

ATHLETE EXPERIENCE INTELLIGENCE

SportsCARE

Developing Team Systems

A structured development resource for high school athletic teams.

**Built around the athlete,
for the athlete.**

sportscarelab.org

How to Use This Journal

Journal 2 builds on the foundation established in Journal 1. Where Journal 1 helped teams identify gaps and stabilize critical systems, this journal guides teams through the active development of stronger, more sustainable team culture. Each unit moves through a lesson, a team activity, and a concrete output your team can implement immediately.

Who This Journal Is For

This journal is designed for athletic teams that have completed or are working through the SportsCARE baseline intervention and are now ready to build proactively. It is most effective when facilitated by a trained adult across four to six structured sessions.

Recommended Participants

- * Athletes (all team members, not only captains)
- * Head coach and assistant coaches
- * Athletic trainer or school nurse
- * School counselor or designated support professional
- * Athletic director or administrator, as appropriate

The Eight Development Areas

1	Athlete Wellness and Help-Seeking Education Build shared knowledge around what wellness means and how athletes can seek support without fear.
2	Team Climate Assessment Measure your current team climate honestly and identify the highest-leverage areas for development.
3	Communication Improvement Activity Practice structured communication tools that improve trust and reduce misunderstanding.
4	Support-Resource Mapping Identify and document every support resource available to athletes so no one has to guess.

5	Weekly Athlete Wellness Check-In Build a simple, sustainable check-in habit that normalizes wellness conversations.
6	Collaborative Problem-Solving Activity Use team-based problem solving to address real challenges without blame or hierarchy.
7	Shared Team Expectations Co-create the behavioral standards and commitments that define how this team operates.
8	30-Day Systems Improvement Plan Leave with a concrete, assigned, and accountable plan for the next 30 days.

Facilitation note: This journal should never be used to pressure athletes into public disclosure. Every activity is designed with confidentiality and dignity as a priority. When sensitive concerns arise, they should be directed to a qualified adult outside of a group setting.

Safety and Support Disclaimer

This journal supports team development. It does not replace medical diagnosis or treatment, licensed mental-health care, school safeguarding obligations, or legal advice. Any concern indicating immediate physical or psychological risk must be escalated to school leadership or emergency services without delay.

Table of Contents

FRONT MATTER

- > Howto Use This Journal
- > Safety and Support Disclaimer

BEFORE YOU BEGIN

- > Team Climate Baseline Assessment
- > Understanding Your Climate Score
- > Priority Development Matrix

UNIT 1 - Athlete Wellness and Help-Seeking Education

- > WhyIt Matters
- > Lesson 1: What Wellness Really Means for Athletes
- > Activity 1: Wellness Knowledge and Barrier Audit -> Wellness Education Plan

UNIT 2 - Team Climate Assessment

- > WhyIt Matters
- > Lesson 2: Reading Your Team Climate
- > Activity 2: Climate Survey and Gap Analysis -> Team Climate Report

UNIT 3 - Communication Improvement

- > WhyIt Matters
- > Lesson 3: How Communication Builds or Breaks Team Culture
- > Activity 3: Communication Practice Lab -> Communication Norms Agreement

UNIT 4 - Support-Resource Mapping

- > WhyIt Matters
- > Lesson 4: Every Athlete Should Know Their Options
- > Activity 4: Resource Discovery and Mapping -> Team Support Resource Map

UNIT 5 - Weekly Athlete Wellness Check-In

- > WhyIt Matters
- > Lesson 5: Consistent Check-Ins Change Culture
- > Activity 5: Check-In Protocol Design -> Weekly Wellness Check-In Protocol

UNIT 6 - Collaborative Problem-Solving

- > WhyIt Matters
- > Lesson 6: Problems Are Solved Better Together
- > Activity 6: Structured Problem-Solving Session -> Team Problem-Solving Framework

UNIT 7 - Shared Team Expectations

- > WhyIt Matters
- > Lesson 7: Expectations Only Work When Everyone Owns Them
- > Activity 7: Co-Creating Team Standards -> Shared Team Expectations Charter

UNIT 8 - 30-Day Systems Improvement Plan

- > WhyIt Matters
- > Lesson 8: Planning Without Accountability Is Just Wishing

-> Activity 8: Building Your 30-Day Action Plan -> 30-Day Team Systems Improvement Plan

CLOSE

- > Post-Journal Reflection
- > Team Commitment and Sign-Off

BEFORE YOU BEGIN

Team Climate Baseline Assessment

Complete this assessment before beginning Unit 1. Rate each statement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). This is a development tool, not a judgment. Aggregate scores will guide which units your team should prioritize.

