまるとは限らないということをお覚えておいて下さい。

International students may think some Americans are:

Positive statement:

- Friendly
- Outgoing
- Generous

Negative statement:

- Lacking discipline in education, sexual morality, child rearing, and work
- Less respectful for the elderly, teachers, and parents

Americans may think some International students are:

Positive Statement:

- Adaptable to American customs easily and succeeding
- More attentive to school and knowledgeable
- Highly motivated and do well in their courses
- Responsible and having a good work ethic

Negative Statement:

- Not learning English
- Staying clannishly within their own social group
- Not having close native friends at all

(Segal, 1994)

Education

Education opportunities: Fully 60% of all U.S. high school students proceed into college at some point in their life, while only 37% of the Japanese attend colleges/universities. It might be because there are more opportunities to return to school at any time of life in the United States. Many American people return to colleges/universities to earn a higher degree, while working. Furthermore, communities offer different classes to the public.

College systems: In Japan, in many cases, the major is determined prior to the entrance to the college/university. Changing departments or transferring to other institution is not an easy process. On the contrary, in the United States, most of colleges/universities are open for students to select their major, change departments, and transfer to the other college/university with credit.

Classes: Compared to some Japanese college students, class attendance seems to be higher in the United States. Some American professors prefer to assign group discussions or projects in their courses so that students might be required to work together with other classmates in and outside of classes.

Professors: American college professors might be more open and approachable for students. There are opportunities for students to ask questions and receive academic advising outside of classes.

Housing

Home-stay: Many international students initially arrange a home-stay/ host family or on-campus housing when they arrive to the country. If the students chose to find home-stay, some may have difficulties in adjusting to the living style at first. It is considered to be acceptable in the United States, some students might feel it to be improper to open a refrigerator /cabinet and eat food, or use other utilities in someone's house without asking.

留学生のアメリカ人に対する見解：

(十)

- 友好的
- 社交的
- 寛大

(一)

- 学問, 性道德, 子育て, 仕事に関する規律が欠けている
- 年上の人、先生・教授、両親に対する尊敬がかけている

アメリカ人の留学生に対する見解：

(十)

- アメリカの習慣に適応しやすく成功している
- 授業への出席率がよく物知りである
- 授業に対してやる気があり、できが良い
- 責任感が強く熱心である

(一)

- 英語を学ばない
- グループでいつも固まっている
- 親しいアメリカ人の友達がいらない

(Segal, 1994)

教育

教育機会：アメリカでは60%の高校卒業者が人生の中で大学に入るのに対して、日本では大学に進む人はたった37%です。これはアメリカではいつでも学校・教育に戻る機会が多いからだといえるでしょう。多くのアメリカ人が働きながら次のレベルの学位を取得するため再び大学・大学院に通っています。また市・区などで公共に色々なクラスを開設しています。

大学のシステム：多くの場合、日本では専攻を大学入学の前に決めなくてはならず、編入・転校はもちろん学部を変えることも容易ではありません。一方、アメリカではほとんどの大学では入学後の専攻の選択、学部変更、大学の変更に伴った単位移行が可能です。

授業：日本の大学生と比べ、アメリカの大学生の授業への出席率は高いといえます。またアメリカの大学ではグループ単位での話し合いやプロジェクトを好む教授もいます。それゆえ、授業中や他の時間にクラスメイトと共に課題に取り組むことが要求されるかもしれません。

教授：アメリカの大学教授は学生にとってもっと接しやすく、授業の外で質問や進路についての相談をする機会が多くあります。

住居

ホームステイ：多くの留学生はアメリカに来るときホームステイ・ホストファミリーや大学の寮を手配します。ホームステイをする場合、はじめ暮らしに馴染みにくいという人もいるでしょう。私たちの習慣では、よその家で断りなしに冷蔵庫や戸棚をあけ勝手にものを食べたり、他の物を使うということはあまりしませんが、アメリカでは普通と考えられています。

Finding housing: It is uncommon to live with someone who you really do not know, or finding a roommate through a public advertisement in Japan. However, in the United States, some people rent an apartment or house with their friends and some find a place to live or a roommate on the Internet, newspapers, and/or at the housing service center.

