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Perceptions of Athletic Trainers about the Climate for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Athletes

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**Perceptions of Athletic Trainers about the Climate for Lesbian, Gay, Bisexual,
Transgender, and Queer (LGBTQ+) Athletes**

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Master's Project

Submitted to the School of Human Movement, Sport, and Leisure Studies

Bowling Green State University

In partial fulfilment of the requirements for the degree of

MASTER OF EDUCATION

In

Kinesiology

May 2021

Project Advisor

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Abstract

Background: There is little research done in the environment that the athletic trainer works professionally. It is expected that the findings of this study will contribute toward the dialogue around the importance of inclusion and acceptance of the lesbian, gay, bisexual, and transgender athlete in a traditional hostile space. **Purpose:** The purpose is to explore the climate for lesbian, gay, bisexual, and transgender athletes in the collegiate setting's athletic training facility.

Methods: 96 certified athletic trainers were surveyed via email using the Campus Climate survey modified for the sports setting. The survey had 62 items across three sections:

demographics, the climate, and policy and procedures. **Data Analysis:** Means and standard deviations were computed for all items on the survey. Means between respondent groups were analyzed using independent samples t-test. Independent variables for t-tests were gender (sex assigned at birth), sexual orientation, and the ATs' perception if they consider themselves an ally or not/unsure. Open-ended response areas were combined and compared between answers.

Answers were then transformed into different themes. **Results:** The heteronormative climate depends on the individual working within the climate, from perceptions of ATs working within the collegiate setting gender ($p < 0.05$), sexual orientation ($p < 0.05$), and if the ATs identified as an ally ($p < 0.05$) of means to examine if the athletic climate is inclusive. Open-ended responses were split into three different themes. Themes were harassment/concerns, advocacy for LGBTQ+, and confusion on questions. **Conclusion:** The athletic training climate is an area that needs more research regarding LGBTQ+ issues and care. The research used with the Campus Climate survey is a step in the right direction for the overall climate for LGBTQ+ individuals. Athletic trainers need to be well informed on inclusion policy and procedures to create a safe environment.

Keywords: Athletic Training, Diversity, Sports Climate, Student-athletes

Perceptions of Athletic Trainers about the Climate for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Athletes

The transition from high school to college can be difficult for students, especially those who identify in the lesbian, gay, bisexual, transgender, and queer community (LGBTQ+) (DeFoor et al., 2018; Lewis & Erickson, 2016). The environment could be non-inclusive, meaning it is not welcoming to diverse individuals, or it is not safe, meaning bullying and harassment may occur (DeFoor et al., 2018; Lewis & Ericksen, 2016). 25% of LGBTQ student-athletes are pressured into being silent about their sexuality (DeFoor et al., 2018). Playing sports can provide important lessons about self-discipline, teamwork, success, and how to overcome failure in life (Franklin et al., 2010). Athletes may not be able to receive these benefits of sports if the environment is a barrier.

The athletic training facility is the primary connection for patient care, where certified athletic trainers (ATs) treat their patients. ATs are immersed in various educational courses to give their athletes the best possible care. Athletic trainers provide health care for diverse populations (Maurer-Starks et al., 2008). The collegiate work setting is important to examine to make sure athletic trainers are using patient-centered care and being inclusive to all patients and athletes.

The purpose of this literature review is to examine current literature surrounding the athletic training facility for lesbian, gay male, bisexual, transgender, and queer (LGBTQ+) student-athletes, ATs perceptions of LGBTQ+ student-athletes, the culture of collegiate sports for LGBTQ+ student-athletes, National Athletic Trainers Association (NATA) newsletter myths and misconceptions, disparities, and NATA/National Collegiate Academic Association (NCAA) resources. The following literature review will assess what is known about collegiate ATs perceptions and the climate for LGBTQ+ athletes. Throughout this review, I will refer to

LGBTQ+ people consistent with the language used in previous research, which may differ from current LGBTQ+ language yet reflects the accepted language at the time of the research being discussed.

Educational Climate Perceptions for LGBTQ+ Students

Sport and educational climates reflect each other's goals. "Collegiate athletic programs are responsible and are accountable for reflecting the goal and values of the educational institution they are a part of" (Franklin et al., 2010, p. 6). School should be a safe environment (Baams et al., 2017) for education and sport that promotes learning and development. The educational environment provides the building blocks for some students to pursue athletics. As such, it is important to examine the environment of high schools since the students coming from these environments may transition into college. High school students will carry their experiences and backgrounds to college. If the athletic environment is unsupportive towards sexual minorities, that could impact choices and expectations regarding college sports experiences. "When all participants in athletics are committed to fair play, inclusion, and respect, student-athletes are free to focus on performing their best in athletic competition and in the classroom" (Franklin et al., 2010, p. 9).

Most studies that examine the perceived climate for LGBTQ+ individuals are focused on the educational setting, such as secondary school (Baams et al., 2017), high school (Kosciw et al., 2019; Morrow & Gill, 2003; Poteat et al., 2018), or college (Gill et al., 2010; Lewis & Ericksen, 2016; Rankin, 2012). In the high school setting researchers examined transgender and diversity issues (Poteat et al., 2018), homophobia and heterosexism in physical education and teachers' inclusion behaviors (Morrow & Gill, 2003), homophobic and transphobic harassment

in middle school and high school (Kosciw et al., 2019), and sexuality education that is inclusive of LGBTQ+ youth to help support positive social relationships (Baams et al., 2017).

Poteat and colleagues (2018) interviewed members of the Gay-Straight Alliances or Gender-Sexuality Alliances (GSA) about transgender and gender diversity issues. GSA groups are “extracurricular groups based in many schools that provide opportunities for youth to receive support, socialize, access information or resources, and engage in advocacy around sexual orientation and gender diversity issues” (Poteat et al., 2018, p. 120). Poteat and researchers (2018) discovered people in GSA groups discussed transgender issues with some regularity. Topics of interests from GSA group members were dependent on their perceptions of having a transgender friend(s), having a perceived GSA climate that was respectful for meetings, and access to information on transgender topics or resources. Poteat and researchers also discovered that the identities of youth group members changed the topic of discussion for transgender and gender issues. For example, racial/ethnic differences could steer the conversation to focus on more health needs. Transgender youth of color “report elevated levels of stress life and show higher rates of HIV/AIDS prevalence than White transgender youth” (Poteat et al., 2018, p.121). The researchers found that racial/ethnic diversity varied across GSAs and varied within the school district. Poteat and researchers found that programming around transgender issues should be discussed and delivered to youth who engage in a richer amount of advocacy or receive more information/resources on different transgender topics (Poteat et al., 2018).

The National School Climate Survey sponsored by the Gay, Lesbian, and Straight Education Network (GLSEN) (Kosciw et al., 2019) is a report on the school experiences of LGBTQ youth, that discusses the challenges faced for LGBTQ youth. The report focuses on middle school and high school aged students. The report includes information on biased

language heard from students and educators, experiences of harassment and assault, anti-LGBTQ discrimination, effects of a hostile school climate on educational outcomes and psychological well-being, and the availability and utility of supportive school resources (Kosciw et al., 2019). In schools that did not have GSA 67.3% of students felt unsafe due to their sexual orientation while 51.7% of youth in schools that had a GSA felt unsafe. In schools that did not have GSA 48.2% of students felt unsafe due to their gender expression while in schools that had a GSA 41.3% of students felt unsafe. The frequency of victimization based on gender expression was examined over time; this frequency decreased over 20%. Verbal harassment represented 15 to 17%, physical harassment represented three percent, and physical assault represented one percent of total victimization based on sexual orientation. Verbal harassment represented 5%, physical harassment represented three to 5%, and physical assault represented one to 3% of total victimization based on gender expression (Kosciw et al., 2019). Experiences of verbal harassment, physical harassment, and physical assault were more likely to occur in rural/small town areas compared to urban and suburban areas. The availability of school resources over a period of 18 years increased for positive inclusion of LGBT issues in the curriculum by three to 5%, schools with GSA by 35%, having supportive teachers/staff by 30%, and comprehensive policies for LGBTQ youth by 5%. The comprehensive policy in the school resources over the period of 18 years was only noted over 14 years during that time (Kosciw et al., 2019).

In the collegiate setting, research examined the perception of the lesbian, gay male, bisexual, and transgender (LGBT) young adults' experiences in the campus climate (Rankin, 2012) and the physical activity setting (Gill et al., 2010). There are tools such as the Campus Pride Index that helps administrators gauge how their campus climate may be assumed for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students.