#	Statement	1	2	3	4	5
1	Athletes on this team openly support each other's wellbeing.	☐	☐	☐	☐	☐
2	I know what resources are available to me if I am struggling.	☐	☐	☐	☐	☐
3	Our team communicates openly and without fear of judgment.	☐	☐	☐	☐	☐
4	Adults on this team actively check in on athlete wellness, not just performance.	☐	☐	☐	☐	☐
5	I feel comfortable telling a teammate when something is wrong.	☐	☐	☐	☐	☐
6	Our team has a shared understanding of what respectful behavior looks like.	☐	☐	☐	☐	☐
7	Athletes on this team are encouraged to rest and recover without pressure.	☐	☐	☐	☐	☐
8	When problems arise, our team addresses them together rather than blaming individuals.	☐	☐	☐	☐	☐
9	I know the process for raising a concern or asking for support on this team.	☐	☐	☐	☐	☐
10	Our team climate makes it easy to ask for help.	☐	☐	☐	☐	☐
11	Coaches and athletes communicate directly and without mixed signals.	☐	☐	☐	☐	☐
12	Our team expectations are clearly understood by everyone.	☐	☐	☐	☐	☐
13	Athletes on this team feel a genuine sense of belonging.	☐	☐	☐	☐	☐
14	Adults follow through on commitments they make to athletes.	☐	☐	☐	☐	☐
15	I feel proud of the culture on this team.	☐	☐	☐	☐	☐
16	Our team has systems in place that outlast any single season or coaching staff.	☐	☐	☐	☐	☐
17	Athletes are treated equitably regardless of experience level or position.	☐	☐	☐	☐	☐
18	I feel motivated to contribute to making this team better.	☐	☐	☐	☐	☐

#	Statement	1	2	3	4	5
19	Our team environment supports athletes' mental health as well as physical performance.	0	0	0	0	0
20	I believe this team is capable of meaningful improvement in how it operates.	0	0	0	0	0

Scoring guide: 80-100: Strong climate foundation - focus on sustaining and formalizing. 55-79: Developing climate - prioritize communication, check-ins, and shared expectations. Below 55: Early-stage development - start with wellness education and resource mapping.

Understanding Your Climate Score

Band	Score	What It Means	Focus Area
EMERGING	Below 55	Team culture and systems are in early development	Units 1, 4 and 5 first
DEVELOPING	55-79	Core culture exists but communication and consistency need work	Units 2, 3 and 6 first
THRIVING	80-100	Strong climate - build sustainability into structures	Units 7 and 8 to institutionalize

Priority Development Matrix

Development Area	Current Strength (1-5)	Priority Level	Unit
Athlete wellness literacy			1
Team climate awareness			2
Communication quality			3
Support resource knowledge			4
Wellness check-in habits			5
Collaborative problem-solving			6

Shared behavioral expectations			7
Structured improvement planning			8

UNIT 1

Athlete Wellness and Help-Seeking Education

Why It Matters

Athletes perform better when they understand their own wellbeing and feel equipped to seek support. Wellness education is not a distraction from performance. It is the infrastructure that makes sustained performance possible.

LESSON 1

What Wellness Really Means for Athletes

Wellness is not the absence of struggle. It is the presence of systems that allow an athlete to recognize, name, and respond to their needs. The table below challenges the most common beliefs that prevent athletes from seeking support:

What athletes often believe	What the evidence shows
Asking for help means I'm weak	Help-seeking is linked to longer athletic careers and better outcomes
Mental health problems are rare in athletes	Up to 35% of elite athletes experience mental health struggles at some point
Coaches don't want to hear about personal issues	Athletes with supportive coaches report higher performance and retention
If I rest, I'll fall behind	Recovery is the mechanism through which performance actually improves
I should be able to handle this alone	Resilience is built through support systems, not despite them

Discussion Questions:

- * Which of these beliefs is most common on our team right now?
- * What messages from coaches, teammates, or culture reinforce those beliefs?
- * What would it look like to normalize help-seeking on this team?