Transportation

Public transportation: Except in metropolitan areas, train and other public transportation systems are less developed in the United State compared to Japan. Thus, automobiles may be needed in many areas of the United States. You should investigate the public transportation to ensure your safety. Some large cities have unsafe areas.

Driver's License: No driving school is required to get a drivers license. There are two parts of driving test: written and practical. In the practical part of the test, you need to bring a car, which is insured. If you wish, you could arrange driving school or ask someone who has a driver's license to practice prior to the driving test. In general, driving school can be arranged by the hour. Driving is on the right side of the road and the steering wheel is on the left side of a car.

Miscellaneous

Handshakes: Handshakes are important part of greeting in the United States. Good strong handshakes leave a better impression to people as well as good eye contact.

Gender roles: Japanese society has been changing, yet women in the United States might have more career opportunities and choices. With that reason, women in the United States seem to be more independent and stay single longer. After marriage, expectations for women in the house might be lower in the United States compared to Japan. Although women are somewhat expected to do household tasks and/or still rely financially on their husband, men and women more likely to share responsibilities of the home (child rearing, cleaning, cooking, and others). Compared with Japan, women can be more financially independent of men in the United States. This may be one of the reasons for the high divorce and remarriage rate in America.

Holidays: Americans spend some holidays, such as Thanksgiving and Christmas, with their family, not like in Japan where younger counterparts spend time as a couple on Christmas. Americans celebrate with their family and buy gifts for each family member. If you do not have any place to go or any plans, you might feel left out, since many people leave to go to their homes. Most shops and business are closed on those and other major holidays.

Government & schools: Any process through the government (ex. Immigration and Naturalization Service, Internal Revenue Service) and schools (ex. application process) takes long time.

Eating out: People often take home left over food from restaurant. Tips approximately 15-20% of the total bill are expected at any restaurant, except fast food or take out.

住居を探す：日本ではよく知らない人と一緒に暮らす、ルームメイトを公共の情報源から探すということもあまりありません。アメリカでは友達と一緒に家やアパートを借りたり、部屋やルームメイトをインターネットや新聞、学校のハウジングサービスセンターで見つけたりすることが常です。

交通事情

公共交通手段：アメリカでは日本と比べ、都市を除いて、電車・地下鉄、その他の交通システムが発達していません。そのため、多くの地域では車が必要となるでしょう。いくつかの大きな都市では安全でない地域もあるので、公共交通手段を利用するときには安全を確認することを勧めます。

運転免許：運転免許を取得するためにドライビングスクールに行く必要はありません。資格試験には筆記と実技があります。実技試験には、自分で保険にはいっている車を手配をしなくてはなりません。試験の前に、練習をしたければドライビングスクールに予約をとるか、免許をもっている人に頼むことになります。たいていドライビングスクールは1時間単位で講習を頼めます。車線は右でハンドルは左ということを覚えておいて下さい。

その他

握手：アメリカでは握手は大切な挨拶の一部です。アイコンタクトと同様に適度に強いしっかりとした握手は相手に良い印象をあたえます。

男女の役割：日本社会も変化しつつありますが、アメリカでの女性の仕事の機会と選択は日本に比べ多いと思われます。それゆえ、アメリカでは女性がより独立しており、独り者でいる期間が長いようです。結婚後も、女性の家庭での役割への期待が低いといえるかもしれません。アメリカの家庭では女性はいくらかの家事をこなすことを当然とおもわれ、また金銭的なことを男性に頼ることもできますが、夫婦で家事、子育て、その他の責任を均等に分担していると思われます。女性が金銭的に自立できるということがアメリカで離婚率・再婚率が高い理由のひとつとなっているのかも知れません。

ホリデイ：アメリカ人はいくつかの休日（サンクスギビング・クリスマスなど）を家族で過ごします。日本のように若い人たちがカップルでクリスマスを過ごすのと違って、アメリカ人はクリスマスを家族で祝い、プレゼントも家族の一人一人に用意します。多くの人が自分の家に帰るので、もし行く場所や計画がないと取り残された気分になるかもしれません。これらの休日はたいていの店は閉まっています。

政府・教育機関：政府（例、移民局、税務署）や教育機関（例、願書）を通してする手続きには、たいていかなりの時間がかかります。

外食：アメリカではレストランで残った物を箱に入れて家に持ち帰ります。また、ほとんどのレストラン、ファーストフードや持ち帰りのところ以外では、全額の15－20%のチップが必要です。

Summary

An athletic trainer certified by the National Athletic Trainers' Association (NATA) is a highly educated and skilled professional specializing in athletic health care. The NATA certified athletic trainers are recognized as allied health care professionals and work as an integral member of sports medicine team.

