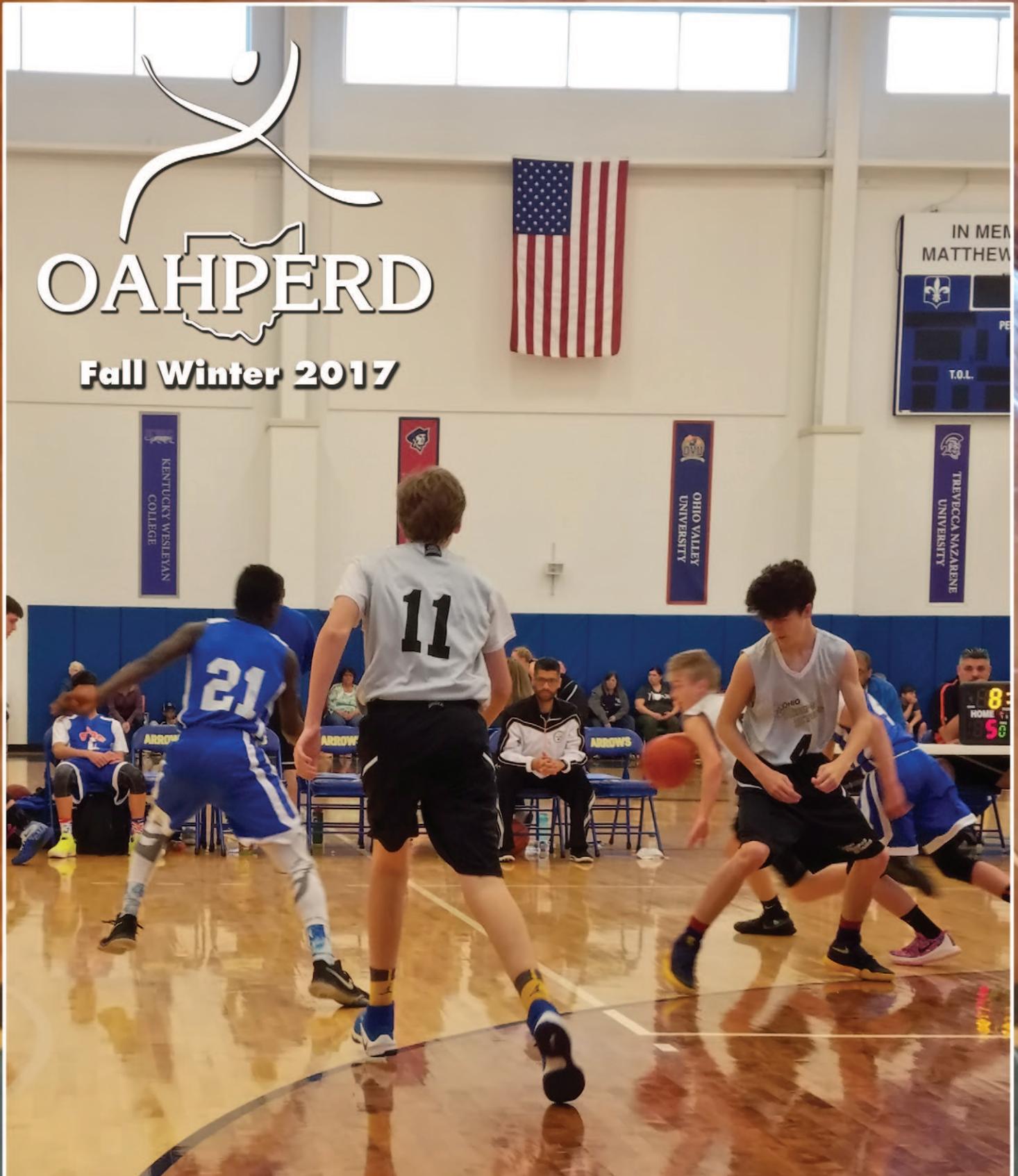


FutureFocus

Ohio Journal of Health, Physical Education, Recreation, and Dance



OAHPERD
Fall Winter 2017



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President's Message

Kevin Lorson, OAHPERD President

This *Future Focus* article is my last as OAHPERD President. I am amazed at how fast a two-year term flies. I have been blessed with an opportunity to lead an organization that has done so much for me. OAHPERD is in great hands under the leadership of Lisa Kirr, Sue Sutherland and the rest of the Executive Board. I am thankful for the time and effort of the entire organization as we move closer to our goal of Ohio becoming healthy and physically active. This article does not provide adequate space to express my gratitude to the wide scope of members who have helped me over the last two years. I thank you for the support, advice, energy and enthusiasm to “Keep Moving” towards our goal of a healthy and physically active Ohio. As President, I have a greater appreciation for the role that every member plays in the success of OAHPERD. Each member must do their part by achieving their goals and with that OAHPERD will achieve its mission of a healthy and physically active Ohio.

OAHPERD had a busy summer and early fall developing our future leaders. This fall we hosted the Student Leadership Retreat led by Emily Love with students from our institutional members. The Spring Board of Director's Meeting was our first Future Leader Retreat. Both were an opportunity for our members to cultivate professional relationships and give meaningful input to the future of the organization. The Board of Directors and Executive Committee had a productive September meeting that outlined our immediate and long-term approaches for the success of OAHPERD.

OAHPERD continues to move legislation forward for the creation of Health Education Standards for Ohio. We continue to gather support from various organizations and members of the General Assembly. Our key point of emphasis in our advocacy efforts for the legislation continues to be clarifying the role of standards in developing effective skills-based health education curriculum that will lead to health literacy. While the state continues to battle the opioid epidemic, many are quickly realizing the power of the Health Education Standards in developing



skills that can transfer across health topics to foster health literacy. Health Education Standards create clear focus on student learning goals that can be consistently reinforced by health education teachers, classroom teachers, parents and the community. When the timing is right, OAHPERD members must be ready to engage in advocacy efforts to give the bill a final push across the finish line.

I hope to see you and your colleagues at the 2017 Convention at Kalahari. Our schedule is packed with new information and perspectives from each of OAHPERD's Divisions. I hope you take advantage of all three-days in Sandusky as an opportunity to re-engage with your passion for a healthy and physically active Ohio. Convention kicks off with day-long pre-convention sessions. Registrants may choose from a session focused on Comprehensive Physical Activity Programs (CSPAP) or a “Building a Drug-Free School” workshop using the HOPE Curriculum and the “Whole School, Whole Community, Whole Child Model.” The Recreation Division will again deliver a special program track on Thursday to meet the needs of Ohio's Recreation Therapists. The Health Education Division will have sessions focused on effective health education and opioid abuse prevention. I am excited for this year's keynote address, which is a panel comprised of state leaders across agencies and professional organizations discussing how OAHPERD plays a role in developing a healthy and physically active Ohio.

I love the OAHPERD Convention because I get to reconnect with my profession, familiar faces, meet new members and reignite my passion for a healthy and physically active Ohio. Please encourage your colleagues and administrators to attend Convention by sharing with them how OAHPERD is the best professional development opportunity to enhance not only their craft, but also their professional support system. Attending Convention and being an engaged OAHPERD member will keep you aware, informed, prepared and anticipating what's next so you'll be ready to lead your organization or school towards their goals. I wish you a successful 2017–18 school year and hope to see you at Convention.

Energy and Engagement: Time to Engage

Sue Sutherland, President-Elect

On a gorgeous Friday afternoon in late September, I had the opportunity to hike the Lyons Falls Trail at Mohican State Park before attending the Executive Committee and Board of Directors Fall meeting. During this hike, I took some time to reflect on the past year with OAHPERD and our future direction. Under the leadership of Kevin Lorson, OAHPERD has continued to flourish and move forward this past year. The level of commitment and tireless work from members of the Executive Committee, Board of Directors, Convention Committee, and our Executive Director has been outstanding and allowed the organization to implement its mission and continue to have a positive impact in Ohio.