The Campus Climate Survey created by Rankin (2012) was designed to assess campus experiences of LGBT students and university members. Rankin (2012) discovered oppressive living experiences, anti-LGBT oppression, and the slow institutional response for policies and procedures. For students who identified as LGBT, 19% feared for their safety because of sexual orientation and/or gender identity. 51% of LGBT students concealed their sexual orientation and/or gender identity to avoid intimidation. 34% of respondents avoided disclosing their sexual orientation and gender identity to any faculty staff or on campus leadership. The likelihood of harassment was perceived as greater by LGBT students compared to heterosexual students at the university. 61% of the gay male students, 53% of the lesbian students', 38% of the bisexual students', and 71% of the transgender students reported being harassed (Rankin, 2012). Bisexual students were less likely to be harassed compared to gay male, lesbian, and transgender individuals. Respondents whose sexual orientation and/or gender identity was heterosexual reported overall 30% less negative perception compared to individuals who identified as a sexual minority (Rankin, 2012). Respondents were asked how administrators at their institution responded to issues regarding sexual orientation and/or gender identity. 41% of respondents perceived that the university did not thoroughly address issues related to sexual orientation or gender identity. Respondents were divided on whether the institution had visible LGBT leadership regarding sexual orientation and/or gender identity, with 43% agreeing there was leadership present and 30% disagreeing (Rankin, 2012).

Garvey and Colleagues (2017) used the Campus Pride Index (CPI) to examine campus climate for LGBTQ students. The CPI assessed LGBTQ policy inclusion, LGBTQ support and institutional commitment, LGBTQ academic life, LGBTQ student life, LGBTQ housing, LGBTQ campus safety, LGBTQ counseling and health, and LGBTQ recruitment and retention

efforts. The CPI scores universities up to five stars for inclusion. Several institutions have shared the data collected from the CPI to create more LGBTQ-affirming campus environments (Garvey et al., 2017). Sterling College, a 4-year private college increased from 3.5 stars in 2015 to 4.0 stars in 2016. They demonstrated growth and improvement for LGBTQ-friendly and practices in only a year. The Pennsylvania State University State College campus received a 4.5 out of 5.0 stars in overall campus climate. Elon University was named a top-10 LGBTQ-friendly campus in 2016 by Campus Pride. The more initiatives, programs, wellness, and policies college/universities have for LGBTQ+ individuals the more the universities/college rating grows to 5 stars.

Morrow and Gill (2003) examined physical education programs in high schools. The researchers found that both LGBT and heterosexual students witnessed heterosexist and homophobic behaviors. Lesbian and gay male students experienced these behaviors more than their heterosexual peers (Morrow & Gill, 2003). Rankin (2012) observed LGBT youth reported similar findings of witnessing and experiencing more negative behaviors compared to their heterosexual counterparts. Kosciw and colleagues (2019) also support the findings of Morrow and Gill (2003) and Rankin (2012). Morrow and Gill (2003) indicated that homophobia and heterosexist behaviors are common in secondary schools. Teachers have intentions to provide safe spaces for students, but often fail to confront heterosexist or homophobic behaviors. This failure is halting the proactive steps in creating an inclusive environment for all (Morrow & Gill, 2003). Kosciw and researchers (2019) report overtime, more school resources and policies are being created yet, there is still anti- LGBT language present. More teachers are reported as being supportive than discouraging, but 59.1% of LGBTQ students reported personally experiencing LGBT-practices at school used against them. For example, “16.6% of students were prohibited

from discussing or writing LGBT topics in school assignments, 16.3% were prohibited from doing so in school extracurricular activities and 14.7 percent of students were prohibited from forming a GSA” (Kosciw et al., 2019, p. 5). Kosciw and researchers (2019) found improvements in sources available for students and that harassment is decreasing, but policies created to protect LGBTQ+ students are negatively affecting LGBTQ+ students.

Gill and colleagues (2010) examined perceived climate for LGBT undergraduate youth in the physical activity setting. Three areas in the physical activity setting addressed were physical education, organized sports, and exercise. Results showed that sexual orientation and physical characteristics are often the basis for harassment and exclusion in sports and physical activity. Similar climate surveys paralleled high levels of homophobic remarks and low levels of intervention (Gill et al., 2010; Kosciw et al., 2019; Morrow & Gill, 2003; Rankin, 2012). Physical education classes were described as more inclusive for racial/ethnic minorities and more exclusive for gay male and lesbian individuals (Gill et al., 2010). Early research on the climates revealed LGBT students were surrounded by harassment and discrimination based on sexual orientation and gender identity (Gill et al., 2010; Kosciw et al., 2019; Rankin, 2012). Some reports (Kosciw et al., 2019) show diminished harassment from 2015 to 2019 by 5%, but further research is still needed in this area.

Educational curricula also can affect the educational climate for LGBTQ youth. Comprehensive sexuality education that is inclusive of LGBTQ youth is thought to help educate and support youth in their social relations (Baams et al., 2017). Baams et al. (2017) examined sexual diversity within sexual education and found that social climate varied widely across schools for Dutch adolescents. They also examined whether the content and/or extensiveness of sexuality education at the beginning of the school year related to a decrease in LGBTQ name-

calling. As the researchers predicted, a decrease in the occurrence of name-calling, specifically reported from the female student population, occurred. Having a wide variety of topics covered in sexuality and sexual diversity education was related to an increase in perceived willingness to intervene when witnessing LGBTQ name-calling by teachers, staff, and youth students. These results emphasize the importance of having comprehensive sexuality education in schools (Baams et al., 2017). Comprehensive sexuality education helps educate and empowers youth in creating safer school climates by being more inclusive.

The results of these studies examined and focused on LGBTQ+ programs, policies, (Poteat et al., 2018) and education of LGBTQ+ in schools for safer school climates (Baams et al., 2017, Gill et al., 2010; Kosciw et al., 2019; Morrow & Gill, 2003; Rankin, 2012). This research cultivates the attitude and perceptions that can affect the climate of the athletic training facility. Sport and education go hand and hand to create an overall climate for student-athletes. Exploring the atmosphere of the athletic training facility will allow future researchers to identify what educational opportunities are being missed.

The Culture of College Sports for LGBTQ+ People

There has been a reported decrease in homonegativism sport (Krane, 2019a, p.3). “Homonegativism is hostility and overtly hostile actions aimed at queer people; this behavior may include negative comments or jokes, prejudiced attitudes, property damage, and/or violence toward people perceived as queer” (Krane, 2019b, p.244). There is evidence of inclusive climates, prejudicial climates, and various climates in today's sport culture. When LGBTQ+ athletes do come out to their teams, they are reporting positive team experiences (Krane, 2019a). Many LGBT athletes, before coming out to a team, will evaluate the climate before deciding to come out. It can be assumed that "athletes who choose not to reveal their sexual identities

anticipate negative reactions from teammates and/or coaching reflecting less inclusive team atmospheres." (Krane, 2019a, p. 3).

Athletic directors' role is to have oversight of coaches and administrators (Meyers, 2016). There are benefits to the athletic department when administrators are LGBT inclusive. Benefits "include increased organizational effectiveness through enhanced decision making, improved understanding of the market, and increased goodwill" in consumers for athletics (Krane, 2019a, p. 4). Research with athletes reveals they do not feel comfortable or supported by the administration (Mann & Krane, 2019). For example, Brittany Griner, Olympic and professional basketball player, talked about the difficulty of playing "for a [university] program and on a campus that denies a large part of my identity." Shannon Miller, the former of ice hockey at the University of Minnesota Duluth, believed that she was fired due to her being outspoken as a lesbian (Krane, 2019a, p. 4).

In 2017, Athlete Ally created the Athletic Equality Index (AEI) to measure LGBTQ+ inclusion policies and practices in NCAA Division-I (DI) athletic department. The AEI assesses how NCAA institutions support their LGBTQ spectators, staff, coaches, and student-athletes (Athlete Ally, 2019). The AEI performs an audit of all student-athlete handbooks, policies, and athletic websites to examine all policies and practices for LGBTQ+ inclusion. The eight measurements in the audit positively impact the experiences of the LGBTQ+ community. 19% of NCAA D-I departments have an accessible nondiscrimination statement. 8% of the NCAA D-I departments have publicly accessible transgender athlete inclusion policies. 23% of NCAA D-I have a publicly accessible sexual misconduct policy. 10% of NCAA D-I departments have a public LGBTQ+ inclusive spectator code of conduct. 12% of departments offer educational resources for LGBTQ+ individuals. 16% of NCAA D-I athletic departments partner with their

campus LGBTQ+ center and offer athletic staff LGBTQ+ training. 15% of departments offer student-athletes LGBTQ+ training (Athlete Ally, 2021).