To be a NATA certified athletic trainer, candidates must obtain a degree from a CAAHEP accredited institution and successfully pass the three parts of the certification examination. The candidates who already have a bachelor's or associate degree could possibly complete the education requirements a minimum of 2 years.

Tuition and living expenses for international students studying the United States would cost at least \$15,000 to \$20,000 a year. Many international students receive financial support from their families, while some pay all expenses by themselves. The economy of the home country might affect budgeting of the students. Budget should be accurately estimated and the way to manage a budget needs to be planned in advance to reduce financial concerns while studying in the United States.

There seem to be more opportunities for certified athletic trainers in the United States compared to Japan. However, some may find difficulties in finding a job in the United States due to immigration concerns. In the United States, salaries for certified athletic trainers increase with age, years in the NATA, and their education level. Pro-sports and private setting have the higher estimate average than school and hospital settings.

For overall adjustment to the new environment, the best way is to explore what is going on in the society and how people are living. The more you know the custom and human nature, the more you become approachable to people and easier to accept a new environment.

Lastly, consistent effort and motivation are necessary to accomplish the goal of the NATA certification and success in the future career. Please remember to appreciate everyone who supports you in any way in the process of achieving your goal.

おわりに

The National Athletic Trainers' Association (NATA)-全米アスレチックトレーナーズ協会-公認のアスレチックトレーナーはスポーツ選手の障害や健康管理において高度な教育と経験をもった専門家です。NATA公認アスレチックトレーナー(ATC)準医療従事者として認められ、スポーツ選手の健康管理チームの重要な一員として様々なスポーツ現場で活躍しています。

NATA公認のアスレチックトレーナーになるためには、CAAHEP認定校での学位と3部からなる資格試験に合格することが必要です。すでに学士を取得している人でも要求されている教育課程を終えるのに少なくとも2年かかります。

留学生の授業料と生活費は最低でも年間15,000-20,000ドル要ります。自己の資金でやりくりする人もいますが、ほとんどの学生は家族からの支援に多かれ少なかれ頼っています。さらに、自国の経済状態も留学生の予算に影響するので、前もって留学資金を見積もりし計画をたてることによってアメリカ滞在中の金銭的な不安やストレスを軽減できるかもしれません。

日本と比べアメリカでは公認アスレチックトレーナーにとって仕事の機会が多いと思われれます。しかしながら、仕事をみつけるのは日本人ATCにとってビザの手続きの関係で難しいかもしれません。アスレチックトレーナーの平均給料は、年齢、公認アスレチックトレーナーとしての年月、教育課程と平行して上がります。一般的にプロスポーツやプライベートのクリニックでの給料は学校や病院にくらべて高くなっています。

新しい環境に相対的に適応するために一番よい方法は社会はどのように構成されているか、人々はどのように生活しているかを探求することです。習慣、生活様式、家族構成、社会構成、そして人々の考え方をしることで、もつと人々に接しやすく新しい環境になじむことができるでしょう。

最後に、NATA公認アスレチックトレーナーになるという目標を達成するため、将来プロフェッショナルとして成功するためには常なる努力とやる気が必要です。また目標を達成する過程で色々な面で支援してくれた人たちへの感謝の気持ちを忘れないでください。

Institution	Level (UG/GR)	Tuition & Fees	Books & Supplies	Health Insurance	Room & Board	Other expenses	Total
California University of Pennsylvania (Pu) (2000)	UG GR	10626 8043			On-campus (triple - single room) 1858 - 3166 (19 meal/week) 2348		
Temple University (Pu) (2000-2001)	UG GR	12137 9205		480 480	On-campus UG 4125 - 4756 GR 3940 - 6300 Meal plan 300 (15/wk) Off-campus (1yr) 4200 - 5400		UG On-campus 17042 - 17105 Off-campus 16817 - 17449 GR On-campus 13925 - 16285 Off-campus 13885 - 15085 • Expenses for meals are not included in total costs for Off- campus.
Old Dominion University (P) (1998-1999)	UG GR	11100 8800	500 500	750 750	Room (off-campus) 2025 - 3150 Utility 450 - 1350 Food 1080 - 1800	Personal expenses 1500 + Utility connection 40 - 180 Car 500-600 - 10000<	UG 17405 - 20150 GR 15105 - 17850 + others
University of Virginia (Pu) (1999-2000)	UG GR	16600 16600	800 800	700 700	Room On-campus 2020 - 2575 Off-campus ***** 4000 - 7200 Food 2600	Personal & emergency expenses 1400 - 1900 + Automobile Automobile insurance Luxury items (TV, radio/stereo) Travel from/to home country Tourist travel/ conference Overseas/ long dist. phone calls	24120 - 29800 + others