Attendance at activities such as SPEAK Out! Day, the Future Leaders Retreat, and the Summer Institute clearly shows the energy and engagement of OAHPERD members in moving the organization forward. In addition, during the weekend of September 22^d–23^d, institutional members nominated 17 students from ten universities to attend the Student Leadership Retreat at Mohican Lodge and Conference Center. Under the direction of Student Advisor Emily Love, these students engaged in teambuilding and leadership activities, interacted with the



Executive Committee and Board of Directors, learned about OAHPERD, and planned future student division activities with OAHPERD. These are some examples of ways that OAHPERD members have engaged with the organization over the course of the year. This engagement is of vital importance to the continued growth of OAHPERD. There are many opportunities to get involved with OAHPERD. Look out for these opportunities in OAHPERD emails, *Future Focus*, and *Newslines*, or talk to a member of the Executive

Committee, Board of Directors, Convention Committee, or our Executive Director Lisa Kirr to find out how you can become involved and share your energy and passion for your profession with OAHPERD.

With less than a month to go until the 2017 OAHPERD Convention, I am looking forward to reuniting with old friends, meeting new people and making new friends, attending energetic and exciting sessions, and encouraging everyone to continue engaging in OAHPERD beyond Convention. There are a number of opportunities to give back to the organization and to help shape its current and future direction. I challenge you all in the upcoming year to find ways to become involved in OAHPERD! See you soon at Kalahari!



Sponsor a Student!

Would you like to help out a deserving student that you know? Want to anonymously sponsor a student so that they can come to Convention? Simply select "sponsor a student" on the convention registration, select an amount and we will take care of the rest.



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Association News

Lisa Kirr, OAHPERD Executive Director

2017 has proved to be a busy year for The Ohio Association for Health, Physical Education, Recreation and Dance. For the first time, OAHPERD held a Future Leaders Retreat in the spring. During this retreat, current leaders invited members who have great potential to lead our organization into the future. Our biennial OAHPERD Summer Institute was held at Wright State University in June. The night prior to the Institute, members were invited to the Dayton Dragons baseball game for our annual Summer Outing. Also, several weeks ago in the early Fall, we held our annual Student Leadership Retreat at Mohican Lodge and Conference Center. We hope that you will consider joining us during these events in the future. Contact the OAHPERD office if you would like further information.

Have you registered for the 2017 OAHPERD State Convention yet? We are gearing up for another fantastic Convention at Kalahari Resort in Sandusky. If you have not been to the State Convention in the past, what are you waiting for? It is a great opportunity to meet other professionals, network with colleagues, and catch-up with old friends.



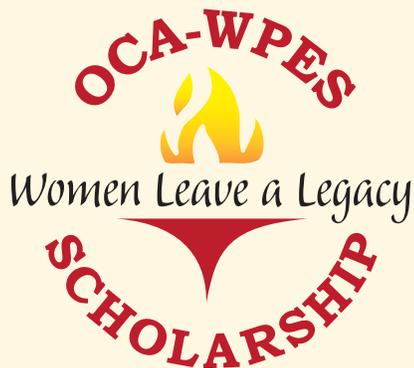
With almost 100 sessions spanning all divisions of Physical Education, Health, Dance, Recreation, Adapted PE, Coaching and Recreational Therapy, you won't have any trouble finding a session that satisfies your interests. The Convention is a great place to enjoy some leisure time as well; the casino night and socials are always a big hit!

I hope that you feel you are well informed of OAHPERD news and events due to our monthly e-newsletters. If you are not receiving OAHPERD communications please

let me know. I welcome your feedback as we continually strive to improve our communication with our OAHPERD members. Please feel free to contact Sarah Dailey, Executive Assistant, or me, at any time.

My responsibility as your Executive Director is to work with the members and the Board of Directors to make the organization the best that it can be. The success of OAHPERD also depends on your support and involvement. If you wish to get involved, or if you have any ideas for me or OAHPERD, please do not hesitate to email or call me at lisa@assnoffices.com or (614) 228-4715. Let's "Keep Moving" towards a bright future for our organization!

50/50 Raffle to Benefit the OCA-WPES Scholarship!



This year, we will have a 50/50 raffle to benefit the Women's Physical Education Student Scholarship Fund. This scholarship is to be awarded to an undergraduate student (male or female) or young professional in HPERD-related fields. The fund must first reach \$5,000 before the Awards and Recognition Committee can begin awarding money to deserving individuals.

Bring your cash for a chance to win BIG and help out this great scholarship and continue the legacy!

Editor's Comments

Bob Stadulis

The current issue contains one scholarly article. Its focus is upon athletic training and burnout. I suspect that almost any teacher, coach, administrator, recreation leader or health care worker could ghost the article and substitute examples from their own field that could result in the psychological, emotional, and physical withdrawal from their work. Burnout is experienced by professionals in any of the disciplines represented in OAHPERD. The burnout article provides some recommendations concerning recognizing it and then trying to deal with it more effectively.

The "Coaching Toolbox" article by Mike Sheridan in this issue focuses upon feedback in a somewhat different way than normally discussed. It stresses being open to sources of feedback that would come from those often not consulted, in this case, especially the players. Sheridan points out multiple reasons why coaches could benefit from soliciting player feedback about his/her behavior. Just as with the athletic training article, one does not have to be a coach to see the benefits of "360 degree feedback." Our excellent instructors often rely on their students and their colleagues for informative feedback to improve their technique and enhance their lessons. So do the outstanding administrators.

You will note that Kevin Lorson's President's Message is his final one for *Future Focus*. While he is departing this leadership role he will remain a strong presence in the future of the association. Sue Sutherland assumes the President's position at Kalahari. Her motivational message urges members to continue the engagement in OAHPERD and its activities to move our goals forward. If you attend the convention at Kalahari, be sure to congratulate Kevin for all his sterling efforts to improve our state-wide recognition and influence legislators to support our objectives. Welcome President Sue and tell her you want to become more involved in OAHPERD and its activities. Ask Executive Director Lisa Kirr what you can do to join an OAHPERD committee, present at convention or help move us forward.

During each convention I offer to help presenters prepare an article that describes a "best practice" from their



repertoire of techniques and activities. While some have done so, there needs to be more sharing with all our members, that is, those at convention but unable to attend a valuable presentation or members unable to leave their work responsibilities to make convention. Please be brave and share what you do that works in your practice to improve our profession throughout the state. I have been asking Teacher of the Year recipients to also contribute to this best practice effort. A long article is not necessary. A short description of what you do

and how it has benefitted your students, athletes or clients can also benefit your fellow professionals.



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HEART HERO

Bran, Age 11

Although he was born with a serious heart defect, Bran has still jumped his way to raising more than \$80,000 through Jump Rope For Heart, including \$25,000 this year.

Within an hour of his birth, he was diagnosed with the most extreme form of Tetralogy of Fallot, called Pulmonary Atresia. Since he had no pulmonary valve, blood couldn't flow from the right ventricle into the pulmonary artery and onto the lungs.

At 18 months, a team of surgeons operated for eight hours to fix Bran's complex set of heart problems. Doctors had cautioned the family that Bran would likely need multiple surgeries by the age of 16. He is due for his annual visit to the cardiologist to see what lies ahead in the coming year. So, when Bran asks friends and family to donate to Jump Rope For Heart to help the American Heart Association fund research to learn more about the heart and how to fix it, he's speaking from his own heart.

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- **Ongoing discovery of new treatments through research**
- **Advocating at federal and state levels for physical education and nutrition wellness in schools**
- **CPR training courses for middle and high school students**

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/jump or heart.org/hoops to get your school involved.



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Updating Your Coaching Toolbox: Bridging the Gap Between Coaching Research and Practice

What is this column all about?

This column is the 17th in a series of articles in *Future Focus* written for coaches by a coach. The goal of this column is to provide information to coaches about recent research that is related to coaching in a user-friendly format. With this in mind, the author will briefly review a recent research article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the author's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of realistic applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches do not have easy access to professional journals that provide scholarly research on coaching science, nor do many coaches have time to read, understand, and digest articles in these publications.
3. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings are difficult to understand, thus making the application of the results to coaching practice difficult.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments, or suggestions about current and/or future articles and topics are welcomed at msheridan@tvschools.org.

360-degree Feedback and Coaching: What, Why and How?

"Coaching" and "evaluation" seem like two words that should be simple to explain: if coaches win then they are considered effective. By contrast, if coaches lose, then they are considered ineffective. However, most of our readers likely know many coaches who have had losing records but were considered very effective coaches by peers, staff, and their players and the players' families. On the other hand, we know of many coaches who have terrific win-loss records, but who are not considered effective by their peers, players and staffs. So why would it be important to evaluate coaches based upon factors other than their win-loss records?