Overall, in 2021 Athlete Ally reported three significant findings. The first significant finding reported is that 70% of D-I athletic departments do not offer any LGBTQ+ resources. The second significant finding is that 80% of D-I athletic departments do not have a spectator code of conduct for how spectators should act at sports events and in general for athletics. The last significant finding is that only 2.8% of NCAA D-I student-athletes compete in fully protected and supportive departments for LGBTQ+ identities (Athlete Ally, 2021).

AT Perceptions of LGBTQ+ Student-Athletes

Maurer-Starks et al., (2008) reviewed "the concept of heteronormativity, its effect on society, and its influences" on the education of athletic training students (ATS) for delivering health care to patients (Maurer-Starks et al., 2008, p. 327). Heteronormativity is "a cultural understanding in which heterosexuality is the norm and the resulting social institutions are based on the assumption that men are sexually and romantically attracted to women and women are attracted to men" (Maurer-Starks et al., 2008, p. 327). Homonegativism is "negative attitude and behaviors toward non-heterosexuals" (Maurer-Starks et al., 2008, p. 327). LGBTQ+ athletes face a multifaceted and heteronormative culture in athletics that may have negative effects, both physically and mentally (Nye et al., 2019). Heteronormativity creates an environment where athletes fear being discriminated against and remain quiet about their sexuality (Nye et al., 2019).

Two research studies focused on ATs' attitudes toward LGBTQ+ student-athletes (Ensign et al., 2011; Nye et al., 2019). Ensign and colleagues (2011) investigated if religion, age, or having a friend or family in the LGB community affected ATs' attitudes toward LGB student-

athletes. The majority of the ATs surveyed held positive or somewhat positive attitudes towards LGB patients. Males ATs had more negative attitudes toward LGB student-athletes compared to female ATs. Individuals who had a Catholic faith or no religious background had more positive attitudes toward LGB student-athletes than individuals who had a Christian or Protestant faith. ATs with friends or family in the LGB community held positive attitudes more than ATs with no friends or family in the LGB community. Individuals who ranged from 20 to 50 years old held more positive attitudes than individuals younger than 20 years old or older than 50 years old.

Nye and colleagues (2019) examined collegiate AT's perceptions of LGBTQ student-athletes. The purpose of this research was to examine the comfort of ATs regarding approach, quality of care, and perceived comfort while working with LGBTQ student-athletes. Approach relates to the way the AT acts towards the student-athlete they are providing care to. Quality of care relates to the health care the AT would provide to a student-athlete who identifies as LGBTQ compared to a heterosexual student-athlete. Comfort relates to how the AT would feel providing health care to a student-athlete who identifies as being LGBTQ (Nye et al., 2019). Like Ensign and colleagues (2011), these researchers also examined if having family or friends in the LGBTQ community, religious background, and general comfort working with LGBTQ student-athletes would affect the ATs treatment of student-athletes.

Consistent with Ensign et al (2011), ATs with positive attitudes towards LGBTQ student-athletes had some religious background, were 20 to 50 years old, and either identified themselves or had family or friends who identified as LGBTQ (Nye et al., 2019). It is important to examine the attitudes of ATs treating LGBTQ patients since this can create a positive or negative climate within an athletic training facility. For example, if the ATs hold a positive attitude toward LGBTQ patients, then the climate will be more positive compared to their counterparts who have

negative attitudes toward this demographic (Ensign et al., 2011; Maurer-Starks et al., 2008; Nye et al., 2019).

Two additional research studies focused on ATs attitudes towards knowledge about transgender patients. Ensign and colleagues (2018) developed the Attitudes Toward Transgender Patients (ATTP) tool for ATs. The ATTP assessed transgender patient's health concerns, ATs clinical education received, ATs attitudes towards transgender individual sports participation, and ATs clinician comfort treating transgender patients. Ensign and colleagues (2018) research explored if the ATTP would be a reliable instrument. The reliability was 0.723 with a Cronbach's coefficient alpha of 0.834. The ATs did not have much exposure to transgender patients compared to health professionals that have greater exposure to transgender patients. The ATs feel more comfortable treating transgender patients paired with different healthcare professionals, such as endocrinologists or psychologists, compared to one-on-one treatments (Ensign, 2018). Walen and colleagues (2020) examined AT's understanding of the terminology, legal concerns, and the needs of transgender student-athletes. ATs held positive views about treating transgender patients. They also felt inadequately educated and trained in the needs of transgender individuals, specifically regarding counseling transgender patients about the effects of hormone treatment, sport participation, and mental health concerns. The athletic trainers reported receiving information on transgender individuals through social media, personal experiences from family or friends who identity as a transgender individual, or no formal education in caring for transgender patients. The ATs felt more competent working with an endocrinologist on issues related to hormone therapy than addressing the issues by themselves. Fewer than half of the ATs felt competent in using appropriate terminology regarding transgender patients. Many ATs believed that transgender female student-athletes had a

competitive advantage compared to transgender male student-athletes (Walen et al., 2020). Generally, athletic trainers lack exposure to transgender patients and athlete populations and may have misconceptions about them. Both studies also address that ATs feel more comfortable treating transgender patients when collaborating with other health professionals compared to treating the transgender patient by themselves (Ensign et al., 2018; Walen et al., 2020).

Myths, Misconceptions, and Health Disparities for LGBTQ+

ATs and healthcare professionals should be informed on stereotypes, myths, and misconceptions that exist about sexual minorities such as those provided in the NATA newsletter to better understand their LGBTQ+ student-athletes (Crossway et al., 2019). Myths and misconceptions that Crossway et al. (2019) addressed are related to the experiences of LGBTQ+ people, training of health care providers, and LGBTQ+ people in sport. ATs and healthcare professionals should understand both misconceptions and health disparities. Understanding bias and health disparities LGBTQ+ patients experience is important for the ATs and health professionals to better support or help them.

The first misconception that Crossway et al. (2019) addressed is that when LGBTQ+ patients decide to express their sexual identity, or come out, it happens at once. Coming-out is the process of understanding, accepting, and sharing their sexual orientation (Crossway et al., 2019; Lopez, 2019). LGBT youth are coming out earlier than in previous generations and are being supported (Krane, 2019a). This process is different for everyone and each individual goes at their own pace (Lopez, 2019). If any patient wants to start this process, health care providers should use interpersonal skills to create a comfortable and approachable environment (Crossway et al., 2019).

Another myth Crossway et al. (2019) addressed is that being an individual who identifies as LGBTQ+ is a choice. Research shows that sexual orientation ranges along a continuum, with no consensus that sexual orientation is determined by any single factor or combination of factors (American Psychological Association, 2008; Lopez, 2019). It pertains to intimate personal relationships with others that may include intimacy and ongoing commitment.” (Krane, 2019b, p. 247).

Another misconception addressed by Crossway et al. (2019) is that LGBTQ+ patients do not face discrimination in accessing health care resources, meaning that health disparities for these individuals are not prevalent. Health disparities are the increased prevalence of illness, injury, disability or morbidity, experienced by a specific population compared to other populations (Harriell, 2020; Volberding, 2017). 29% of LGB and 73% transgender patients said that a physician or other health care providers refused to treat them due to their gender identity (Crossway et al., 2019). Transgender patients have a significant number of concerns associated with quality healthcare (Volberding, 2017). Sturtevant (2020) reports a large portion of LGBTQ population have endured negative experiences, such as disrespectful treatment from staff, denial of care, harsh language, and been told their sexual orientation is an illness. 29% of transgender patients were refused care by their healthcare provide and 23% avoided or postponed their medical care. LGBTQ+ youth are 66% more likely to commit suicide, develop increase risk of homelessness, and be bullied compared to heterosexual youth (Sturtevant, 2020). If the culture and climate in the athletic training facility is negative towards LGBTQ+ adolescents, those athletes may feel discouraged into being inactive causing an increase in medical disparities. In 2020, the Human Rights Campaign updated its Healthcare Equality Index (HEI) that evaluates

healthcare facilities' policies and practices related to the equity and inclusion of their LGBTQ patients, visitors, and employees (Human Rights Campaign, 2020).