- * The tuition and fees are for 15 credit per semester for undergraduate and 9 credit per semester for graduate students.
 - ** The tuition and fees are for 15 credit per semester for undergraduate and 12 credit per semester for graduate students.
 - *** The tuition and fees are for 12 credit per semester for undergraduate and 8 credit per semester for graduate students.
 - **** The tuition and fees are for 12-18 credit per semester for undergraduate and 9-16 credit per semester for graduate students
 - ***** The cost is rent for shared apartment or house including utility (12 month lease).
- 1) Expenses listed are for a full academic year, in general, from August to May or from September to June. The expenses for summer are not included. Additional three-month living expenses and/or tuition should be added if the students stay during summer.
 - 2) Total expenses are calculated based on information provided by institutions. It will change depending on lifestyle, habit, and any other needs of the individuals

Table 1. Estimated / Average Tuition and Expenses

Institution (Public/Private)	Level (UG/GR)	Tuition & Fees	Books & Supplies	Health Insurance	Room & Board	Other Expenses	Total
Arizona School of Health Science (P) (2001)	GR	(\$) 12900	(\$) 1000				
San Jose State University (Pu) (1999-2000)	UG GR	*8886 5934	810 810	530 530	On 3654 + 2800 Off 4429 + 2412	Transportation 540- 810 Other expenses 1520-1528	UG 18740 - 19018 GR 16175 - 16453
University of Florida (Pu) (2000-2001)	UG GR	**9810 12730	710 710	515 515	UG On 3020 + 2420 Off 3470 + 2420 GR On 3810 + 2420 Off 4204 + 2420	Computer 1160 - 2000 Transportation 310 Clothing 430 Personal/ Health insurance 860	UG 19235 - 20525 GR 22945 - 24175
University of Illinois (Pu) (1998-1999)	UG GR	12476 13158	670 670	276 378	(on-campus) 5346	Personal expenses 1798 (except recreation, clothing, transportation, etc.)	20566 - 21350
Indiana University (Pu) (2000-2001)	UG GR	**11410 11652	900 900	560 560	3645 + 1980	Clothing 900 Transportation 1710	21105 - 21347
Indiana State University (Pu) (1999-2000)	UG GR	8629 6141	700 600	335 335	Reit, maintenance, clothing, entertainment, medical insurance	5145	1221 - 14709
Western Michigan University (Pu) (2000-2001)	UG GR	**8666 6934	776 1266	557 557	UG On 4976 Off 4800 GR 6040	Personal expenses 1673 Transportation On 371 Off 1165 - 1735 Loan 152 - 256	UG 17239 - 18427 GR 17787 - 18357
University of North Carolina (Pu) (1999-2000)		12350		720	Room & Board, books, & personal expenses 8100		21170
University of Oregon (Pu) (2001-2002)	UG GR	***14475 12500	750 750	500 500	On-campus 5750 - 9800	Personal expenses 1845 Matriculation fees 100 - 200	UG 23420 - 27370 GR 21445 - 25395