In the last 15–20 years, research has provided us with a much better understanding of what effective coaching is and is not. One of the most recent and most commonly accepted definitions of coaching effectiveness was provided by Côté and Gilbert (Côté & Gilbert, 2009, p. 366); "*The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts (p. 316).*" Based upon this definition, it seems that creating an evaluation tool to measure these competencies would be the next best step in order to practically measure these criteria. However, we know that few coaches are evaluated based upon these criteria and are often hired, promoted and dismissed based upon how much their teams win or lose. So, why would coaches devote time and effort to creating a system of evaluation when they are probably aware that their success on the field or court is more important than helping athletes improve their competence, confidence, connection, and character?

Effective coaches know that their win-loss records are going to change due to things that are frequently outside of their control. These external influences on competition's outcomes include injuries, officials' calls, weather and opponents' performance and could affect the win-loss record. However, coaches who focus on helping athletes meet their goals, increase connections between athletes and teammates, develop positive character traits and help increase athletes' self-perceptions of themselves will result in positive outcomes that most coaches seek. Therefore,

TABLE • 1

Themes from Authors' Conversations with Canadian University Coaches About the Usefulness of 360 Degree Feedback

Theme #1	Theme #2	Theme #3	Theme #4
Coaches' current experiences with feedback	Coaches' insights on the potential benefits of using 360 degree feedback	Coaches' insights on the potential challenges of using 360 degree feedback	Coaches' insights on implementing 360 degree feedback

it seems important for coaches to develop an evaluation system that measures these criteria. A systematic evaluation system could help coaches answer some of the following questions. Are coaches developing their own performance by helping athletes improve their confidence, character, connections, and competence? One method of evaluation that has become popular in business but has yet to fully catch on in the coaching field is 360-degree feedback. "360-degree feedback involves collecting anonymous feedback about an individual's behaviors and actions from multiple sources, thus representing a complete circle of relevant viewpoints" (Bracken, Timmreck, Fleenor, & Summers, 2001, p. 366). The article to be reviewed in this issue is a recently published article which investigated coaches' perceptions of using and integrating a system of 360-degree feedback. The review will be followed by a discussion of the article's applications to sport coaches.

Article Review

Hoffmann, M.D., Duguay, A.M., Guerrero, M.D., Loughhead, T.M., and Munroe-Chandler K.J. (2017), 360-degree feedback for sport coaches: A follow-up to O'Boyle (2014). *International Sport Coaching Journal*, 4, 335–344 doi: <https://doi.org/10.1123/iscj.2017-0063>

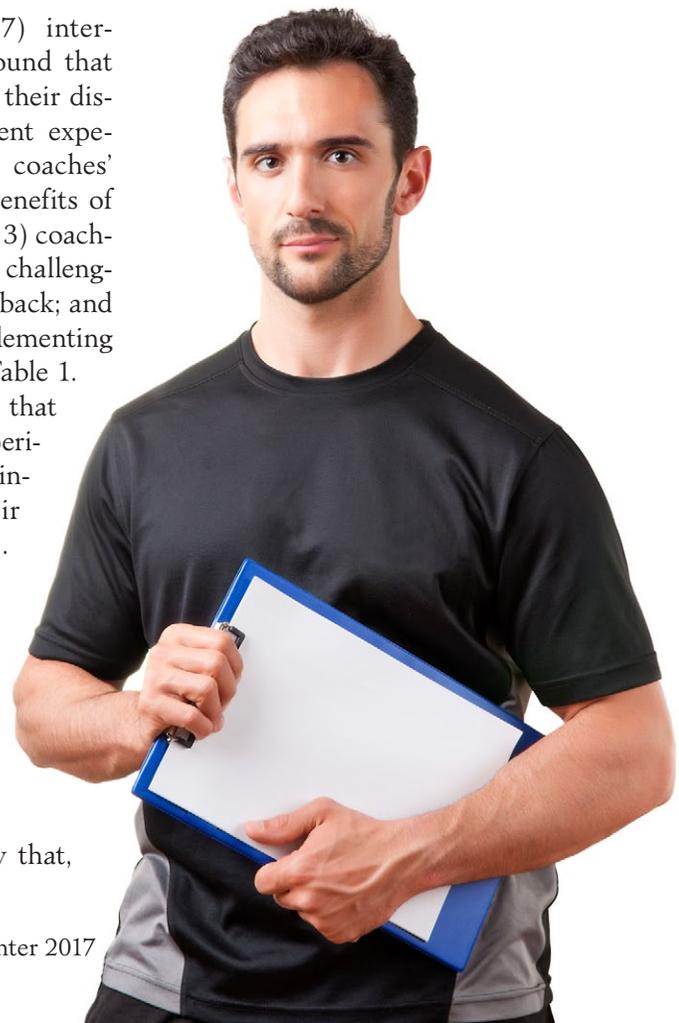
The authors of this article sought to learn about the perceptions of 10 Canadian University Level coaches from a variety of academic institutions/sports as they related to the utility of 360-feedback evaluation systems. Coaches who work at this level in Canada are often deprived of the resources possessed by American coaches who work at similar levels. For example, many Canadian coaches working at this level rarely have full-time assistants on their staff and

consequently must perform a variety of duties that an U.S. assistant coach might complete (scouting, compiling and analyzing video of games, opponents, practices, etc.). Furthermore, many Canadian universities have few resources to hire outside consulting services to assist them with providing evaluative feedback. Therefore, the coaches who were interviewed for this article probably share many of the same challenges related to access to resources that many American high school and/or small college coaches might face.

Hoffmann et al. (2017) interviewed the coaches and found that four themes emerged from their discussions: 1) coaches' current experiences with feedback; 2) coaches' insights on the potential benefits of using 360 degree feedback; 3) coaches' insights on the potential challenges of using 360 degree feedback; and 4) coaches' insights on implementing 360 degree feedback. See Table 1.

The authors discovered that coaches had a variety of experiences in seeking and obtaining feedback about their coaching performance. For example, many of the coaches (as a result of institutional policy) used player surveys to collect information about coach performance. However, coaches questioned the usefulness of these surveys given the strong possibility that,

compared to players who did not play as much, players who played a lot would likely rate their coach more favorably. Furthermore, some of the questions on the coaches' player evaluations included things that were outside of the coach's control (e.g., "were you satisfied with the time that your practice was scheduled during the day?"). Moreover, few of the coaches reported using multiple sources of feedback from people such as the Athletic Director, assistant coaches,



mentors or other coaches inside or outside of the institutions. In addition, few, if any, of the coaches experienced receiving multiple evaluations over the course of a season or year; most of the player evaluations were administered only at the conclusion of the season. Finally, few coaches participated in a self-assessment of their own coaching behavior. The authors found the lack of formal evaluation from a variety of sources to be especially concerning given these coaches shared a desire for such valuable feedback which was designed to improve their coaching and to enhance their professional development.

Coaches were open to the possibility of using 360-degree feedback. Initially, some were not aware of the term “360-degree feedback” nor did they understand what it involved. However, according to the authors, as the coaches learned more about 360-degree feedback and of the possibilities that such a feedback approach could provide for more reliable evaluative data, the coaches seemed more interested in learning how to implement a 360-degree system of feedback. Coaches expressed some interest in the value of using anonymous data so that there would be less risk of repercussions against players being honest in evaluations. Furthermore, coaches seemed curious about how administering regular 360-degree feedback could possibly increase player autonomy. For example, players who feel that they have more voice on their team and program might be more committed in pursuing team goals. Moreover, by regularly involving all team members in providing regular feedback (not just team leaders), the coach might be perceived as an autonomy-supportive coach. Autonomy-supportive coaches are often viewed as leaders who value player input. Coaches in this study seemed eager to explore

the possibility of increased player commitment by providing them with opportunities to anonymously voice their opinion about the coach without the fear of penalty.

According to Hoffmann et al. (2017), coaches expressed some concerns about the practicality of instituting several surveys over the

●

Most of the clinics that they attended for professional development focused on how to provide athletes with feedback rather than constructing effective systems to provide evaluative feedback on their own coaching performance.