The HEI focuses on moving LGBTQ Healthcare equality forward. An area the Index includes is improving care and support for LGBTQ patients. 75% of participating facilities have an internal committee focused on LGBTQ patient care issues. 53% of participating facilities have policies that specifically outline procedures to ensure appropriate and welcoming interactions with transgender patients. 87% of participating facilities collect patient gender identity data in their electronic health record. 90% of participating facilities have gender-neutral restrooms in their facility or have clearly posted signage that allows individuals to use the restrooms that align with their gender identity. 80% of participating facilities offer transition-related healthcare coverage. 53% of participating facilities have an officially recognized LGBTQ employee resource group. 50% of participating facilities have written gender transition guidelines documenting supportive policies and practices on issues pertinent to a workplace gender transition (Human Rights Campaign, 2020). The information collected from the HEI brings awareness to ATs and health care professionals on the facilities they are treating their patients. The HEI helps address health disparities and issues for LGBTQ+ individuals. All this information can be taken by the ATs and healthcare professionals to create a more favorable climate.

Another misconception addressed by Crossway et al. (2019) is that health care providers receive formal training about the needs of LGBTQ+ patients. Crossway (2019) reported that during the four years of a medical evaluation only five hours are set for LGBTQ+ related content. Most ATs do not receive formal training and learn through resources, personal experiences from friends or family who identify as being LGBTQ+, or social media (Walen et

al., 2020). The U.S. Department of Health and Human Services recommend training for health care professionals to improve culturally competent care for all patients (Crossway et al., 2019). A lack of experience or formal training can lead to unhelpful, uncomfortable, or hostile treatment experiences for the patient (Nye et al., 2019). To partially rectify this concern, there are easily accessible resources specifically developed for ATs through the NATA and the NCAA. These organizations have LGBTQ focused resources for developing advanced awareness and inclusion initiatives within the AT profession (NCAA, LGBTQ Resources, 2018; Resources NATA, 2021). A list of NATA and NCAA resources is provided in Appendix A and Appendix B. Resources provided by the NATA and the NCAA contain information that can lead to education, change proposals, and knowledge to increase change or awareness.

Another misconception addressed by Crossway et al. (2019) is that school and organizational policies and laws protect all athletes, including LGBTQ+ athletes. There is no universal protection for LGBTQ+ patients but some institutions implement campus policies that protect LGBTQ+ student-athletes. Due to no universal protections Nye and colleagues (2019) agreed that fear of discrimination caused athletes at various institutions to remain quiet about their sexuality. Kosciw and colleagues (2019) reported some high schools adopt and implement comprehensive anti-bullying/anti-harassment policies that specifically mention sexual orientation, gender identity, and gender expression. According to Nye and Colleagues (2019), most athletic trainers hold positive views of LGBTQ+ student-athletes but prejudice and discrimination still exist, even when inclusive policies were put in place. Research supports that more education and policies that extend into the realm of health care for LGBTQ student-athletes are necessary (Maurer-Starks et al.,2008; Nye et al., 2019).

Another myth addressed by Crossway et al. (2019) is that LGBTQ+ athletes are easy to identify because of their mannerisms and characteristics. Maintaining a student-athlete identity may be an issue when the sports culture is largely heteronormative. In a heteronormative culture, the social norm is that athletes need to be athletic, show masculine characteristics, and present limited feminine characteristics (DeFoor et al., 2018). Men and women face two different stereotypes based on expectations about masculinity and femininity. Masculine characteristics include being aggression, stoic, and competitive. Feminine characteristics include being nurturing, caring, and passivity (Kaurer & Rauscher, 2019b). Men and women are expected to act in ways that conforms society's expectations for their sex. It is assumed that female athletes who are perceived masculine or male athletes who are perceived feminine are an LGBTQ+ individual. In this incidence sexual orientation is being conflated with appearance (Edgerton, 2018).

A final misconception addressed by Crossway et al. (2019) is that gender-neutral facilities are a threat to safety and order for heterosexual individuals. Gender-neutral facilities (gender inclusive or unisex spaces) include places such as restrooms and/or locker rooms (Crossway et al., 2019; Semerjian, 2019). Gender-neutral facilities can provide a safe space for all individuals. Not having a gender-neutral space for everyone can be perceived as threatening by any individuals who need or prefer that space. Gender-neutral facilities can create safe spaces for the athletes which ATs and health care professionals are responsible. "Often seen as an accommodation for trans individuals but can also create isolation and highlighted differences" (Semerjian, 2019, p. 154). Not adhering to creating a safe environment creates an unwelcoming, non-inclusive, and hostile environment (Crossway et al., 2019; Harriell, 2020). Addressing prejudice in the locker room and the practice setting can help break barriers of discrimination for

student-athletes. No overreaching policies exist regarding discrimination in the athletic training facility specifically for the locker-room or practice setting (Nye et al., 2019).

Advocacy for LGBTQ+ Individuals

Ways to promote advocacy to LGBTQ+ patients include understanding appropriate terminology, having safe space areas, undergoing safe space training, eliminating gender stereotypes, and forming open communication (Edgerton, 2018; Harriell, 2018). The athletic training facility can be a safe place if the ATs creates that environment. Ways to improve the workspace include having open communication with healthcare professionals and their patients or communicating with administration about LGBTQ+ anti-discrimination policies (Edgerton, 2018). Voldberg (2017) states that examining oneself through reflective practice is one way to check a professional's bias. It is important to discuss intolerable environments, myths, and misconceptions that do not support positive physical and mental health for all patients (Maurer-Starks et al., 2008). The discussion of the environment, myths, and misconceptions help improve this area and educate healthcare individuals in these areas.

NATA Code of Ethics and Resources for ATs when working with LGBTQ+

Athletic trainers are supposed to follow a code of ethics, practice standards, and code of professional responsibilities. The practice standards and professional responsibilities are set by the Board of Certification (BOC) and the code of ethics is set by the NATA (Cartwright et al., 2020, p.1). The BOC and the NATA communicate to provide ATs appropriate resources. Both codes have the same first two principles. Section 1.1 of the NATA Code of Ethics states that the "AT or applicant [must] render quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, or any other characteristics protected by law" (Cartwright et al., 2020). The athletic trainer should always act and practice with compassion. Additionally,

section 1.2 of the NATA Code of Ethics, states that it is also “the responsibility of the AT to protect the patient from undue harm and act always in the patient’s best interests while being an advocate for the patient’s welfare” (Cartwright et al., 2020). Both standards address that no matter who the patient is, the AT must leave their personal beliefs behind to provide their patients the best care.

The purpose of this research is to assess collegiate ATs perceptions of the sport climate for LGBTQ+ athletes. The NATA can use this information to improve educational materials or identify where improved inclusion outreach is needed within the climate of athletic training. The following research questions have been developed:

- (a) How do ATs perceive the climate of collegiate sport for LGBTQ+ student-athletes?
- (b) What are the collegiate ATs’ perceptions of the athletic department university/college policy, procedures, and actions regarding treatment of LGBTQ+ people?

Method

Participants

The participants in this study were 96 certified athletic trainers (ATCs) in the collegiate setting. Table 1 shows the demographic information collected from participants. Criteria for participation were that the participants be 18 years of age or older, be ATCs (defined as a professional who holds an athletic training certification from the BOC, a member of the NATA), and work in the collegiate setting.

Instrument

The Campus Climate survey was adapted from the tool created by Rankin (2012), to assess the sport climate of college/universities for LGBTQ+ people (see Appendix C). The original survey had 35 questions and space for commentary from the respondents (Rankin, 2012). I adapted the original assessment by changing questions to fit the athletic training facility

and the practice settings, and to examine the athletic policies. Rankin's (2012) research used the terminology from the time she completed her research (i.e., LGBT), I did not modify that terminology. The survey used in this study had 62-items across three sections which were demographics, the climate, and policy and procedures. Important terms were defined in the questionnaire so all participants would interpret them in the same manner. The following operational definitions were provided for participants:

“Harassment is conduct that has interfered unreasonably with your ability to work or learn on this campus or has created an offensive, hostile, intimidating working or learning environment” (Rankin, 2012, p.48).

Ally is a straight and cisgender (identity and gender correspond with birth sex) people who support, respect, and advocate for social justice for LGBT+ people and their communities (Krane, 2019, p. 239).

Discrimination refers to a prejudicial bias (Rankin, 2012, p.48).