大学名 (私・公)	レベル UG=学士 GR=修士	授業料・ その他	教材費	健康 保険	家賃・食費	その他	合計
California University of Pennsylvania (公) (2000)	UG GR	10626 8043			On-campus (triple - single room) 1858 - 3166 (19 meal/week) 2348		
Temple University (公) (2000-2001)	UG GR	12137 9205		480 480	On-campus UG 4125 - 4756 GR 3940 - 6300 Meal plan 300 (15/wk) Off-campus (1yr) 4200 - 5400		UG On-campus 17042 - 17105 Off-campus 16817 - 17449 GR On-campus 13925 - 16285 Off-campus 13885 - 15085 ・食費は off-campus 住居の合 計には含まれていません
Old Dominion University (私) (1998-1999)	UG GR	11100 8800	500 500	750 750	Room (off-campus) 2025 - 3150 Utility 450 - 1350 Food 1080 - 1800	個人経費 + 電気・ガス・水道接続費 40 - 180 車 500-600 - 10000<	UG 17405 - 20150 GR 15105 - 17850 + その他
University of Virginia (公) (1999-2000)	UG GR	16600 16600	800 800	700 700	Room On-campus 2020 - 2575 Off-campus ***** 4000 - 7200 Food 2600	個人・緊急費用 1400 - 1900 + 自動車保険 高価家具 (TV, radio/stereo) 旅費 (自国への) 観光・食舎 海外・通距離電話代	24120 - 29800 + その他

- ・ 1学期15単位 (大学) ・ 9単位 (大学院) 履修した場合の授業料とその他料金
 - ・ 1学期15単位 (大学) ・ 12単位 (大学院) 履修した場合の授業料とその他料金
 - ・ 1学期12単位 (大学) と 8単位 (大学院) 履修した場合の授業料とその他料金
 - ・ 1学期12-18単位 (大学) と 9-16単位 (大学院) 履修した場合の授業料とその他料金
 - ・ アバートまたは家をシェアした場合の金額 (電気・水道代込み: 12ヶ月契約)
- 1) これらは1年度分の費用です (一般には8月-5月または9月-6月)。夏休み中の経費は含まれていません。休暇中滞在する場合には3ヶ月分の生活費と授業料 (もし授業を取る場合) が加算されます。
- 2) 費用の合計は大学によって公表された金額に基づいて計算されました。費用は個人の生活様式、習慣、その他の需要によって異なります。

テーブル 1. 授業料と生活費の見積もり・平均

大学名 (私・公)	レベル UG=学士 GR=修士	授業料・ その他	教材費	健康 保険	家賃・食費	その他	合計
Arizona School of Health Science (私) (2001)	GR	(\$) 12900	(\$) 1000				
San Jose State University (公) (1999-2000)	UG GR	*8886 5934	810 810	530 530	On 3654 + 2800 Off 4429 + 2412	交通費 540- 810 その他 1520-1528	UG 18740 - 19018 GR 16175 - 16453
University of Florida (公) (2000-2001)	UG GR	**9810 12730	710 710	515 515	UG On 3020 + 2420 Off 3470 + 2420 GR On 3810 + 2420 Off 4200 + 2420	コンピューター 1160 - 2000 交通費 310 服飾 430 個人経費/健康保険 860	UG 19235 - 20525 GR 22945 - 24175
University of Illinois (公) (1998-1999)	UG GR	12476 13158	670 670	276 378	(on-campus) 5346	個人経費 1798 (娯楽、服飾、交通費を除く)	20566 - 21350
Indiana University (公) (2000-2001)	UG GR	**11410 11652	900 900	560 560	3645 + 1980	服飾 900 交通費 1710	21105 - 21347
Indiana State University (公) (1999-2000)	UG GR	8629 6141	700 600	335 335	家賃、維持費、服飾、娯楽、医療保険	5145	1221 - 14709
Western Michigan University (公) (2000-2001)	UG GR	***8666 6934	776 1266	557 557		個人経費 1673 交通費 371 On 1165 - 1735 Off 152 - 256	UG 17239 - 18427 GR 17787 - 18357
University of North Carolina (公) (1999-2000)		12350		720	家賃・食費、教材、個人経費		21170
University of Oregon (公) (2001-2002)	UG GR	****14475 12500	750 750	500 500	On-campus 5750 - 9800	個人経費 1845 入学許可費 100 - 200	UG 23420 - 27370 GR 21445 - 25395