●

course of a season. For example, few of the coaches in this investigation acknowledged to having the time or the resources to conduct regular evaluations. Furthermore, coaches expressed concern that collecting, analyzing, and interpreting the data might be outside of their areas of expertise. Therefore, coaches in this

study were a little unsure about how 360-feedback systems could be implemented given the time and financial constraints that they faced during the season. Moreover, coaches were concerned that anonymous feedback might provide players with opportunities to ‘take shots’ at the coaches without fear of reprisal, that is, some resentful athletes could deliberately rate the coach low, knowing that they were not going to be held accountable for their evaluation. Concerns were also raised about how many times per year would be an appropriate time to collect the data? Finally, coaches were not confident in the usefulness of quantitative surveys. The coaches in the study believed that administering repeated quantitative surveys over and over again were of little value in providing results that were detailed and in-depth.

Coaches in this study expressed the desire to attempt to implement an evaluation system that was more thorough and detailed than the ones that they currently utilized. However, coaches were concerned that the evaluation process would invite the use of the data as an element in the process to support dismissal from their positions rather than being viewed as developmental in nature. Therefore, coaches expressed the desire to make sure that all personnel involved understood the purpose of 360-degree feedback evaluation systems, that is, to improve coaching development to attempt to align coaches’ goals with the institution’s goals. Many of the coaches in the study received little or no training for evaluation and assessment of their own performance. Several coaches indicated that most of the clinics that they attended for professional development focused on how to provide athletes with feedback rather than constructing effective systems to provide evaluative feedback on

their own coaching performance. Interestingly, the national standards for sport coaches in the United States (SHAPE, 2014) and the Quality Coaching Framework created by the United States Olympic Committee (USOC, 2017) both include coach evaluation as part of their guidelines. Therefore, it seems that coaches who were trained in programs that are grounded in national coaching standards would place value on developing effective systems of evaluation of their performance.

Applications for coaches

I fear that the evaluation system that many coaches still have to withstand is similar to the one that I endured when I was coaching. I was evaluated by a single rater (who understood very little about what we did at practice, never visited a practice and whose only advice that I can remember was to “not sit on the bench and cross my legs so much”) followed by a onetime end-of-the-year quantitative survey by the players. This system offered little in the way of helping me improve as a coach and mostly only caused resentment and hostility between coaches, players, and administrators. However, we now know about more effective means of evaluation and coaches ought to consider the practical value of some of the elements of the 360-degree feedback system discussed in the article reviewed here. For example, multi-rater systems (i.e., peers, mentors, staff, etc.) can provide more reliable data that paints a broader picture of the coach’s performance. Feedback from different sources could provide more continuous input to coaches that could help them improve their knowledge and skills and also for adjusting or confirming the continuation of their coaching style. More frequent and regular (perhaps monthly)

evaluations that involve more than just quantitative surveys would seem to be more valuable in providing accurate and timely feedback for coaches. A well-grounded system would allow the coach to compare his or her own self-assessment with others’ assessments. Multi-rater systems also offer the possibility of improving two-way communication in the workplace. Improved communication can lead to more positive work cultures where conflict can be resolved more effectively. Finally, a 360-degree feedback system focuses forward. Instead of emphasizing past behaviors, it can be a more effective system that focuses on how the coach can explore options for developing him or herself as a professional. This can lead to the coach’s goals aligning more effectively with institutional goals. Hoffmann et al. (2017) offered, “O’Boyle (2014) concluded by suggesting that 360-degree feedback is the most appropriate contemporary appraisal system for managing and evaluating coaching performance in sport” (p. 337). Coaches who are interested in reading more about creating and installing a more complete evaluation system are referred to Part III, “End of the season: Evaluate,” in Gilbert’s *Coaching better every season* (2017, pp. 229–294).

Readers are invited to email comments and/or questions about this article are to: msherdan@tvschools.org

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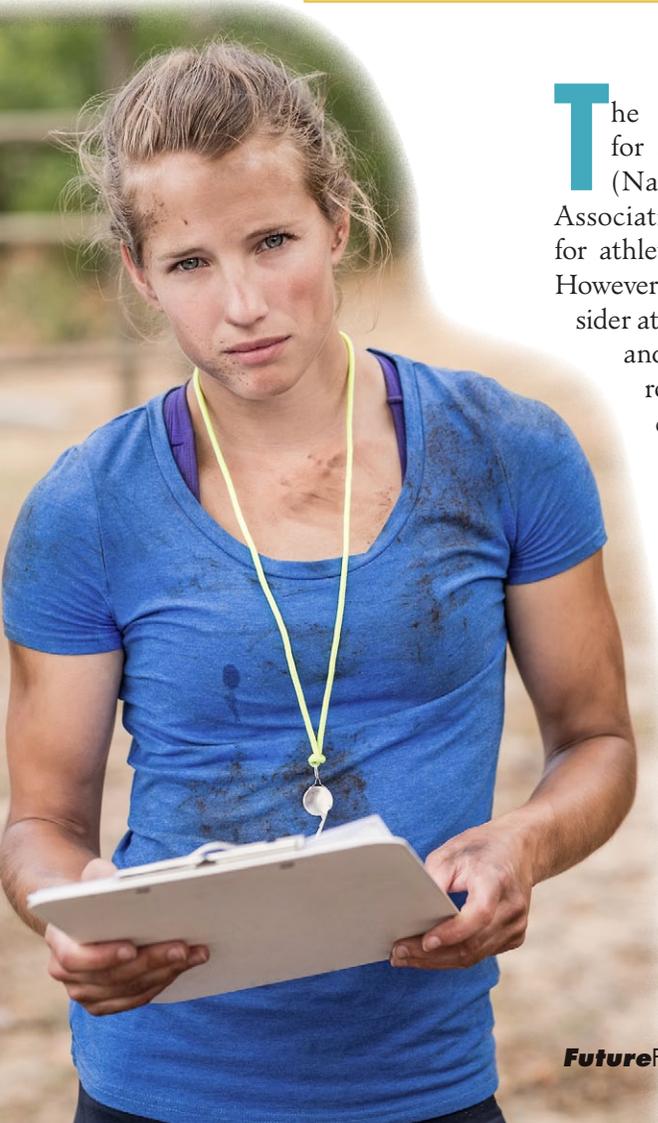


A Review of Burnout Concerns in Athletic Trainers

By Rachel Johnson Krug, Brad Strand and Nicole German

Burnout has been associated with the helping, or health care, professions for many years and burnout in athletic training is consistent with those professions. Researchers have suggested that burnout is the main reason professionals leave the athletic training field. A major finding indicates that burnout has resulted in a decline in female athletic trainers practicing after the age of 28 and in all athletic training professional practicing after the age of 30. Typically, females leave at a higher rate due to family life and the inability to maintain the hours and time commitments required in the athletic training profession. Burnout involves more than just working more hours. There are several other variables that contribute to physical and mental indicators that are also associated with burnout. These characteristics can impact general health, relationships with others, happiness, and job performance. The purpose of this paper is to discuss the incidence of burnout in athletic trainers, the implication that burnout has on athletic trainers, physical education teachers, and sport coaches; and to provide suggestions that address this problem.

Keywords: Athletic training, burnout, burnout prevention



The number of jobs available for athletic trainers are many (National Athletic Trainers Association, 2017) and the future for athletic training remains bright. However, the profession needs to consider athletic trainer job satisfaction and burnout as athletic training roles continue to expand with changes in educational and certification requirements and standards. There is a history of early burnout in athletic training resulting in athletic trainers leaving their jobs, thus, reducing the number of practicing seasoned athletic trainers. This trend, if not addressed, not only exacerbates practitioner shortages, but also sets up incoming athletic trainers for dissatisfaction and eventual departure.

Athletic Trainer Shortages Impact Physical Education Teachers and Sport Coaches

The concern about sport-related concussions has exploded in recent years in part due to the findings related to NFL players (CNN, 2017). In the United States, the annual incidence of sports-related concussions is estimated to be about 300,000 with estimates regarding the likelihood of an athlete in a contact sport experiencing a concussion as high as 19% per season (University of Pittsburgh, 2017). Additionally, the literature notes a change in injury patterns in recent years, stating that there has been a substantial increase in over-use injuries in youth sport (Cassas & Cassettari-Wayhs, 2006; Conn, Annet, & Gilchrist, 2003).

In the United States, approximately eight million children participate in school sponsored sports (National

Federation of State High School Associations, 2017) and in total, about 36 million youth, aged 5–18, participate in organized sport each year (Static Brain Research Institute, 2017). This begs the question of how well trained and/or prepared are volunteer youth sport coaches, physical education teachers, and interscholastic coaches to manage the varied and numerous injuries that occur during physical education class, team practice, and game play.