The first section of the survey assessed the demographics of the ATCs. The demographic information obtained included gender, sex assigned at birth, sexual orientation, age, full-time or part-time ATC, mentoring athletic training students, racial/ethnic group with which they identify, knowing or being part of the LGBT community, being an ally, and the sport(s) they cover for athletic training. Mentoring athletic training students refers to which ATCs are a preceptor to future ATCs. Knowing or being part of the LGBT community refers to if the individual themselves, friends, family, or both friend(s) and family member(s) identify as LGBTQ+. Being an ally refers to the ATC preference as being supportive and advocating for the LGBTQ+ community.

Table 1

Demographic Characteristics of ATs

Demographic Question	Percentage (N)
Gender	
Female	65% (56)
Male	35% (30)
Sexual Orientation	
Heterosexual	76% (65)
Bisexual	14% (12)
Lesbian	5% (4)
Pansexual	2% (2)
Asexual	2% (2)
Unsure of identity	1% (1)
Age Range Reported	
22 years of age and under	1% (1)
23 years to 32 years of age	71% (61)
33 to 42 years of age	27% (23)
43 to 52 years of age	1% (1)
Employment	
Full Time	99% (85)
Part Time	1% (1)
Preceptor Status	
Preceptors	58% (50)
Non-preceptors	42% (36)
Racial/Ethnic Identity	
White Caucasian	82% (72)
African American/Black	7% (6)
Chicano(a)/Latino(a)/Hispanic	5% (4)

Asian/Pacific Islander	4% (3)
Middle Eastern	1% (1)
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Friends or Family in the LGBT Community	
Friends	55% (47)
Family Member	1% (1)
Both	44% (38)
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Ally to LGBT	
Ally	91% (78)
Unsure	6% (5)
Not an Ally	4% (3)
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Sports Overseen by AT	
Men's Basketball	34% (29)
Women's Basketball	31% (27)
Baseball	16% (14)
Softball	29% (25)
Cross Country	27% (23)
Track and Field	28% (24)
Men's Golf	9% (8)
Women's Golf	12% (10)
Tennis	14% (12)
Ice Hockey	7% (6)
Men's Soccer	20% (17)
Women's Soccer	24% (21)
Football	20% (17)
Gymnastics	1% (1)
Swim and Dive	20% (17)
Volleyball	33% (28)
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Other Sports	
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Women's Lacrosse, Men's Lacrosse, Field Hockey, Combination of 35%
Cheer and Dance Team, High School Sports, Men's
and Women's Wrestling, Water Polo, Bowling,
Squash, Equestrian, Rowing, and Fencing

The second section addressed ATCs perceptions of the climate surrounding athletics in the college/university setting. These questions focused on harassment of LGBTQ+ people in the athletic training facility and during athletic practices. The beginning of this section starts with the definition of harassment. Participants responded to each question on a Likert scale of 1 through 5, where 1 = very unlikely and 5 = very likely. At the end of the second section, the ATCs were asked "If you would like to offer your own suggestions on how harassments of LGBT athletes in the athletic training facility and practices, please use the space below or write your comments here. Thank you."

The third section of the survey focused ATCs perceptions about the action, policies, initiatives, and concerns the university/college, athletic training facility, and athletic department are addressing. This section began with the definition of harassment and discrimination. Participants responded to each question on a Likert scale of 1 through 5, where 1 = strongly agreeing and 5 = strongly disagreeing. These questions were followed by the open-ended question: "This survey has raised a large number of issues. If you would like to offer your own suggestions on how to be inclusive of LGBT athletes in the athletic training facility and practices, please use the space below or write your comments here. Thank you." (Rankin, 2012).

Procedure

The NATA Research Study Service helped administer this survey by providing data collection, including contacting and reminding subjects to complete the survey. Using the NATA

Research Survey Service, 1,000 emails were sent to possible ATCs participants. The invitation e-mail asked potential participants if they would like to participate in my master's project research study exploring the climate for lesbian, gay male, bisexual, and transgender athletes in collegiate athletic training facilities. Participants were informed that participation would take no longer than 15 minutes. Once the survey was completed, it was recommended that the participant clear their browser history. All participation was completely voluntary. Participants were able to skip any questions they did not want to answer. They were also able to withdraw their consent at any time or end participation.

When participants received the recruitment email, they were given access to the survey via an electronic link using Qualtrics software. A reminder email was sent after four weeks and the survey closed after five weeks. If the ATC wanted to participate, they followed the link provided in the invitation and proceeded to the survey. The first page of the survey presented the informed consent form. After reading it, participants gave their consent by clicking the "I agree" option, which took them to the next page with the survey. All information was anonymous, and researchers had no way of identifying participants or the institution where they currently work unless participants gave information on the institution. The Bowling Green State University's Institutional Review Board approved this study.

Data Analysis

Means and standard deviations were computed for all item on the survey, see Appendixes D, E, and F. Means between respondent groups were analyzed using independent-samples t-test. Independent variables for t-tests were gender (sex assigned at birth), sexual orientation, and the ATCs perception if they consider themselves an ally or not/unsure. A Cronbach's Coefficient Alpha with Item-Analysis was used to determine internal consistency reliability of survey tool.

An *a priori* alpha level of $p \leq 0.05$ was applied to all data to determine significant differences. All data analyses were completed using SPSS (version 27; IBM Corporation). For each open-ended response researcher looked for similarities within answers. The comparison between answers was then transformed into different themes. Both open-ended response areas were combined to create one large open-ended response.

Results

A thousand emails were sent out to possible participants. 86 responses were usable (8.6% response rate). In the perception of the athletic climate, only 83 responses were able to be analyzed. In the athletic response section, only 72 responses were able to be analyzed. The Cronbach's Coefficient Alpha score was $\alpha = 0.931$, and the item analysis ranged from $\alpha = 0.927$ - 0.935 , indicating strong internal consistency-reliability. The open-ended responses are reported in the Appendix G.

Gender Comparisons

Differences were noted between male and female ATCs in three items. In all cases females reported higher mean values than males. Female ATCs reported believing that "gay men are harassed in the practice or team situations due to their sexual orientation" more than male ATCs, $M = 2.78 \pm 1.160$ to $M = 2.48 \pm 0.871$, $p = 0.031$, respectively). Female ATCs reported believing that "my athletes have confided in me about their sexual orientation or gender identity" more than male ATCs, $M = 3.85 \pm 0.979$ to $M = 2.93 \pm 1.280$, $p = 0.013$, respectively). Female ATCs reported "my athletes are open about their sexual orientation or gender identity with athletic team and sports staff (athletic trainers and coaches)" more than male ATCs $M = 3.74 \pm 0.782$ to $M = 3.45 \pm 1.021$, $p = 0.034$, respectively).

Sexual Orientation Comparisons

Differences were noted between ATCs who identify as heterosexual and ATCs who identify as sexual minorities in seven items. In all cases ATCs who identify as heterosexual reported lower mean values than ATCs who identify as sexual minorities. ATCs who identified as heterosexual reported believing “my athletes have confided in me about their sexual orientation or gender identity” less than ATCs who identify as sexual minorities, ($M=3.35\pm 1.202$ to $M=4.05\pm 0.921$, $p=0.013$, respectively). ATCs who identified as heterosexual reported believing “my athletes are open about their sexual orientation or gender identity with athletic team and sports staff (athletic trainers and coaches)” less than ATCs who identify as sexual minorities, ($M=3.56\pm 0.952$ to $M=3.86\pm 0.573$, $p=0.005$, respectively). ATCs who identified as heterosexual reported believing “the climate of the athletic training facility where I work is accepting of LGBT persons” less than ATCs who identified as sexual minorities ($M=1.67\pm 0.683$ to $M=1.76\pm 0.995$, $p=0.049$, respectively). ATCs who identified as heterosexual reported believing “on a scale from (accessible) 0-10 (inaccessible), and please rate the climate of the athletic training facility in general using the following scale” less than ATCs who identified as sexual minorities ($M=2.27\pm 2.327$ to $M=2.76\pm 2.364$, $p=0.006$, respectively). ATCs who identified as heterosexual reported believing “on a scale from (non-racist) 0-10 (racist), and please rate the climate of the athletic training facility in general using the following scale” less than ATCs who identified as sexual minorities ($M=1.45\pm 1.527$ to $M=1.90\pm 2.385$, $p=0.031$, respectively). ATCs who identified as heterosexual reported believing “on a scale from (non-sexist) 0-10 (sexist) please rate the climate of the athletic training facility in general using the following scale” less than ATCs who identified as sexual minorities ($M=2.10\pm 2.022$ to $M=2.33\pm 2.671$, $p=0.001$, respectively). ATCs who identified as heterosexual reported believing “on a scale from (competitive) 0-10 (uncompetitive), please rate the climate during practice in

general using the following scale” less than ACTs who identified as sexual minorities (M=1.53±1.826 to M=3.14±2.594, p=0.04, respectively).