Table 2. Used Car Prices in the United States

by Edmunds Used Cars & Trucks Prices & Ratings, 2001, Summer

		FORD Taurus (C)***	HONDA Civic (E)	MITSUBISHI Mirage (E)	NISSAN Sentra (E)	TOYOTA Corolla (E)	VOLKS WAGEN Golf (E)
2000	Private*	(S) 11,955 - 14,205	8,705 - 1,4485	7,825 - 11,140	8,860 - 11,225	8,565 - 10,330	11,485 - 13,975
	Dealer**	1,3445 - 1,5980	9,785 - 16,250	8,910 - 12,680	10,085 - 12,780	9,720 - 11,720	12,980 - 15,775
1999	Private	10,300 - 11,445	7,905 - 13,375	6,665 - 7,950	8,195 - 10,485	7,710 - 9,330	11,285 - 13,115
	Dealer	11,680 - 12,980	8,930 - 15,115	7,665 - 9,155	9,370 - 11,980	8,780 - 10,620	12,850 - 14,970
1998	Private	9,355 - 10,755	7,205 - 11,005	5,695 - 7,465	7,990 - 9,705	7,240 - 8,940	8,470 - 9,670
	Dealer	10,630 - 12,220	8,200 - 12,530	6,605 - 8,660	9,200 - 11,175	8,275 - 10,215	9,680 - 11,070
1997	Private	6,865 - 8,205	6,535 - 10,075	4,745 - 5,970	7,155 - 8,170	7,605 - 8,260	7,105 - 7,975
	Dealer	7,970 - 9,995	7,470 - 11,515	5,590 - 7,035	9,480 - 8,305	8,755 - 9,510	8,185 - 9,175
1996	Private	5,950 - 7,005	5,600 - 9,005	3,640 - 4,495	5,015 - 6,590	6,420 - 7,505	6,145 - 6,670
	Dealer	7,000 - 8,245	6,450 - 1,0370	4,260 - 5,380	5,910 - 7,760	7,450 - 8,705	7,130 - 7,670
1995	Private	4,360 - 5,185	4,775 - 7,710	2,825 - 3,710	4,220 - 5,500	5,090 - 6,790	4,400 - 5,055
	Dealer	5,220 - 6,205	5,540 - 8,945	3,430 - 4,515	5,090 - 6,635	6,000 - 8,000	5,225 - 7,170
1994	Private	3,185 - 3,975	3,940 - 6,505	2,235 - 3,550	3,020 - 4,355	4,190 - 5,610	4,245 - 4,640
	Dealer	4,005 - 4,995	4,645 - 7,660	2,785 - 4,425	3,760 - 5,425	4,190 - 5,015	5,205 - 5,690
1993	Private	2,470 - 3,160	2,950 - 5,185	1,620 - 2,510	2,375 - 3,685	3,540 - 4,775	3,645
	Dealer	3,260 - 4,180	3,500 - 6,155	2,085 - 3,260	3,090 - 4,790	4,340 - 5,855	4,630
1992	Private	2,045 - 2,590	2,355 - 3,850	1,235 - 1,800	1,995 - 2,755	2,460 - 3,475	2,405 - 2,310
	Dealer	2,775 - 3,510	2,790 - 4,605	1,620 - 2,440	2,685 - 3,705	3,095 - 4,370	3,055 - 3,110
1991	Private	1,420 - 1,915	2,090 - 2,945	1,065 - 1,435	1,735 - 2,585	2,475 - 3,395	1,790 - 2,515
	Dealer	2,040 - 2,750	2,605 - 3,665	1,455 - 2,040	2,355 - 3,505	3,240 - 4,450	1,845 - 2,510

* Private = Private Party Price; the price how much customers are willing to pay for private seller, or how much you could expect to receive when you sell a car