In a study of youth sport coaches, Albrecht and Strand (2010) found that approximately 80% and 70% of the youth sport coaches were not first aid and CPR/AED certified, respectively; 85% of the youth sport coaches surveyed worked in an occupation that was not related to a medical or other allied health profession. Previously, Ransome and Dunn-Bennett (1999) reported that the majority of high school athletic coaches did not adequately meet American Red Cross first aid standards, and McLeod, McGaugh, Boquiren and Bay (2008) highlighted that 85% of youth sport coaches did not have adequate first aid knowledge. Looking forward, the Center for Disease Control and Prevention (CDC) estimates that youth sport injuries will be the reason for approximately 2.6 million emergency room visits annually, and expects that number to rise, in part, because of increased sport participation (Kucera, 2016).

Due to the lack of health care providers present at practices, untrained providers may be treating athletic injuries and making decisions that exceed their educational training (Ransome & Dunn-Bennett, 1999). This causes a great deal of concern as the recognition, diagnosis, and management of sport-related injuries can be one of the most difficult duties, even for trained sports medicine practitioners (Albrecht, Lindback, & Strand, 2013).

Therefore, it is important to try to address factors that contribute to professionals leaving the profession. Burnout is identified as a major reason for athletic trainers deciding to leave their positions. Rather than wait for coping strategies to deal with burnout when athletic trainers have been in practice, the study of burnout

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and its prevention should start early in the athletic training students' educational process and continue throughout their careers to establish effective strategies for professional growth. This article will define burnout, examine the incidence of burnout in athletic trainers specifically, identify factors that tend to produce burnout in athletic trainers, document strategies to prevent and/or deal with burnout, and recommend how the profession might help to reduce burnout in their members through education.

What is Burnout?

Burnout has been defined as psychological, emotional, and physical withdrawal from a previously enjoyable activity (Smith, 1986). Extensive research has shown that burnout is

a major issue in helping professions (Gill, 2017; Maslach, 2003; Kahanov & Eberman, 2011), typically defined as teachers, school psychologists, health care professionals, coaches, and law enforcement personnel (Huebner, 1993; Maslach & Jackson, 1981; Maslach, Schaufeli, & Leiter, 2001; Schaufeli, Leiter, & Maslach, 2008). Research has indicated that 56% of respondents from a survey of 598 oncologists self-reported burnout (Holland & Neimeyer, 2005; Whippen & Canellos, 1991). Job stress has typically been the cause for attrition in these fields, with mental health and working conditions cited as contributing factors.

Maslach and Jackson (1985) further defined burnout as having three characteristics: "emotional exhaustion," "depersonalization," and "negative personal accomplishment" (p. 837–838) and define each as follows. *Emotional exhaustion* refers to the feeling of being overwhelmed or overextended by the job demands. *Depersonalization* refers to the development of negative feelings and attitudes toward the client or patient, for example, not being able to connect on a personal level with a patient or client. *Negative personal accomplishment* refers to having a negative implication of the accomplishments that take place in the work setting. Overall, burnout is everywhere and the helping professions need to be specifically careful dealing with stress to avoid burnout.

Burnout has been associated with unproductive work behaviors such as absenteeism, high personnel turnover, and reduced productivity (Gill, 2017). These behaviors have serious implications in the helping profession fields and can cause undue harm both to patients and families. For example, a nurse experiencing burnout may not take the necessary steps needed

to treat patients appropriately. In addition, an increase in substance abuse has also been reported in the helping professions (Huebner, 1993; Maslach & Jackson, 1981). For example, Balch, Freischlag, and Shanafelt (2009) reported that surgeons are impaired due to stress at least 15% of the time they spend with patients. Other issues complicate the roles that professionals play (Huebner, 1993).

There are three frequently mentioned roles in burnout: role ambiguity, role conflict, and role overload. *Role ambiguity* occurs when role definitions are unclear. *Role conflict* leads the professional to have inconsistent role expectations or service demands. *Role overload* refers to circumstances in which helping professionals become strained in terms of job responsibilities. For example, the overload issue is due to a large caseload and insufficient time to handle the required work (Huebner, 1993; Mazerolle, Walker, & Thrasher, 2015). Therefore, the professional is taking on duties and tasks that are not feasible to accomplish in the amount of time provided.

Burnout in Athletic Trainers

Like other professionals in the helping and health care fields, athletic trainers work collaboratively with physicians to offer preventative services, emergency care, clinical diagnosis, therapeutic interventions, and rehabilitation for injuries and medical conditions (National Athletic Trainers' Association, 2010). Athletic trainers may work in a multitude of settings, including hospitals, colleges, secondary schools, physicians' offices, public health entities, emergency rooms, workplaces, industries, performing arts, professional sports, sports medicine clinics, and the military (National Athletic Trainers'

Association, 2016). The increase and evolution of educational requirements and standards and the increase in practice settings have resulted in stressful environments for some athletic training students and practitioners. These increases have a direct correlation to burnout as defined by Smith (1986).

Numerous studies have investigated burnout in professional athletic trainers, undergraduate athletic training students, and athletic train-

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Emotional exhaustion, due to feelings of loneliness, depression, fatigue, and being overwhelmed, is the main cause for burnout.
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ing graduate assistants (Capal, 1986; DeFreese & Mihalik, 2016; Hendrix, Acevedo, & Hebert, 2000; Mauzy, Bowman, & Mazerolle, 2015; Mazerolle, Monsma, Dixon, & Mensch, 2012; Riter et al., 2008; Walter, Van Lunen, Walker, Ismael, & Onate, 2009). From these various studies, it seems that emotional exhaustion, due to feelings of loneliness, depression, fatigue, and being overwhelmed, is the main cause for burnout (Kahanov & Eberman,

2011; Maslach & Jackson, 1981; Mauzy et al., 2015; Walter et al., 2009). It has also been learned that female professionals typically have higher emotional exhaustion than do male professionals. Additionally, undergraduate athletic training students who were closer to graduation had significantly higher depersonalization and emotional exhaustion scores than other students. And finally, graduate assistant athletic trainers who had the extra responsibilities of either teaching or traveling were found to have higher levels of stress than those who did not have these responsibilities. All these factors may lead to burnout and early departure from the profession. In fact, burnout is thought to be the main reason for early departure from an athletic training career (Kahanov & Eberman, 2011).

The problem of this early departure is compounded by the challenge of filling athletic training positions. Because athletic training is a challenging major for students, it takes a great deal of time, energy, and knowledge to be successful. Students often complete their degrees in their early 20s yet many leave the profession by their late 20s because they are already experiencing burnout (Kahanov & Eberman, 2011). According to Kania, Meyer, and Ebersole (2009), 30% of athletic trainers experience burnout. This may result in compromised services provided to student-athletes, patients, and students. The increase in athletic trainers leaving the discipline early can already be seen in many parts of the United States in which athletic training services are needed, but certified athletic trainers are not available. Thus, the combination of challenging job training and education, and systemic burnout exacerbates the difficulties of training and retaining qualified athletic trainers.

Potential Decline of Athletic Training

As with other helping professions, there are many reasons underlying the problem of burnout. For athletic trainers specifically, some possible reasons for burnout are as follows: first, the evolution of athletic training has changed from its inception. There are now more stringent requirements for athletic training students to become a professional than were historically necessary (Commission on Accreditation of Athletic Training Education, 2016). The increase in requirements for graduation and/or certifications places added stress on athletic training students. Second, to find a work-life balance for an athletic training professional is difficult. The time dedicated to being a good athletic trainer can take away from family time. Research implies the early departure from athletic training is often due to family or monetary constraints (Pitney, 2006). Third, the role strain that athletic training professionals have daily affects stress levels. The external demands that are placed on athletic trainers, as well as their individual internal demands, may cause undue pressures for these individuals.

Compounding these alarming burnout statistics is the United States Department of Labor (2016) outlook for employment for athletic trainers, which is projected to increase by 21% by 2024. Many jobs go unfilled due to the lack of athletic training professionals. In fact, according to the National Athletic Trainers' Association (NATA) Career Center, there were 195 training jobs posted when this article was prepared (National Athletic Trainers' Association, 2017). The potential growth for the profession and the troublesome decline in seasoned athletic trainers begs the question, "Will there be enough qualified athletic trainers to fill these positions?"