Ally vs. Not Ally/Unsure Comparisons

Differences were noted between ATCs who identified as an ally and ATCs who did not identify as an ally/unsure in four areas. In all cases ATCs who did not identify as an ally/unsure reported lower means values than ATCs who identified as an ally. ATCs who did not identify as an ally/unsure reported believing “the college/university thoroughly addresses campus issues related to sexual orientation and gender identity” less than ATCs who identified as an ally. (M=2.00±0.000 to M=2.48±1.092, p=0.002, respectively). ATCs who did not identify as an ally/unsure reported believing “on a scale from (competitive) 0-10 (uncompetitive), and please rate the climate of the athletic training facility in general using the following scale” less than ATCs who identified as an ally (M= 1.66±1.919 to M=4.60±0.548, p=0.019, respectively). ATCs who did not identify as ally/unsure reported believing “on a scale from (competitive) 0-10 (uncompetitive), please rate the climate during practice in general using the following scale” less than ATCs who identified as ally (M=3.60±3.507 to M=2.24±1.652 p=0.41, respectively). ATCs who did not identify as an ally/unsure reported believing “on a scale from (cooperative) 0-10 (uncooperative), please rate the climate during practice in general using the following scale” less than ATCs who identified as an ally (M=3.40±3.310 to M=2.36±1.912, p=0.005, respectively).

ATCs Open-ended Responses

Open-ended responses can be found in Appendix G. Three themes emerged from open-ended response with 21 responses by ATCs participants. The first theme was concerns ATCs had about harassment and how to address those concerns with 13 responses. The second theme was

LGBTQ+ advocacy and ways to improve athletic climate with 4 responses. The last theme was ATCs confusion on questions asked with 4 responses.

Discussion

The study's purpose is to develop examined the following research questions: (a) How do ATs perceive the climate of collegiate sport for LGBTQ+ student-athletes? (b) What are the collegiate ATs' perceptions of the athletic department university/college policy, procedures, and actions regarding treatment of LGBTQ+ people? The climate of sports has historically been heteronormative, promoting more masculine culture and behaviors toward non-heterosexuals (Maurer-Starks et al., 2008; DeFoor et al., 2018). Answers reported depended on ATCs gender, sexual orientation, and if they identified as an ally or not. Females generally reported more positive climate outcomes than males. Heterosexual ATCs reported more positive climate outcomes compared to ATCs who identify as LGBTQ+. ATCs who identified as an ally reported more positive policy perceptions and climate compared to ATCs who did not identify as an ally or were unsure.

Gender and Perceptions of ATCs

Males ATCs perceived that gay men were less likely to be harassed in the athletic training facility than in the sports climate. Female ATCs perceived that LGBT student-athletes were not likely harassed in the athletic training facility than in sports settings. Male and female ATCs agreed that gay men were less likely to be harassed in the athletic training facility. Ensign and colleagues (2011) and Nye et al. (2019) reported that male ATCs had more negative attitudes toward LGB student-athletes than females. Male ATCs perceived that their athletes concealed their sexual orientation than female ATCs who perceived higher comfort from their student-athletes. Both female and male ATCs perceived the practice climate as respectful compared to

the athletic training facility. The athletic training facility room acts as a “buffer zone” for athletes (DeFoor et al., 2018). In this neutral space, ATCs perceive that harassment or hostile behaviors do generally not happen in this “buffer zone.”

Sexual Orientation and ATCs Perceptions

ATCs who identify in a sexual minority had a higher rating than the ATCs identified as heterosexual. ATCs who identified in sexual minority perceived that their student-athletes were more likely to confide in them about their sexual identity and be open about their sexual identity than ATCs who identified as heterosexual. Individuals with similar experiences bond and feel more comfortable with those individuals (Crossway et al., 2019; Edgerton, 2018). ATCs identified in a sexual minority perceived that the climate was less accepting than the ATCs that identified as heterosexual. ATCs who identified in a sexual minority perceived the practice setting’s climate as more inaccessible, racist, and uncompetitive. No known athletic training studies compared individuals who identify as sexual minorities and heterosexual identity. The likelihood of harassment is perceived more significant in LGBT students compared to heterosexual individuals. LGBT student perception of harassment could be from not being supported or being comfortable in their environment (DeFoor et al., 2018). Heterosexuals are 30% more likely to report positive experiences than their LGBT students (Rankin, 2012). The researcher can assume ATCs who identify as sexual minorities compared to the ATCs who identify as heterosexual have undergone different experiences to influence their perceptions.

Perceptions of ATCs Allies versus Non-allies/Unsure

ATCs that identified as being an ally for LGBT individuals perceived that the college/university was more likely to address issues related to sexual identity than individuals who did not identify as an ally. ATCs that identified as an ally perceived the climate as

uncompetitive, commutative, and uncooperative than ATCs that did not identify as an ally.

Ensign and colleagues (2011) and Nye et al. (2019) reported that ATCs with friends or family in the LGB community held positive attitudes more than ATCs with no friends or family.

Individuals who have a background with LGBTQ+ information are more likely to hold positive attitudes and advocate for those individuals (Maurer-Starks et al., 2008).

Open-ended Responses created by ATCs Participates

In the ATCs open-ended responses, they talked about how harassment can be observed in different forms of harassment. ATCs reported that different forms of harassment depended on the institution and/or administration. Some ATCs reported that harassment reflects on the ATCs and what they tolerate. One ATC responded that it is more socially acceptable to be a lesbian in a women's program compared to being a gay man in a male's program. The ATCs identified sources such as LGBTQ safe zone training, having signs for safe zones, become apart of the NCAA OneTeam program, and educating individuals on LGBTQ+ needs/concerns. LGBTQ safe zone training is a "diversity training program intended to educate participants on advocacy for LGBTQ+ community" (Lopez, 2019). Safe zone training promotes understanding, support, and inclusivity through education, conversations, and activities to better assist LGBTQ+ individuals (Lopez, 2019). OneTeam Program helps Division III schools become effective allies (NCAA, LGBTQ Resources, 2018).

Limitations and Future Research

The study was conducted on the athletic training facility's climate, which has not been examined for LGBTQ+ student-athletes in the collegiate setting. There are some limitations to the study conducted. The limitations are based on self-perception, responses based on respondents' accurate memory, and the number of participants. Self-perception can be biased

based on individuals' experiences. Individuals may have preconceived notions and may not have accurate memories of their experiences. An individual's perception may be skewed toward only positive memories. Another limitation is that there were more female participants compared to male participants that may skewed the perceptions of male for LGBTQ+ individuals.

Future research should focus on improving the Campus Climate survey (Rankin, 2012) survey used, update terminology, and validate the findings if LGBTQ+ student-athletes experience more "trouble" with their team or sport setting compared to the athletic training facility. Rankin created the Campus Climate Survey in 2012; some questions or prompts confused some ATs participates. Each section should be updated with clarified prompts. Language about the LGBTQ+ community is fluid and changes often. When using this survey, it is important to update the language and use contemporary terminology. The Campus Climate survey needs to be validated by LGBTQ+ student-athletes to see if the athlete's perceptions or views are consistent with the views of the ATs providing these athletes medical services.

Conclusion

In conclusion, the athletic training climate is an area that needs more research regarding athletic trainers' perceptions about LGBTQ+ student-athletes and their care. The Campus Climate survey provides a step into the right direction to assess overall climate for LGBTQ+ individuals. ATCs responses in the survey varied based on gender, sexual orientation, and allyship. The climate in the athletic training facility is perceived to be more positive compared to team climates. It is the responsibility of all college/universities administrators to openly communicate inclusion policy and procedures for LGBTQ+ individuals including the athletic training facility.

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Appendix A

NATA LGBTQ+ Resources (modified from NATA, 2021)

“Developing resources to advance awareness

NATA offers several resources related to inclusion that are dedicated to advancing inclusion initiatives within the profession.

Safe Space Ally Training for Athletic Trainers

NATA has developed a Safe Space Ally Training presentation for athletic trainers and athletic training students. Upcoming presentations are listed below.

LGBTQ+ Award for Inclusive Excellence

Lists the award winners and what the award of inclusive entails” (Resources NATA, 2021)

Resources

All Resources listed on the website have descriptions of what the resources entail.