** Dealer = Dealer Price; the sales price that car dealer are receiving for a particular car

*** (C), (E) = Mileage categories C indicates mid-sized American cars E indicates economy cars

テーブル2. アメリカの中古車価格

by Edmunds Used Cars & Trucks Prices & Ratings, 2001, Summer

	FORD Taurus (C)***	HONDA Civic (E)	MITSUBISHI Mirage (E)	NISSAN Sentra (E)	TOYOTA Corolla (E)	VOLKS WAGEN Golf (E)
2000	Private* (S) 11,955 - 14,205 Dealer** 1,345 - 1,5980	8,705 - 1,4485 9,785 - 16,250	7,825 - 11,140 8,910 - 12,680	8,860 - 11,225 10,085 - 12,780	8,565 - 10,330 9,720 - 11,720	11,485 - 13,975 12,980 - 15,795
1999	Private 10,300 - 11,445 Dealer 11,680 - 12,980	7,905 - 13,375 8,930 - 15,115	6,665 - 7,950 7,665 - 9,155	8,195 - 10,485 9,370 - 11,980	7,710 - 9,330 8,780 - 10,020	11,285 - 13,115 12,850 - 14,970
1998	Private 9,355 - 10,755 Dealer 10,630 - 12,220	7,205 - 11,005 8,200 - 12,530	5,605 - 7,465 6,605 - 8,660	7,990 - 9,705 9,200 - 11,175	7,240 - 8,940 8,275 - 10,215	8,470 - 9,660 9,680 - 11,090
1997	Private 6,865 - 8,205 Dealer 7,970 - 9,995	6,535 - 10,075 7,470 - 11,515	4,745 - 5,970 5,590 - 7,035	7,155 - 8,170 9,480 - 8,305	7,605 - 8,260 8,755 - 9,510	7,105 - 7,935 8,185 - 9,125
1996	Private 5,950 - 7,005 Dealer 7,000 - 8,245	5,600 - 9,005 6,450 - 1,0370	3,640 - 4,495 4,260 - 5,380	5,015 - 6,590 5,910 - 7,760	6,420 - 7,505 7,450 - 8,705	6,145 - 6,680 7,130 - 7,630
1995	Private 4,360 - 5,185 Dealer 5,220 - 6,205	4,775 - 7,710 5,540 - 8,945	2,825 - 3,710 3,430 - 4,515	4,220 - 5,500 5,090 - 6,635	5,090 - 6,790 6,000 - 8,000	4,400 - 5,035 5,225 - 7,170
1994	Private 3,185 - 3,975 Dealer 4,005 - 4,995	3,940 - 6,505 4,645 - 7,660	2,235 - 3,550 2,785 - 4,425	3,020 - 4,355 3,760 - 5,425	4,190 - 5,610 4,190 - 5,915	4,245 - 4,600 5,205 - 5,690
1993	Private 2,470 - 3,160 Dealer 3,260 - 4,180	2,950 - 5,185 3,500 - 6,155	1,620 - 2,510 2,085 - 3,260	2,375 - 3,685 3,090 - 4,790	3,540 - 4,775 4,340 - 5,855	3,605 4,670
1992	Private 2,045 - 2,590 Dealer 2,775 - 3,510	2,355 - 3,850 2,790 - 4,605	1,235 - 1,800 1,620 - 2,440	1,995 - 2,755 2,685 - 3,705	2,460 - 3,475 3,095 - 4,170	2,405 - 2,730 3,055 - 3,150
1991	Private 1,420 - 1,915 Dealer 2,040 - 2,750	2,090 - 2,945 2,605 - 3,665	1,065 - 1,435 1,455 - 2,040	1,735 - 2,585 2,355 - 3,505	2,475 - 3,195 3,240 - 4,050	1,790 - 2,505 1,815 - 2,590

* Private = 個人売買価格 顧客の個人販売者への希望価格. または 個人売買の際に売値が受け取るであろう金額
 ** Dealer = デALER価格 車のデALERが受け取る販売価格

*** (C), (E) = モデル区分 C = 中型アメリカ車 E = 比較的小型な車

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APPENDIX D

Cover Letter Sent to Judges

San José State UNIVERSITY

College of Applied
Sciences and Arts

Department of Human
Performance

One Washington Square
San Jose, CA 95192-0054
Voice: (408) 924-3010
Fax: (408) 924-4033

To Selected Evaluators of the Brochure:

Enclosed is a brochure written for Japanese students, who want come to the United States to be an athletic trainer certified by the National Athletic Trainers' Association (NATA), and their families. The number of Japanese NATA certified athletic trainers has been rapidly increased in the past few years, and more students are coming to the United States to obtain education in athletic training. The purpose of the brochure is to increase the readers' knowledge in athletic training and further their understanding of the educational process in becoming an ATC.

The attached questionnaire has been developed to evaluate the brochure. Your contribution to the evaluation is important and would be greatly appreciated.

Please review the brochure and answer the questions as directly as possible and make any comments or suggestions that you feel appropriate. A self-addressed stamped envelope has been provided to assist return of your responses. Please return the survey within 2 weeks from the date you received this packet.

Your voluntary completion and return of the survey serves as consent to participate in the study. The result of the survey may be published but all responses will be recorded anonymously.