Graduation Requirements

The athletic training profession is continuously evolving to meet increasing demands in knowledge, clinical skills, and professionalism. The major change is the increased body of knowledge that athletic training students need to possess to pursue a career. The classroom setting involves instructional as well as outside study time to master academic requirements. In some universities, for example, the expectation for academic performance is for every hour spent in class, an additional two hours is expected outside of class (Cornell College, 2017; University of Michigan-Flint, 2017). Because the classroom setting is designed to provide the background knowledge, experience, and hands-on practice needed for competency in athletic training services, this hour amount is often inadequate for most students to satisfactorily prepare. Students must be proficient in over 100 different competencies by the time they complete a degree in athletic training (Commission on Accreditation of Athletic Training Education, 2016). The accreditation standards have evolved over time to support students, while at the same time, standards have increased the rigor requirements of knowledge and skills expected of an entry level athletic trainer. Currently, students must divide their time between classroom and clinical settings. This division is to assist students in

becoming more proficient with clinical skills before graduation.

The clinical setting plays an important role in the students' educational process. During the inception of athletic training, future professionals learned under the auspices of the practicing athletic trainer, with all of their time spent in the clinical setting. In 1970, the certification exam to become a Certified Athletic Trainer (ATC) was instituted (National Athletic Trainers' Association, 2016). The times were simpler then and the didactic requirements to become an athletic training professional were not codified. The clinical experience allowed the future professional to practice kinesthetic skills to become proficient. However, the profession recognized the need for didactic training, and the first education program for athletic training was started in 1972 (Perrin, 2007). Thus, the evolution of both didactic and



clinical skills has advanced the profession of athletic training. This evolution has also intensified the stress on those who train for this profession. In addition, this development of requirements, education, practice settings, and standards has also created stressful environments for some students, faculty, and professionals.

Currently, the clinical setting is designed to put the student's knowledge and practice into a real-time situation supervised by a healthcare professional. The demands placed on these potential athletic trainers are great as athletic training students spend roughly 53% of their time in clinical experience (Weidner & Henning 2002). Accreditation takes a strict approach to student workloads to ensure that students maintain a healthy balance. For example, the student who has 22 hours in the classroom should only be in clinical experience for 18 hours for a commitment of 40 hours per week. All students are mandated to have a minimum of one day off in every seven-day period (Commission on Accreditation of Athletic Training Education, 2016). The time constraints placed on the athletic training students may lead to higher stress levels, which may eventually lead to burnout before they reach professional status. Programs do attempt to teach how to balance work and life through hourly limitations in clinical experience, however, this approach seems to many to be insufficient.

Work-Life Balance

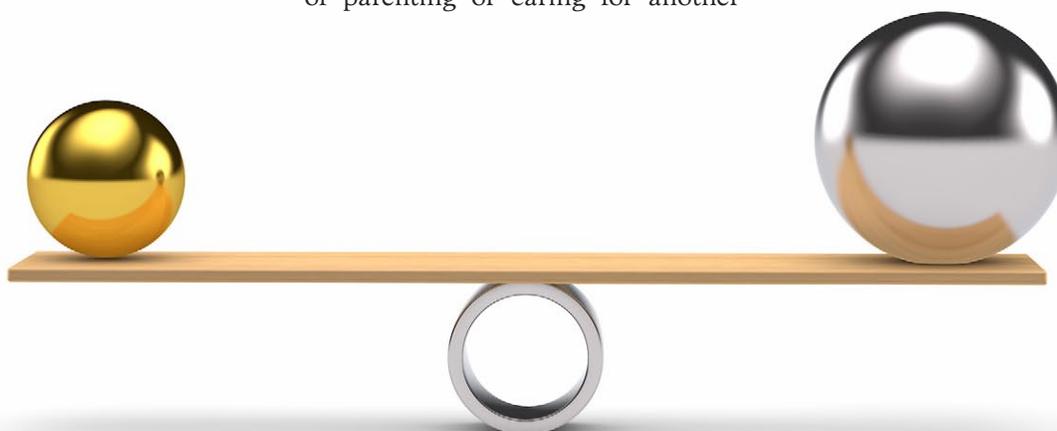
Maintaining a healthy work-life balance has become a new goal in the academic realm of athletic training. The accreditation standards put in place by the Commission on Accreditation of Athletic Training Education (CAATE) are an attempt to guard against early burnout (CAATE, 2016). The purpose in limiting students' clinical experiences is to assist them in acquiring work-life balance. Yet, the number of practicing athletic trainers above the age of 30 is still declining. For example, statistics show there is a decline in the number of female athletic trainers aged 28 and older and a general decline, regardless of gender, for those aged 30 and older. In fact, approximately 43% of female Certified Athletic Trainers between the ages of 27–34 quit (Kahanov & Eberman, 2011). The decline in the number of young female athletic trainers, and the decline of young athletic trainers overall, emphasizes that professionals are abandoning their field (Kahanov & Eberman, 2011). One of the major factors in this decline is the lack of a work-life balance for Certified Athletic Trainers due to the high work demands placed on the athletic training professional (Capal, 1986; DeFreese & Mihalik, 2016).

Work-life balance is an important topic and is not only an issue in athletic training but in other professions too, especially those in healthcare and human services. The demands of parenting or caring for another

family member may pull any professional in different directions and create a conflict between work and family demands. If professionals do not have support systems, they may suffer from job stress; the solution for many is to leave the profession. For athletic trainers specifically, some settings require varying schedules and late-night commitments that hinder family commitments. Being able to balance the demands of a job that entails long hours, patient-care needs, administrative duties, supervision of athletic training students, and travel with home responsibilities are imperative. Concern for finding this balance is important for retention of these professionals in athletic training.

Role Strain

The complexity of balancing different roles is challenging for many professionals. When athletic trainers are unable to maintain a healthy balance, something may suffer and potentially lead to professional burnout. *Role strain* is referred to as an internal struggle to fulfill multiple roles at the same time (Mazerolle & Pitney, 2016) and is another reason athletic trainers may leave the profession. Role strain has been researched as part of burnout and specifically in athletic training. These data show there is a need to define roles and manage each role in the professional's life to avoid burnout. Stressors for athletic trainers may eventually lead



to professional burnout if left unresolved. Related to role strain are role overload and role conflict.

Role overload is referred to as a condition when one finds it challenging to perform his or her duties due to the large amount or the lack of time to finish the assigned duties (Mazerolle & Pitney, 2016). *Role conflict* is referred to conflicting demands placed on a person taking on multiple roles (Mazerolle & Pitney, 2016). In the athletic training profession, it is imperative to find a balance between treating injuries, dealing with the psychological aspect of an injury, meeting the demands of the coach or employer to return the athlete to play, lack of resources, lack of support, and reassuring parents and the patient that you are looking out for their best interest. The strain at home from financial demands, lack of support, time constraints, and other stressors also play a role in this conflict. All these potential factors combined or individually may lead to professional burnout for some.

Prevention of Burnout

Many suggestions have been proposed to help prevent stress and burnout. However, there is more research on burnout and stress than on actual methods of reducing both. The methods suggested to reduce stress include: time management, meditation, exercise and a wellness plan, environmental strategies, coping skills and professional help.

Time Management

Time management is an effective way to manage an individual's day (Mathews & Debolt, 2017). A schedule will assist in laying out a plan on a daily, weekly, or monthly basis. The schedule can be defined hourly and arranged specifically to include what will occur within the hour and the goals for that hour. Time management will assist in being more productive, effective, and organized

while helping to prevent overload. Part of time management can include tools such as daily logs, to-do lists, action plans, goal setting, and prioritizing (MindTools, n.d). Goals should be assessed on a regular basis, completed tasks should be removed from the list, and new goals added as needed. The organization of these lists can include highlighting and prioritizing tasks according to due dates and importance.

Meditation

Meditation includes visualization activities and should be relaxing. There are many different types:



concentration meditation, mindfulness meditation, and walking meditation to name a few (Cummings & Davenport, 2017). The method will depend on what the individual prefers. The goal of meditation is to decrease heart rate which will relax and soothe the body (Robinson, Segal, Segal, & Smith, 2017). Meditation can be as quick as 60 seconds or last up to an hour or longer. Along with different methods, there are also different techniques and exercises that can be used for meditation. These include breathing techniques, yoga, or tai chi.

