

NATA Secondary School Sessions 2021: Advancing Patient Care and Enhancing Policies in the Secondary School Setting

All times listed in Central Daylight Time

Wednesday, April 21

9 a.m. – 10 a.m.

Foundations for the Equitable Care of LGBTQIA+ Patients (I, II, IV, V)

Skill Level: Essential

CEUs: 1.0 Category A

Lyn Meyerhoff, MS, ATC

Meghan Wonderling LAT, ATC, CSCS

This presentation will provide athletic trainers in the secondary school setting with foundational knowledge required to treat LGBTQIA+ patients. This presentation will specifically focus on terminology, appropriate pronoun usage, inclusive documentation and ethics as it relates to LGBTQIA+ patients.

At the conclusion of this session, participants will be able to:

1. Define important terminology associated with lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) patient populations.
2. Discuss strategies to incorporate appropriate pronoun usage into clinical practice.
3. Identify LGBTQIA+ inclusive documentation strategies in athletic training.
4. Identify resources available to aid in the equitable treatment of LGBTQIA+ patients.

10 a.m. – 11 a.m.

Development of Transgender Participation Policies in Secondary Schools (I, II, IV, V)

Skill Level: Essential

CEUs: 1 Category A

Dani Moffitt, PhD, ATC

Amanda Tritsch, PhD, ATC, CSCS

This presentation will provide athletic trainers in the secondary school setting with information, resources and guidance on how to develop inclusive policies and procedures for the participation of transgender individuals in high school athletics. Furthermore, the intersections between federal laws, state laws and mandates from professional associations will be discussed.

At the conclusion of this session, participants will be able to:

1. Understand the importance of developing policies/procedures for the inclusion of transgender individuals in high school athletics.

2. Analyze federal laws, state laws and guidance from state high school associations as they pertain to the inclusion of transgender individuals in high school athletics.
3. Describe the role and responsibilities of the athletic trainer in the care of transgender patients in the secondary school setting.
4. Discuss current legislation impacting transgender youth across the United States.

Wednesday, April 28

9 a.m. – 10 a.m.

Reducing Barriers to Mental Health Help Seeking in Adolescent Athletes: Applying Knowledge to Practice (I)

Skill Level: Essential

CEUs: 1.0 Category A

Jenn Tirillo, MS, LAT, ATC

According to the National Federation of High Schools and state associations, more than 7.9 million student athletes participated in sports during 2018-19 academic year. The literature supports that sport participation yields many physical, emotional and social benefits, such as a lowered risk for chronic disease, improved self-confidence and stronger leadership skills. Sports present a valuable opportunity for athletes to endure “good” stress, which in turn motivates the participants to develop sound coping mechanisms to mitigate stressors and to become increasingly resilient. Athletics, coupled with academic performance, the college decision process and maintaining positive social relationships result in chronic stress for the adolescent student athlete. While moderate loads of chronic stress have value in shaping resilient individuals, some may not possess the tools required to manage a multitude of stressors over time. Previous literature supports that stress and poor coping strategies continue throughout the college experience and, therefore, one can hypothesize that there is much benefit in addressing mental wellness and related interventions in youth student athletes. The question remains whether high school athletes will seek out assistance when faced with challenges and, if not, what barriers limit access to obtaining help. The knowledge and opinions of peers, family, coach and certified athletic trainers in relation to mental health and suitable intervention options such as sports psychology will likely bias the adolescent athlete toward or against seeking help. There exists a gap in literature that evaluates the role of mental health literacy as it pertains to the adolescent athlete, and since the identified population comprises the largest group of athletes, it is imperative that athletic trainers possess the training to identify mental ill-health and be equipped with the proper knowledge for intervention and referral.

At the conclusion of this session, participants will be able to:

1. Define mental health literacy.
2. Outline sources of stress unique to the adolescent student athlete.
3. Identify stigmas associated with seeking help.
4. Evaluate current mental health literacy interventions.
5. Explore the role of the athletic trainer in mental health and wellness.

10 a.m. – 11 a.m.

Practical Application of the Wellness Screening Guide (III)

Skill Level: Essential

CEUs: 1 Category A

Kiernan E. Melograna, ATC

Mental health is an issue our society is facing now more than ever. Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act as we cope with life. It also helps determine how we handle stress, relate to others and make choices.

Normalizing mental health, identifying those patients/athletes who may be struggling and referring them to appropriate allied health care professionals is something athletic trainers need to be more comfortable with. With the Development of a Secondary School Wellness Survey, we strive to improve the health and wellness of all student athletes by identifying concerns that may be affecting not only their athletic experience, but also their general well-being.