"Resilience is not the ability to endure alone. It is the ability to recognize when you need support and to actually get it."

ACTIVITY 1

Wellness Knowledge and Barrier Audit

As a team, evaluate each wellness area below. For each one, assess how well athletes currently understand it, identify barriers to seeking help, and name one immediate action.

Wellness Area	How well do athletes understand this?	Known barriers to help-seeking	Immediate action
Physical health			
Mental and emotional health			
Social connection and belonging			
Sleep and recovery			
Nutrition and energy			
Purpose and motivation			
Identity beyond sport			

Based on the audit, complete your Wellness Education Plan:

Top 2 knowledge gaps to address with the team:

Top 2 help-seeking barriers to reduce:

One immediate action we will take this week:

OUTPUT -> Wellness Education Plan

UNIT 2

Team Climate Assessment

Why It Matters

You cannot improve what you cannot see. A structured climate assessment gives every voice a number, surfaces gaps between how coaches and athletes experience the same environment, and creates shared accountability for what comes next.

LESSON 2

Reading Your Team Climate

Team climate is not the same as team performance. A team can win consistently while its culture quietly deteriorates. The six dimensions below represent the core elements of a healthy athletic team climate:

Climate Dimension	What It Looks Like When Healthy
Psychological safety	Do athletes feel safe to speak up, make mistakes, and ask for help without fear of judgment?
Adult responsiveness	When athletes raise concerns, do adults respond consistently, quickly, and without dismissiveness?
Peer support	Do athletes actively support each other's wellbeing, not just performance?
Equity and inclusion	Do all athletes experience the same access and respect regardless of background or status?
Communication quality	Are expectations, decisions, and concerns communicated clearly and consistently?
Recovery culture	Is rest and recovery treated as part of performance, or as a sign of weakness?

Discussion Questions:

- * Which of these dimensions is strongest on our team right now? What evidence supports that?
- * Which dimension creates the most risk if it continues to be underinvested?
- * How does coach and athlete perception of our climate differ and what does that gap mean?

"The gap between how coaches experience the team and how athletes experience it is often the most important data in the room."

ACTIVITY 2

Climate Survey and Gap Analysis

Complete the survey below, athletes and coaches separately, then compare. The gap column often reveals the most actionable insights. A large gap means both groups are experiencing different teams.

Climate Statement	Athletes Rate (1-5)	Coaches Rate (1-5)	Gap (+/-)
Athletes openly support each other through difficulty			
Adults respond consistently when concerns are raised			
All athletes feel equally valued and included			
Recovery and rest are respected without pressure			
Communication is clear and two-directional			
Athletes know what to do when something goes wrong			
Mistakes are addressed without blame or public shame			
The team climate makes it easy to ask for help			

After comparing athlete and coach scores, answer as a team:

Where is the largest perception gap between athletes and coaches?

What does that gap tell us about our team system?

Top 2 climate dimensions to prioritize for development:

OUTPUT -> Team Climate Report

UNIT 3

Communication Improvement

Why It Matters

Most team problems are communication problems in disguise. Unclear expectations, inconsistent follow-through, and assumptions about what the other person needs are the gaps that quietly erode trust between athletes and coaches. Communication is a skill. Like any skill, it can be practiced, evaluated, and improved.

LESSON 3

How Communication Builds or Breaks Team Culture

Effective team communication is not about talking more. It is about being clearer, more consistent, and more honest with follow-through. The difference between trust-building and trust-eroding communication is often subtle:

Communication that builds trust	Communication that erodes trust
I heard what you said. Here is what I will do next.	I will look into it. (with no follow-up)
Checking in before assuming	Making decisions about an athlete without asking
Giving direct, specific feedback in private	Public criticism or inconsistent feedback
Acknowledging uncertainty: I do not know yet, but I will find out	Giving vague or contradictory answers under pressure
Following up after a concern is raised	Addressing concerns only when they resurface
What do you need from me right now?	Assuming you know what the athlete needs

Discussion Questions:

- * Where do you see the most trust-eroding communication patterns on this team right now?
- * What is one communication habit that, if changed, would have the biggest positive impact?
- * What makes it difficult to communicate honestly on this team and what would make it easier?

"The most important communication skill is follow-through. What you do after the conversation tells athletes more than what you said during it."