Exercise/Wellness Plan

Exercise and a wellness plan go hand in hand. A person can do one, or the other, but for optimal benefit the individual should perform them together. Exercise can range from training for a marathon to walking at a slow pace. One goal of exercise is to increase the heart rate to obtain physical benefit. Wellness contains many items, including nutrition. Many college students have limited knowledge of proper nutrition. Students on their own for the first time may explore many nutritional options that were not available to them in previous years. This may include pizza, snacks, and alcohol whenever they wish and forgetting that fruits and vegetables exist.

Environment

Maslach and Goldberg (1998) stated that interventions should be planned and designed surrounding the three components of burnout (emotional exhaustion, depersonalization, and personal accomplishments). Increasing engagement should be a high priority to prevent emotional exhaustion and reduce burnout. The environment must improve energy, individual involvement, and effectiveness for the employee or student. Maslach and Goldberg (1998) believe there are certain criteria for prevention that include the elimination of worksite stressors, interventions to assist with these stressors, focus on job characteristics, focus on personal characteristics (changing the person or treating the person), and the utilization of support groups.

Coping Skills

Some of the recommendations for stress reduction are to change work habits, cultivate coping skills, and utilize social resources (WebMD, 2017). The change in work patterns may include reducing the number of hours worked per week, taking regular breaks, not taking extra shifts or overtime, slowing down the pace

of work, and maintaining a balance at work. The development of coping skills includes reducing expectations, clarifying values, and imaging the next step or a new goal (Canadian Mental Health Association, 2009). The sharing of one's feelings, time management, and conflict resolution may also assist in the prevention of burnout. Social support can be from a colleague, supervisor, friend, or family. These people are available to discuss issues, offer encouragement, and escape with humor; all can assist in the prevention of burnout. Establishing a relaxing lifestyle will also help offset anxieties. These may include use of biofeedback, meditation, massage, hot baths, positive interests, and hobbies to name a few. Physical fitness and good general health should also be a priority to help keep burnout at bay. Research indicates that good health can help with preventing burnout (Maslach & Goldberg, 1998).

Professional Help

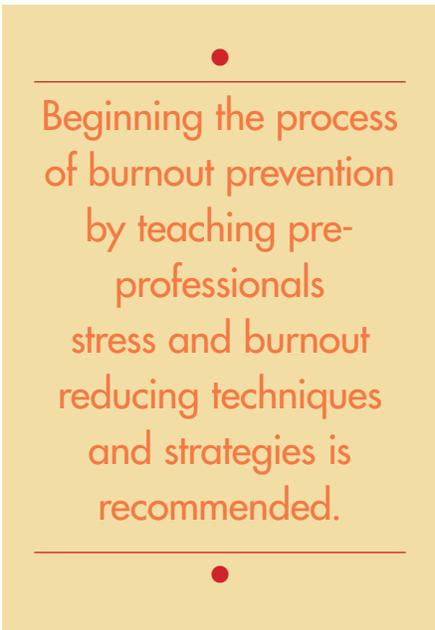
The stress management strategies discussed should not forego or replace the care and intervention from trained professionals when warranted. It is important for students and professionals to understand what mental health services are available. Services may be provided through university/employment mental health centers, a primary care physician, churches/worship centers, a Local Mental Health America affiliate, or crisis intervention hotlines (Sitzler, 2016, April 16). The National Athletic Trainers' Association (NATA) recognizes the importance of mental health in athletes as well as the athletic trainers who care for the athletes. A series of *NATA Now* blogs addressed the topic of Mental Health including burnout, recommendations for seeking professional services and website resources (Sitzler, 2016, May 20).

In summary, there are many possible alternatives to try to reduce burnout. One approach will not help

all athletic trainers equally nor would trying all alternative strategies be necessarily effective. But athletic trainers and especially students need to be aware that these aids to dealing with potential burnout exist and can be effective.

Where Do We Go from Here?

Many similarities are noticed regarding burnout. The consistent themes are that females tend to have more stress and burnout than their male counterparts. Depersonalization



Beginning the process of burnout prevention by teaching pre-professionals stress and burnout reducing techniques and strategies is recommended.

is low but athletic trainers' depersonalization scores are still higher than those of coaches and teachers. The demands placed on professionals and students seem to be a common denominator for stress and burnout. Athletic trainers do seem to have a higher sense of accomplishment than others in the health care professions (DeFreese & Mihalik, 2016; Walter et al., 2009). This may be due to the satisfying work that the students and professionals do for patients after an injury or illness in assisting them to return to play or work. Emotional

exhaustion is consistently higher in all the studies that focus on either athletic training students or professionals. The demands of patient care appear to add stress to athletic training students and professionals alike.

In brief, many research studies (Capal, 1986; Kahanov & Eberman, 2011; Maslach & Goldberg, 1998; Mazerolle & Pitney, 2016; Weidner & Henning 2002) demonstrate that the demands placed on helping professionals and students are the common denominator in the high levels of stress and burnout. In addition, because these helping professions will continue to be in high demand, the dangers will not be alleviated. Because the demands of patient care seem to weigh heavily on professionals, steps should be taken to assist undergraduate and graduate students with the necessary techniques and strategies to help reduce stress and burnout before they become professionals. Thus, beginning the process of burnout prevention by teaching pre-professionals stress and burnout reducing techniques and strategies is recommended. There is certainly a need to help students excel as professionals, and providing stress reducing techniques and strategies is one way to increase longevity in the helping professions. This is especially true for athletic trainers. As athletic training entry-level education continues to evolve and transition to the master's level, continued research in the area of burnout in athletic training is warranted. Barrett, Mazerolle, and Eason (2016) identified the influence clinical preceptors have on athletic training student's perception of burnout and work-life balance. Students who interacted with preceptors demonstrating positive work-life balance strategies were hopeful in their ability to handle the stresses of the athletic training profession. This aspect of socialization between students, clinical preceptors,

and faculty can have a significant impact on students' perception of the profession and should not be overlooked (Barrett et al., 2016).

Identifying additional contributing factors and implementing prevention strategies can have an impact on increasing the career longevity of those entering the profession. With the move of athletic training education to the master's level, the CAATE has proposed new operational standards and curriculum content for program accreditation. Standard 16 proposes, "The program monitors students' progression through the program to ensure that students meet programmatic outcomes, and that the students' time commitments do not compromise the safety or welfare of the students or patients" (Commission on Accreditation of Athletic Training Education, 2016, p. 7). Globally, this standard gives institutions the autonomy to develop strategies to address the issue of burnout among students, thus potentially extending the careers of athletic trainers.

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Rachel Johnson Krug is the Athletic Training and Kinesiology Department Chair as well as an Assistant Professor in the School of Health Sciences at the University of Mary. Her research interests are burnout, perceived wellness, and job satisfaction.

Brad Strand is a Professor in the Department of Health, Nutrition and Exercise Sciences at North Dakota State University. His specialization is curriculum and instruction in sport pedagogy. His research interests are in youth sports, fitness education, and sport sociology.

Nicole German is an Assistant Professor of Practice and serves as Program Director for the Master of Athletic Training Program at North Dakota State University. Area of interest is entry-level professional practice in Athletic Training.



O A H P E R D
PROFESSIONAL
DEVELOPMENT
WORKSHOPS

Physical Education

- Standard-based Curriculum Consulting
- Physical Education Evaluation Implementation

Health Education

- Standard-based Health Education Curriculum
- Innovative Health Education Lessons
- Opioid Abuse Prevention Curriculum

Whole School, Whole Community, Whole Child

- Classroom Activity Breaks
- Aligning student health and academic achievement
- ESSA: Securing Title IV Funding with WSCC
- Social & Emotional Climate: Anti-Bullying

Need a workshop for your school?

- Reserve your workshop at least one month in advance.
- Cost includes experienced trainer and all workshop materials (up to 40 attendees).
- Hosts provide meeting space and equipment.