Please note that there will be no benefits or risks associated with this study, and no compensation will be awarded for participation. You are free to withdraw from participation at any time. Choosing not to participate in the study will have no affect on your relations with San Jose State University and other participating institutions.

Any questions about this questionnaire may be addressed to Megumi Masuda at megumim@pacbell.net or (408) 246-5632. Complaints about the research may be presented to the Thesis Committee Chair, Dr. David Furst at (408) 924-3039, or the Department Chair, Dr. Greg Payne at (408) 924-3010. Questions about research, subjects' rights, or research-related stress may be presented to Associate Vice President for Graduate Studies and Research, Nabil Ibrahim, Ph.D., at (408) 924-2480.

Again, thank you very much for your time in completing this survey.

Sincerely,

Megumi Masuda, A.T.C.

The California State University
Chancellor's Office
Bakersfield Chico Dominguez Hills
Fresno Fullerton Hayward Humboldt
Long Beach Los Angeles Maritime Academy
Monterey Bay Northridge Pomona
Sacramento San Bernardino San Diego
San Francisco San Jose San Luis Obispo
San Marcos Sonoma Stanislaus

APPENDIX E
Evaluation Questionnaire

EVALUATION QUESTIONNAIRE

Please answer the following questions as directly as possible. Circle the number that best represents your answer.

* If you are Japanese, please evaluate both English and Japanese versions of the brochure.

- You are a (n)
- 1) Japanese student athletic trainer
 - 2) Japanese NATA certified athletic trainer
 - 3) American NATA certified athletic trainer

After Reviewing the Brochure:

1. Do you think the brochure contains relevant information?

((English))

strongly agree	agree	somewhat agree	disagree	strongly disagree
1	2	3	4	5

Comments:

((Japanese))

strongly agree	agree	somewhat agree	disagree	strongly disagree
1	2	3	4	5

Comments

2. Do you think the material of the brochure adequately covers the topics of

a. "What is a certified athletic trainer?"

((English))

strongly agree	agree	somewhat agree	disagree	strongly disagree
1	2	3	4	5

Comments:

((Japanese))

strongly agree	agree	somewhat agree	disagree	strongly disagree
1	2	3	4	5

Comments

b. "How to become a certified athletic trainer"

((English))

strongly agree	agree	somewhat agree	disagree	strongly disagree
1	2	3	4	5

Comments:

((Japanese))

strongly agree	agree	somewhat agree	disagree	strongly disagree
1	2	3	4	5

Comments

c. "Accredited athletic training programs"

((English))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

((Japanese))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

d. "Budget planning"

((English))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

((Japanese))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

e. "Societal adaptation"

((English))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

((Japanese))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

3. Do you think the brochure can be helpful for the students who are interested in coming to the United States to be NATA certified athletic trainers?

((English))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

((Japanese))
 strongly agree agree somewhat agree disagree strongly disagree
 1 2 3 4 5

Comments:

4. Do you think the brochure can increase understanding among parents/families of the students?

((English))
strongly agree agree somewhat agree disagree strongly disagree
1 2 3 4 5

Comments:

((Japanese))
strongly agree agree somewhat agree disagree strongly disagree
1 2 3 4 5

Comments

5. Do you think the format of the brochure is clear?

((English))
strongly agree agree somewhat agree disagree strongly disagree
1 2 3 4 5

Comments:

((Japanese))
strongly agree agree somewhat agree disagree strongly disagree
1 2 3 4 5

Comments

6. Is there any further information or comments that you believe would be helpful to include in the brochure?

Thank you for your time and effort, your comments is greatly appreciated.

APPENDIX F

Thank you and Reminder Letter

July 15, 2001

To Selected Evaluators of the Brochure

I would like to thank all of you, who have already returned your response. Your evaluations and comments are very meaningful and helpful. I very much appreciate the effort and your willingness to take your valuable summer time to participate in the study.

Also, for those of you, who have not have a chance to complete and return the survey, your evaluation and any comments/suggestion would be very important and will be greatly appreciated. I hope you will take a moment to review the brochure and return the survey. I am looking forward to hearing from you.

Again, thank you very much for your time and help.

Sincerely,

Megumi Masuda, A.T.C.

APPENDIX G

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University Website Sources

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