ACTIVITY 3

Communication Practice Lab

Review each scenario below as a team. Identify what communication choice was made and what a better approach would look like.

Scenario	What communication choice was made?	What would you do differently?
A coach delivers feedback to an athlete about their performance in front of the entire team.		
An athlete raises a concern with a coach. The coach says 'I hear you' but takes no visible action.		
Before a difficult conversation, a coach asks: 'Is now a good time? I want to make sure you are ready.'		
An athlete is confused about their role. They do not ask because they are afraid of the answer.		
After a conflict between two athletes, the coach addresses the full team without naming individuals.		

Write three communication norms your team commits to:

Norm 1 - Athletes commit to:

Norm 2 - Coaches commit to:

Norm 3 - Everyone commits to:

OUTPUT -> Communication Norms Agreement

UNIT 4

Support-Resource Mapping

Why It Matters

One of the most persistent barriers to help-seeking is not knowing where to go. A completed resource map eliminates confusion before a crisis, when it matters most. The problem is not resource scarcity. It is resource visibility.

LESSON 4

Every Athlete Should Know Their Options

Most schools have more support resources than athletes know about. When athletes do not know what is available, they default to silence or to seeking help from peers who may not have the capacity to help effectively.

Resource Category	Examples (fill in your school's specific contacts)
Physical health	Athletic trainer, school nurse, team physician, emergency contacts
Mental health	School counselor, psychologist, crisis line, peer support programs
Injury and recovery	Return-to-play protocol, physiotherapy, concussion management
Academic support	Tutors, academic advisors, study hall access, teacher contacts
Personal and social	School social worker, community services, family support programs
Financial	Fee waivers, equipment programs, food access, transportation assistance
Crisis and safety	Emergency services, safeguarding officer, Title IX coordinator

Discussion Questions:

- * Which of these resource categories is most visible to athletes on our team right now?
- * Which category is least known and why?
- * What happens when an athlete reaches out to a resource and has a bad experience?

"A resource that athletes do not know about is not a resource. Visibility is a form of care."

ACTIVITY 4

Resource Discovery and Mapping

Complete the table below with your school's specific resources and contacts. Every field should be filled in with real names and real processes. When complete, post this map where athletes can see it.

Resource	Contact Name	How to Access	When to Use	Do Athletes Know?
Athletic Trainer				
School Counselor				
Team Physician or Nurse				
Crisis or Mental Health Line				
Safeguarding Officer				
Academic Advisor				
Social Worker or Community Support				
Other: _____				

After completing the map, answer as a team:

Which resource do athletes most commonly not know about?

What is one barrier preventing athletes from accessing resources they do know about?

How will we make this map visible and accessible to every athlete?

OUTPUT -> Team Support Resource Map

UNIT 5

Weekly Athlete Wellness Check-In

Why It Matters

Asingle conversation about mental health changes nothing. A weekly check-in, simple, consistent, and genuinely followed up on, changes culture. The teams that catch problems early are the ones that ask about them regularly, not just when something has already gone wrong.

LESSON 5

Consistent Check-Ins Change Culture

Early identification of struggle prevents escalation. Butearly identification requires a system, not a personality. When check-ins depend on a coach noticing something is off, they happen inconsistently. When they are a structured part of the team routine, they happen for everyone.

Effective check-in practices	Check-in practices that backfire
Private, brief, and consistent (same time each week)	One-time or only after visible problems arise
Open-ended: How are you doing this week, really?	Performance-focused: How is your game feeling?
Normalized as part of team routine	Framed as a special intervention or check-up
Athlete controls how much they share	Athlete feels pressure to share more than they're ready to
Response is consistent regardless of answer	Positive answers get more attention than honest ones
Connects athletes to support when needed	Ends with the check-in and no follow-through

Discussion Questions:

- * What does a check-in currently look like on this team and who receives one?
- * What would make athletes more likely to answer honestly when asked how they're doing?
- * What would we do if a check-in revealed something serious?

"You do not need a perfect system. You need a consistent one. Asking every week builds the habit that asking once never will."

ACTIVITY 5

Check-In Protocol Design

Use the six-step framework below to design a check-in protocol that fits your team. The goal is a process simple enough to actually use and consistent enough to build trust over time.