Workshop rates:

- Full Day (6 hours): \$1,350
- Half Day (2 hours): \$800

To schedule a workshop, contact Lisa Kirr, Executive Director, at Lisa@assnoffices.com or call (614) 228-4715

OAHPERD Budget 2017-2018

May 1st to April 30th

INCOME

	Budget
Membership	\$ 28,725
Professional 1 yr (inc OEA) @ \$ 50	\$ 16,000
Professional 2 yr @ \$ 95	\$ 1,000
Professional 3 yr @ \$ 140	\$ 1,200
Corporate @ \$ 550	\$ 3,300
Student @ \$ 25	\$ 1,200
Senior Student @ \$ 40	\$ 100
Institutional Student @ \$ 20	\$ 2,000
Retired @ \$ 25	\$ 125
Institutional @ \$ 200	\$ 2,400
Library Serials	\$ 200
First Time Professional Member @ \$ 35	\$ 1,200
AHA Jump Rope For Heart/Hoops For Heart	\$ 98,000
Convention	\$ 77,000
Income (Misc.)	\$ 0
Exhibits	\$ 6,500
Sponsors	\$ 1,500
Registration	\$ 66,000
Preconference Registration	\$ 1,000
Merchandise	\$ 2,000
Other	\$ 7450
Summer Outing	\$ 600
Workshops	\$ 5,000
Advertising	\$ 150
Other Income	\$ 0
Dividends	\$ 0
Interest Income	\$ 50
Royalties	\$ 0
Scholarship Donations	\$ 1,250
OCA-WPES Award Funds	\$ 200
Coordinated School Health Div.	\$ 0
Unrestricted Donations	\$ 200
Grants	\$ 0
Total Income	\$ 211,175

EXPENSES

	Budget
Operating Expenses	\$ 76,250
President	\$ 2,000
Past President	\$ 0
President Elect	\$ 1,000
All Ohio Representative	\$ 1,500
Executive Director	\$ 45,000
Treasurer	\$ 500
Recording Secretary	\$ 500
<i>Future Focus</i>	\$ 13,000
<i>Newsline</i>	\$ 6,400
AHA Co-ordinator	\$ 6,250
Trustee	\$ 100
Divisions	\$ 3,100
Dance	\$ 100
Higher Education	\$ 100
Adult Development & Learning	\$ 100
Necrology	\$ 100
Health	\$ 100
Physical Education	\$ 100
Recreation	\$ 100
Sports Sciences	\$ 100
Student Division	\$ 100
Stipend	\$ 100
Travel	\$ 1,500
Printing	\$ 100
Supplies	\$ 100
Miscellaneous	\$ 300
Coordinated School Health	\$ 100
Committees	\$ 10,300
Memorial Scholarship	\$ 4,000
Honors & Awards	\$ 800
Grants and Research	\$ 3,000
Whole Child/CSH	\$ 2,500
All Other Committees	\$ 0

OAHPERD Budget 2017-2018 (Continued)

May 1st to April 30th

EXPENSES

	Budget
Conferences/Workshops	\$ 14,050
Spring Leadership	\$ 2,000
Workshops	\$ 4,000
SHAPE America Delegates	\$ 500
Ohio Student Leadership Conference	\$ 4,000
Summer Outing	\$ 800
Trade Shows	\$ 750
SHAPE Midwest Student Leaders	\$ 2,000
Executive Committee/Board	\$ 15,600
Mileage	\$ 9,000
Other	\$ 100
Board Meetings	\$ 6,500
Other Communications	\$ 3,900
General Printing	\$ 1,400
General Postage	\$ 300
General Telephone	\$ 1,000
Supplies	\$ 1,200
Miscellaneous	\$ 0
Investments/Reserves	\$ 0
Investments	\$ 0
Scholarship Fund	\$ 0
Other	\$ 0
Miscellaneous & Special Requests	\$ 22,150
Web Page/Membership Management	\$ 4,800
IRS Tax Preparation	\$ 6,000
Ohio Attorney General fee	\$ 200
Insurance Liability	\$ 1,500
Bank Charges	\$ 100
Advocacy	\$ 6,000
Miscellaneous	\$ 100
Credit Card Service fee	\$ 2,500
Technology	\$ 700
Ohio Gold	\$ 600
BHSA	\$ 0
Prior Year Expense	\$ 0

EXPENSES

	Budget
Convention	\$ 65,650
SHAPE America Rep Exp	\$ 500
Audio Visual	\$ 2,500
Speaker Expense	\$ 1,000
Entertainment	\$ 4,500
Staff Expense	\$ 1,500
Facility	\$ 8,500
Technology/App	\$ 3,500
Supplies	\$ 1, 00
Exhibits	\$ 5,000
Gifts	\$ 2,500
Meals/Breaks	\$ 20,000
Miscellaneous	\$ 50
Merchandise	\$ 3,500
Transportation	\$ 0
Committee	\$ 2,500
Postage/Shipping	\$ 50
Printing	\$ 2,500
Stipends	\$ 1,250
Convention Social	\$ 4,000
AHA Social	\$ 500
Preconvention Workshop	\$ 800
Total Expenses	\$ 211,000
Net Income	\$ 175



GRANT \$ AVAILABLE!

Research grant monies are available to the OAHPERD membership. Each year, \$3,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

Contact: Garry Bowyer
4805 Kilkerry Drive
Middletown, OH 45042
bowyerg@muohio.edu



Student Writing Award



Each year the Editorial Board of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for \$100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before July 31 to be considered for an award to be given at the following December's convention.



OAHPERD Pays Substitutes

OAHPERD will pay for substitutes so that Board members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Executive Director:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Executive Director:

Lisa Kirr
OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215
E: Lisa@assnoffices.com

P: 614-221-1900
F: 614-221-1989



TOGETHER TOWARD TOMORROW

What will it take to create a future where our nation's young people are active and healthy?

Teamwork.

Effective health and physical education programs provide the necessary foundation for achieving our goal, but to be successful, HPE teachers will need to go beyond the classroom to collaborate with colleagues, administrators and parents.

Are you ready? The synergy starts at the **2018 SHAPE America National Convention & Expo in Nashville**, where we'll spotlight how to:

- Implement an effective HPE program using a standards-based curriculum
- Incorporate evidence-based strategies and assessments
- Advocate for health and physical literacy
- Become an effective leader in creating an active school environment



Moving Forward in Music City

Nashville — there's no better location to inspire collaboration and teamwork. We hope you'll join us!



50 Million Strong by 2029 is SHAPE America's commitment to empower all children to lead healthy and active lives through effective health and physical education programs.

The 2018 national convention will be held in partnership with SHAPE America Southern District and Tennessee AHPERD.

Guidelines for Authors

Manuscripts

Each manuscript should be formatted for 8½ by 11-inch paper, with 1-inch margins on all sides, using **Microsoft Word for PC, Times-Roman style and 12 point font**. All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manuals* (either 5th or 6th Editions). Manuscripts can be up to 25 pages in length, including references. Pages must be numbered consecutively with a running head.

Organization

Provide an abstract, short introduction, body, and short conclusion to your manuscript. Research articles should use the standard format: Introduction, Review of Literature (can be integrated within the Introduction), Methods, Results, and Discussion-Conclusions. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any manuscript pages.

Cover Sheet

On a cover sheet, please provide the following:

- Title of manuscript.
- The name, position, mailing address, telephone number, and email address for all authors.
- Short biography of about 30–35 words that states the present professional position, area(s) of specialization, and research interests **for all authors**.
- Date of submission.

The cover sheet will not be included when sent to reviewers as manuscripts are blind reviewed.

References

All articles should contain references. For writing text citations, follow APA style. Note that references should now include a DOI notation (if using the 6th Edition). Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author(s) and the date of the published work inside parentheses directly following the reference.

Illustrations and Photos

Future Focus welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript. Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for data presented in the graphic should be included in the manuscript. Photographs may be black and white or color, and should be **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels are preferred). Photos embedded within the text of the manuscript must also be supplied as separate files. Tables and figures should be located after the Reference section at the end of the manuscript, with indications in the manuscript where the table or figure should be placed when published.

Permissions

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photographs must give permission to have their photo published. Copies of permission requests and authorizations should accompany the manuscript. When authors quote extensively from other works, they must send photocopies of the original work's title page, copyright page, and pages on which the quotation appears.

Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to two or more Editorial Board members. Articles usually require some revisions by the author(s). Authors for articles not accepted may be invited to revise and resubmit. Accepted articles are subject to editorial changes to: improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

Deadlines

Manuscripts are reviewed on a rolling basis when received. To be eligible to appear in the Fall/Winter issue of *Future Focus*, the manuscript should be received by July 31. Manuscript deadline for the Spring/Summer issue is Jan. 31. An electronic version of the manuscript is required and should be sent, along with illustrations and/or photos, as an email attachment to the editor at futurefocus.res@gmail.com.

Articles for *Newslines*, OAHPERD's newsletter, should be sent to:

Lisa Kirr
Executive Director, OAHPERD
17 South High St., Ste. 200
Columbus, OH 43215
or
Email: Lisa@assnoffices.com