- LGBTQ+ 101
 - Incoming Chair Answers Questions Related to LGBTQ+ Issues
 - LGBTQ+ Myths and Misconceptions
 - LGBTQ+ Terminology 101
 - PFLAG: Loving Families
- Cultural Competence in Health Care
 - The Impact of Health Care Discrimination on the LGBTQ+ Population (June 2020, PDF)
 - LGBTQ+ Healthcare Discrimination Infographic
 - Patient-Centered Inclusion: A Self-Reflection
 - Patient Values: Treating the Whole Patient

- Teaching, Learning Cultural Competency
- Understanding Implicit Bias in Health Care
- Why Patient Values Matter in Clinical Decision Making
- Why Words Matter
- LGBTQ+ Allyship
 - AT's Role in Stopping LGBTQ+ Bullying
 - Providing Care at AIDS/Lifecycle
 - Advocacy for the LGBTQ+ Community
 - Advocating for Athletic Trainers and Patients in the LGBTQ+ Community: The AT Tapes Episode 006
 - How to Be An Ally Infographic (pdf)
 - Incorporating Safe Zone Training into the Athletic Training Curriculum
 - LGBTQ+ Harassment: Are you IN or are you OUT? (on-demand webinar)
- Inclusivity in Healthcare
 - Documentation Considerations for the LGBTQ+ Community
 - Apps for Mental Health
 - Minority Stress and LGBTQ+ Patients' Mental Health
 - Athletic Trainers' Attitudes Toward Lesbian, Gay, and Bisexual National Collegiate Athletic Association Student Athletes
 - Development of an Instrument to Assess Athletic Trainers' Attitudes Toward Transgender Patients
 - Human Rights Campaign (HRC) Health Equity Index
 - Inclusive Facility Checklist

- Lesbian, Gay, Bisexual, Transgender, and Queer Concerns in the Collegiate and University Settings: Part II. Athletic Trainer's Perceptions About Lesbian, Gay, Bisexual, Transgender, and Queer Patients
- Managing Heteronormativity and Homonegativity in Athletic Training
- Inclusivity in Athletics
 - Fighting Discrimination and Harassment for LGBTQ+ ATS
 - Experiences with Workplace Bullying Among Athletic Trainers in the Collegiate Setting
- Inclusivity in Education
 - Gay, Lesbian, Straight Education Network (GLSEN)
 - National Education Association (NEA) LGBTQ Resource 2015
- Policy and Documentation Samples
 - Diversity and Inclusion Sample Policy (PDF)
 - LGBT Sports Foundation Transgender-Inclusive Model High School Policy (pdf)
- Treating Transgender Student Athletes
 - Considerations for Developing a Transgender Policy (Summer 2020, pdf)
 - Caring for a Transgender Patient (June 2020)
 - Transgender policy Development (June 2020)
 - Transgender Healthcare: Ethical and Legal Considerations for ATs (June 2020)
 - 2011 NCAA Handbook on Inclusion of Transgender Student-Athletes
 - Considerations for Transgender Athletes
 - Helping ATs Help Transgender Students
 - Helping Secondary Schools ATs Help Transgender Athletes

- NCAA LGBTQ+ Resources
- NFHS: Transgender Students: Participation in School Sports, Access to Facilities
and NFHS: Developing Policies for Transgender Students on High School Teams

Appendix B

NCAA LGBTQ+ Resources (modified from NCAA, 2018)

The website begins with the NCAA Inclusion Initiative Framework:

“As a core value, the NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning environment for all student-athletes, and enhances excellence within the Association (NCAA, LGBTQ+ Resources, 2018).”

“The NCAA will provide or enable programming and education which sustains foundations of a diverse and inclusive culture across dimensions of diversity including, but not limited to age, race, sex, class, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation, and work experiences. Programming and education will also strive to support equitable laws and practices, increase opportunities for individuals from historically underrepresented groups to participate in intercollegiate athletics at all levels, and enhance hiring practices for all athletics personnel to facilitate more inclusive leadership in intercollegiate athletics (NCAA, LGBTQ+ Resources, 2018).”

- NCAA LGBTQ subcommittee Statement Supporting Student-athletes
- NCAA releases comprehensive LGBTQ resource-Champions of Respect
 - Full resource
 - Best Practice recommendations from Champions of Respect
 - LGBTQ Terminology

- LGBTQ Organizational Resources
- Order Safe Zone Ally stickers and magnets
- Student-athlete Campus Climate Survey report-Center for the Study of Higher Education, PSU
- NCAA develops transgender student-athlete participation resources
 - Best practices: NCAA Inclusion of Transgender Student-Athletes Best Practices
 - Instructional video by Dr. Betsy Crane, Widener
 - Transgender Workshop PowerPoint
- 2013 Dept of Justice/Ed settlement transgender student discrimination
- Positive Recruiting Resources-find articles and resources to help discuss ethical recruiting
- NCAA Diversity Education (Diversity Training Workshops)
- Articles of Interest:
 - NFL Prospect Michael Sam Comes Out
 - “On the Team: Equal Opportunities for Transgender Student Athletes,” released on October 4, 2010

Organizations

- Video awareness projects:
 - You Can Play
 - It Gets Better
- Office for Civil Rights Guidance on Bullying and Harassment, 2010
- National Center for Lesbian Rights

- Go! Generations Out Athletes-LGBTQA outreach, support and advocacy organization for student-athletes
- Athlete Ally
- American College Personnel Association (ACPA)
- Brache the Silence
- GLAAD
- GLSEN-The gay, Lesbian and Straight Education Network
- GLSEN's research brief, the Experiences of LGBT Students in School Athletics, is an in-depth look at the experiences of LGBT student athletes, using data from GLSEN's 2011 National School Climate Survey. The survey included responses from 8,584 secondary school students between the ages of 13 and 20. Respondents were from all 50 states and the District of Columbia and from 3,224 unique school district
- Federation of Gay Games
- Women's Sports Foundation
- APA Policy Statement: Transgender, Gender Identity, & Gender Expression Non-Discrimination

Articles of Interest

- Interviewing Gay Candidates
- Inside Higher Ed-Accommodating trans student
- Out College Basketball Player Happy Being Just One of the Guys
- Robbie Rogers, Jason & Gay Athletes: Plenty of History Still to be Made
- Coming Out Kicking-Openly gay football player at MTSU
- Campus Pride's 2018 Best of the Best LGBTQ-Friendly Colleges & Universities

- GLSEN Launches Changing the Game: The GLSEN Sports Project to Address LGBT issues K-12 Sports
- Pat Griffin's LGBT Sports Blog
- Asking More Than Male or Female, Inside Higher Ed, August 12, 2010
- NASPA Knowledge Community
- Huffington Post
- Change Candidates: As some young athletes wrestle with gender identity, athletics policymakers are preparing for a sexual evolution
- Pilgrim, Jill; Martin, David & Binder, Will, "Far from the Finish Line: Transsexualism Athletic Competition" Fordham Media and Entertainment Law Journal, April 23, 2003

Research

- Tucker Center, University of Minnesota
- Penn State Center for the Study of Higher Education

Appendix C

Modified Campus Climate Survey

1. Demographics

- a. What is your gender?
- b. Sex assigned at birth?
 - i. Female
 - ii. Male
- c. What is your sexual orientation?
- d. What is your sexual identity?
 - i. Bisexual
 - ii. Gay
 - iii. Lesbian
 - iv. Heterosexual
 - v. Pansexual
 - vi. Asexual
 - vii. Uncertain
- e. What is your age?
 - i. 22 and under
 - ii. 23-32
 - iii. 33-42
 - iv. 43-52
 - v. 53 and over
- f. Are you full-time or part-time?
 - i. Full-time

- ii. Part-time
- g. Do you serve as a preceptor for athletic training students?
 - i. Yes
 - ii. No
- h. With what racial/ethnic group do you identify? (if multiple, please mark all that apply.)
 - i. African American/Black
 - ii. Asian/Pacific Islander
 - iii. Middle Eastern
 - iv. American Indian/Alaskan Native
 - v. Chicano/Latino/Hispanic
 - vi. White/Caucasian
- i. Do you have friends or family in the LGBT community?
 - i. Friend(s)
 - ii. Family member(s)
 - iii. Both
- j. Do you consider yourself an ally to LGBT? (Ally- straight and cisgender people who support, respect, and advocate for social justice for LGBT people and their communities (Krane, 2019))
 - i. Yes
 - ii. No
 - iii. Unsure
- k. What sports do you over see? (Please mark all that apply)

- i. Men's Basketball
- ii. Women's Basketball
- iii. Baseball
- iv. Softball
- v. Cross Country
- vi. Track & Field
- vii. Men's Golf
- viii. Women's Golf
- ix. Tennis
- x. Ice Hockey
- xi. Men's Soccer
- xii. Women's Soccer
- xiii. Football
- xiv. Gymnastics
- xv. Swim and Dive
- xvi. Volleyball
- xvii. Other

1. If answered other for you over see. (Please list)

2. The Climate

The following questions are asking about harassment. Harassment refers to conduct that has interfered unreasonably with your ability to work or learn on this campus or has created an offensive, hostile, intimidating working or learning environment.