1	Set a consistent time and format Choose a day, time, and method that works for your team. Consistency is more important than perfection.
2	Keep it brief and low-pressure A check-in should take 2-5 minutes. The goal is connection, not a therapy session.
3	Use open-ended, non-performance questions Start with: How are you doing this week, not just on the field? Leave space for honest answers.
4	Establish a simple rating system A 1-5 scale gives athletes who are not ready to talk a low-pressure way to signal they need support.
5	Respond consistently regardless of the answer A 5 week deserves acknowledgment. A 1 week requires a private follow-up. Both matter.
6	Document patterns over time Track aggregate data to identify team-level trends before they become crises.

Design your team's weekly check-in protocol:

When will we do it (day and time)?

What format will we use?

What is our opening question?

Who is responsible for facilitating?

What happens when an athlete signals they are struggling?

OUTPUT -> Weekly Wellness Check-In Protocol

UNIT 6

Collaborative Problem-Solving

Why It Matters

When problems are resolved from the top down, athletes feel like objects of the solution rather than participants in it. Collaborative problem-solving produces better answers and stronger buy-in because the people most affected by a problem are often the ones who understand it best.

LESSON 6

Problems Are Solved Better Together

Collaborative problem-solving is not the same as a team meeting where the coach already has the answer. It requires genuine openness to being surprised by what athletes know, patience with disagreement, and willingness to act on what emerges.

Stage	What it looks like in practice
Name the problem clearly	State the problem in one sentence without blame.
Understand root causes	Ask why three times. Do not stop at symptoms.
Generate options without judgment	List all possible approaches before evaluating any of them.
Evaluate and choose	Assess options based on impact, feasibility, and who needs to be involved.
Assign ownership	Name a specific person responsible for each next step.
Set a follow-up date	Agree on when you will check progress before leaving the room.

Discussion Questions:

- * When has a top-down decision on this team created more problems than it solved?
- * What makes it hard to involve athletes in problem-solving and what would make it easier?
- * What is one real, current problem on this team that this framework could help address?

*"The person closest to the problem often has the clearest view of the solution.
The job of leadership is to make sure that view gets heard."*

ACTIVITY 6

Structured Problem-Solving Session

Practice the six-stage framework on the three scenarios below, then apply it to a real challenge your team is currently facing.

Problem 1: Athletes are not using the confidential reporting system even though it exists.

Root Causes	Possible Solutions	Owner	Follow-Up Date

Problem 2: Team captains feel pressure to hide struggles to maintain their leadership image.

Root Causes	Possible Solutions	Owner	Follow-Up Date

Problem 3: Some athletes receive significantly more coach attention and support than others.

Root Causes	Possible Solutions	Owner	Follow-Up Date

Now apply the framework to a real problem on your team:

Our problem statement:

Root causes (ask why three times):

Chosen solution and owner:

Follow-up date:

OUTPUT -> Team Problem-Solving Framework

UNIT 7

Shared Team Expectations

Why It Matters

Rulestell athletes what they cannot do. Shared expectations tell them who they are. The difference is ownership. When athletes co-create the standards they will be held to, those standards carry authority that no coach-written rulebook ever can.

LESSON 7

Expectations Only Work When Everyone Owns Them

Shared expectations are not the same as a team handbook. A handbook is a document. Shared expectations are a living agreement, revisited regularly, applied consistently, and updated when the team grows.

Imposed expectations	Co-created expectations
Athletes receive a list of rules	Athletes participate in writing the standards
Consequences are clear but ownership is low	Ownership is high because athletes shaped the outcome
Compliance is the goal	Commitment is the goal
Standards reflect what leadership wants	Standards reflect what the team agrees to uphold
Revisited only when broken	Revisited regularly as a living document
Athletes ask: Am I in trouble?	Athletes ask: Are we living up to what we agreed to?

Discussion Questions:

- * What are the current unwritten expectations on this team that everyone knows but no one has said out loud?
- * Where do athlete and coach expectations most commonly diverge?
- * What would it mean for every athlete to feel genuinely accountable to a shared standard?

"The most powerful team standards are the ones athletes wrote themselves because they already believed them before they ever wrote them down."

ACTIVITY 7

Co-Creating Team Behavioral Standards

As a team, draft your shared expectations across each of the areas below. Every voice should contribute. The goal is not perfect language. It is genuine agreement.