At the conclusion of this session, participants will be able to:

1. Develop a wellness survey to be distributed to student athletes as a means of helping to identify potential red flags regarding the athlete's physical and mental well-being.
2. Determine if there is an immediate risk to the athlete's safety and develop a plan for recognizing and referring.
3. Review the survey results and determine which athletes, if any, require an intervention warranting referral to outside health care experts.

Wednesday, May 5

9 a.m. – 10 a.m.

Considerations for High School Athletes; Post Covid-19 (I, II)

Skill Level: Essential

CEUs: .5 Category A

Eric Nussbaum, MEd, LAT, ATC

The spread of Covid-19 shutdown athletic programs, caused hundreds of thousands of people world-wide to die, and millions of people to become sick. Many suffer residual effects from covid-19 illness which may put them at risk for disability including death. Athletic trainers who are on the front line of athlete healthcare are charged with the monitoring of athletes as they return to sporting activity. Athletic Trainers need to be aware of potential problems associated with Covid-19 illness and take the necessary precautions to prevent potential problems with resumption of athletics in the high school setting.

At the conclusion of this session, participants will be able to:

1. Examine potential issues that may arise in individuals infected with COVID-19.
2. Review relevant published literature.

3. Discuss proper clearance and return to sports considerations for athletes who tested positive for COVID-19.

10 a.m. – 11:30 a.m.

The Athletic Trainers Role On A Pandemic Response Team (V)

Skill Level: Essential

CEUs: 1.25 Category A

Eric Schwartz, DAT, LAT, ATC

The ability of the athletic trainer to be involved in all aspects of the development of guidelines, daily pandemic response, school community education, athletic participation guidelines and return to learn is paramount in successfully managing the daily running of an athletic program. This session will help athletic trainers be the voice in the room for athletic safety during a pandemic and will provide a resource to help maintain a working relationship with all involved with your pandemic response team.

At the conclusion of this session, participants will be able to:

1. Define the roles of individual of the COVID-19 team.
2. Compose a set of standards or written guidelines for school-based COVID-19 sports participation.
3. Understand how to build relationships with local departments of health, state departments of health and area leaders in the fight of COVID-19.
4. Develop a set of standards for contact tracing and construct an organized flow of communication.

11:30 – 1:00 p.m.

Telehealth and Telemedicine in the Secondary School Setting (I, II, III, IV, V)

Skill Level: Essential

CEUs: 1.25 Category A

Michael Prybicien, MA, ATC, CES

Telehealth is now at the forefront of health care and is something that can be seen as a viable solution for continuity of patient care. Athletic trainers are specialists in mobile health care and care coordination, making telehealth a progressive approach. This presentation will serve as a mean to provide the athletic trainer with a foundation to understand how they can incorporate telehealth and telemedicine into their secondary school setting.

At the conclusion of this session, participants will be able to:

1. Describe the difference between telehealth and telemedicine.
2. Discuss the proper ways athletic trainers in the secondary school setting can ensure FERPA and HIPAA compliant telehealth and telemedicine.

3. Describe ways you can incorporate telehealth and telemedicine into your secondary school athletic training program.
4. Discuss the value of telehealth and telemedicine for: injury assessment, athletic training support, rehabilitation services and mental health and social well-being.

Wednesday, May 12

9 a.m. – 10 a.m.

Dissecting Microaggressions in Athletic Training Clinical Practice (I, V)

Skill Level: Essential

CEUs: 1.0 Category A

Karlita Warren, PhD, ATC

Microaggressions in clinical settings are identified as contributing factors to health and health care disparities in the United States. The use of microaggressions in a clinical setting has the potential to negatively impact patient outcomes. There is a need for athletic training to understand the complexities of microaggressions, the intersectionality of them, the impact of microaggressions on patients and to develop strategies to eliminate the use of microaggressions in athletic training clinical practice.

At the conclusion of this session, participants will be able to:

1. Demonstrate an understanding of the types and levels of microaggressions.
2. Analyze various ways the intersectionality of microaggressions occur in clinical practice.
3. Employ strategies to combat intersectional microaggressions in a clinical setting.

10 a.m. – 11 a.m.

Considerations for Muslim, Native American and Hispanic Patients (I, III)

Skill Level: Essential

CEUs: 1 Category A

Valerie Webber, MS, LAT, ATC - Moderator

Abdou Lo, MS IDT, MA

Lynne Young, MEd, LAT, ATC

Florence Wasko, MS, ATC

Reid Takano, ATC

Alejandra Merriman, DAT, ATC, CES

This session is a panel discussion on consideration of cultural inclusivity of secondary school athletes. Athletes of diverse backgrounds may need additional care and consideration at the secondary level.

At the conclusion of this session, participants will be able to:

1. Recognize how race, ethnicity, and culture affect considerations for the secondary school athlete.
2. Define cultural healing and understand contraindications in patient care.

3. Understand how to best prepare and implement policies and protocols for best patient care.