Draft your Shared Team Expectations Charter below:

1. How we treat each other during practice and competition:

2. How we communicate when something goes wrong:

3. How we support teammates who are struggling:

4. How we approach rest, recovery, and injury reporting:

5. How we handle disagreements with coaches or each other:

6. How we include all athletes regardless of role or playing time:

7. How we hold each other accountable with dignity:

8. How we welcome new athletes into the team culture:

Remember: Every standard must be agreed to by athletes and coaches together. If an expectation is only written by adults, it is a rule, not a shared commitment.

OUTPUT -> Shared Team Expectations Charter

UNIT 8

30-Day Systems Improvement Plan

Why It Matters

Every unit in this journal has produced an output. Unit 8 turns those outputs into a single, coherent action plan with owners, deadlines, and a built-in review. A plan that is not acted on does not improve a team. It produces guilt. A plan that is specific, assigned, and reviewed produces change.

LESSON 8

Planning Without Accountability Is Just Wishing

Most teams leave sessions like this with good intentions and no plan. The five planning principles below are the difference between a plan and a wish:

Planning Principle	What it requires
Name it specifically	Vague goals produce vague results. A specific action has a named person, a date, and a definition of done.
Assign a real owner	Every action needs a named person responsible, not 'the team' or 'coaches generally.'
Set a completion date	Without a deadline, plans become intentions. Every action needs a date.
Define what success looks like	How will you know it worked? Name the evidence before you start.
Build in a review point	Schedule your 30-day review before you leave this session.

Discussion Questions:

- * Looking back at all eight units, which output is most important to implement first and why?
- * Who on this team is most likely to lose momentum on follow-through and how do we build in accountability for that?
- * What does a successful 30-day review look like?

"The most powerful thing you can do at the end of a planning session is schedule the review before anyone leaves the room."

ACTIVITY 8

Building Your 30-Day Action Plan

Using insights from alleightunits, completetheaction plan below. Every row should have a specific action, a named owner, a real deadline, and a clear definition of what completion looks like.

Focus Area	Specific Action	Owner	Deadline	Evidence of Completion
Wellness education (Unit 1)				
Team climate (Unit 2)				
Communication norms (Unit 3)				
Resource visibility (Unit 4)				
Check-in system (Unit 5)				
Problem-solving (Unit 6)				
Shared expectations (Unit 7)				
Additional priority (Team-identified)				

30-Day Review - Schedule Before You Leave This Session:

Date of our 30-day review:

Who will lead the review?

How will we measure whether actions were completed?

What will we do if fewer than half the actions were completed?

Important: A plan that is not reviewed is not a plan. It is a record of good intentions. Schedule the review before this session ends, assign it to a named adult, and treat it as non-optional.

OUTPUT -> 30-Day Team Systems Improvement Plan

[CLOSE](#)

Post-Journal Reflection

Complete the reflection below as a team before signing the commitment. This is an honest accounting of where you started, what you learned, and what you are committed to doing next.

What did this journal reveal about our team that we did not fully see before?

Which unit produced the most important insight and what made it important?

What is the single most important thing we are committing to change in the next 30 days?

What has to be true for this journal to have been worth it, six months from now?

What do we need from each other to follow through?

Team Commitment and Sign-Off

This journal is now part of your team's record. Sign it, file it with the athletic office, and return to it at the start of each season.

Commitment	What We Agree To
Ongoing Wellness Education	We will continue building athlete knowledge of wellness and help-seeking as an ongoing part of our culture.

Climate Accountability	We will reassess our team climate regularly and act on what we find, not just when a crisis forces us to.
Communication Standards	We will hold ourselves to the communication norms we co-created, athletes and coaches alike.
Resource Visibility	Every athlete on this team will know their support options and we will update that knowledge every season.
Consistent Check-Ins	We will maintain our weekly check-in protocol and follow up when an athlete signals they are struggling.
Collaborative Solutions	When problems arise, we will bring athletes into the solution, not just the consequences.
Living Expectations	We will revisit our shared expectations at the start of each season and update them as our team evolves.
Plan Follow-Through	We will complete our 30-day plan, conduct the review on the scheduled date, and be honest about what we did not finish.

Team Representative

Signature: _____

Date: _____

Head Coach

Signature: _____

Date: _____

Athletic Trainer / Counselor

Signature: _____

Date: _____

Athletic Director / Administrator

Signature: _____

Date of Completion

Date: _____