- a. Gay men are harassed in the **athletic training facility** due to their sexual orientation/gender identity.
 - i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- b. Gay men are harassed in **practice or team situations** due to their sexual orientation/gender identity.
 - i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- c. Lesbians are harassed in the **athletic training facility** due to their sexual orientation/gender identity
 - i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- d. Lesbians are harassed in **practice or team situations** due to their sexual orientation/gender identity.

- i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- e. Bisexual persons are harassed in **the athletic training facility** due to their sexual orientation/gender identity.
 - i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- f. Bisexual persons are harassed in **practice or team situations** due to their sexual orientation/gender identity.
 - i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- g. Transgender persons are harassed in the **athletic training facility** due to their gender identity
 - i. Very unlikely
 - ii. Unlikely

- iii. Uncertain
 - iv. Likely
 - v. Very likely
- h. Transgender persons are harassed in **practice or team situations** due to their gender identity.
- i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- i. I fear for my athlete's physical safety because of their sexual orientation or gender identity
- i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- j. My athletes have confided in me about their sexual orientation or gender identity
- i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely

- k. My athletes are open about their sexual orientation or gender identity with athletic team and sports staff (athletic trainers and coaches).
- i. Very unlikely
 - ii. Unlikely
 - iii. Uncertain
 - iv. Likely
 - v. Very likely
- l. If you would like to offer your own suggestions on how harassment of LGBT athletes in the athletic training facility and practices, please use the space below or write your comments here. Thank you.

3. Policy and Procedures

The following questions are asking about policy and procedures in athletics. More questions will be based on the climate of the athletics. Harassment and discrimination will be used. Harassment refers to conduct that has interfered unreasonably with your ability to work or learn on this campus or has created an offensive, hostile, intimidating working or learning environment. Discrimination refers to a prejudicial bias.

- a. The **College/University** thoroughly addresses campus issues related to sexual orientation and gender identity
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree

- b. The **athletic training facility** has visible leadership from the athletic trainers regarding sexual orientation and gender identity issues in the clinic and during practice
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- c. The **athletic staff (Coaches, Athletic Director, and athletic trainers)** have communicated about issues related to athletes' sexual orientation and/or gender identity.
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- d. The **athletic training facility** has action steps in place to adequately protect LGBT athletes when they face discrimination.
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree

- e. The **athletic department** has action steps in place to adequately protect LGBT athletes when they face discrimination.
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- f. The **climate of the athletic training facility** where I work is accepting of LGBT persons
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- g. The **climate of practices** for the sports I provide athletic training coverage are accepting of LGBT persons
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- h. The **coaching staff and athletic director** I work with are accepting of LGBT persons

- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- i. The **College/University** provides visible resources on LGBT issues and concerns.
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- j. The **athletic training facility** has adapted the College/University resources on LGBT issues and concerns for our athletes.
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain
 - iv. Disagree
 - v. Strongly disagree
- k. The athletic staff (coaches, athletic director, and athletic trainers) has a rapid response system for incidents of **LGBT harassment**.
- i. Strongly agree
 - ii. Agree
 - iii. Uncertain

- iv. Disagree
- v. Strongly disagree

l. The athletic staff (coaches, athletic director, and athletic trainers) has a rapid response system for incidents of **LGBT discrimination**.

- i. Strongly agree
- ii. Agree
- iii. Uncertain
- iv. Disagree
- v. Strongly disagree

m. Please rate the climate of the **athletic training facility** in general using the following scale:

i. Friendly	1	2	3	4	5	Hostile
ii. Communicative	1	2	3	4	5	Reserved
iii. Concerned	1	2	3	4	5	Indifferent
iv. Respectful	1	2	3	4	5	Disrespectful
v. Cooperative	1	2	3	4	5	uncooperative
vi. Competitive	1	2	3	4	5	Noncompetitive
vii. Improving	1	2	3	4	5	Worsening
viii. Accessible to persons with disability						Inaccessible to persons with disability
	1	2	3	4	5	
ix. Non-racist	1	2	3	4	5	Racist
x. Non-sexist	1	2	3	4	5	Sexist

xi. Non-homophobic 1 2 3 4 5 Homophobic

n. Please rate the climate **during practice** in general using the following scale:

i. Friendly 1 2 3 4 5 Hostile

ii. Communicative 1 2 3 4 5 Reserved

iii. Concerned 1 2 3 4 5 Indifferent

iv. Respectful 1 2 3 4 5 Disrespectful

v. Cooperative 1 2 3 4 5 uncooperative

vi. Competitive 1 2 3 4 5 Noncompetitive

vii. Improving 1 2 3 4 5 Worsening

viii. Accessible to person's
with disability 1 2 3 4 5 Inaccessible to person's
with disability

ix. Non-racist 1 2 3 4 5 Racist

x. Non-sexist 1 2 3 4 5 Sexist

xi. Non-homophobic 1 2 3 4 5 Homophobic

Additional Information

This survey has raised a large number of issues. If you would like to offer your own suggestions on how be inclusive of LGBT athletes in the athletic training facility and practices, please use the space below or write your comments here. Thank you.

Appendix D

Table 2

Gender Differences in ATs Perceptions

Questions asked	Gender	Mean \pm Std. Deviation
Gay men are harassed in the practice or team situations due to their sexual orientation	Female	2.78\pm1.160
	Male	2.48\pm0.871
Gay men are harassed in the athletic training facility due to their sexual orientation	Female	1.94 \pm 1.071
	Male	2.10 \pm 1.012
Lesbians are harassed in the practice or team situations due to their sexual orientation	Female	2.17 \pm 1.077
	Male	2.07 \pm 0.961
Lesbians are harassed in the athletic training facility due to their sexual orientation	Female	1.81 \pm 0.973
	Male	1.97 \pm 0.981
Bisexual persons are harassed in the practice or team situations due to their sexual orientation	Female	2.41 \pm 1.055
	Male	2.28 \pm 0.960
Bisexual persons are harassed in the athletic training facility due to their sexual orientation	Female	1.81 \pm 0.892
	Male	2.00 \pm 0.886
Transgender persons are harassed in the practice or team situations due to their sexual orientation	Female	2.81 \pm 1.333
	Male	2.90 \pm 1.012
Transgender persons are harassed in the athletic training facility due to their sexual orientation	Female	2.19 \pm 1.183
	Male	2.28 \pm 1.032
I fear for my athlete's physical safety because of their sexual orientation or gender identity	Female	2.09 \pm 1.137
	Male	1.93 \pm 0.998
My athletes confided in me about their sexual orientation or gender identity	Female	3.85\pm0.979
	Male	2.93\pm1.280
My athletes are open about their sexual orientation or gender identity with athletic team and sports staff (athletic trainer and coaches)	Female	3.74\pm0.782
	Male	3.45\pm1.021

The College/University thoroughly addresses campus issues related to sexual orientation and gender identity	Female	2.48±1.031
	Male	2.38±1.135
The athletic training facility has visible leadership from the athletic trainers regarding sexual orientation and gender identity issues in the clinic and during practice	Female	2.46±1.031
	Male	2.10±1.096
The athletic staff (Coaches, Athletic Director, and athletic trainers) have communicated about issues related to athletes' sexual orientation and/or gender identity	Female	2.81±0.982
	Male	2.58±1.100
The climate of the athletic training facility where I work is accepting of LGBT persons	Female	1.67±0.808
	Male	1.75±0.737
The climate of the practices for the sports I provide athletic training coverage are accepting of LGBT persons	Female	1.90±0.805
	Male	2.38±0.970
The coaching staff and athletic director I work with are accepting of LGBT persons	Female	1.79±0.771
	Male	2.08±0.929
The College/University provides visible resources on LGBT issues and concerns	Female	2.23±0.994
	Male	2.25±0.989
The athletic training facility has adapted the College/University resources on LGBT issues and concerns for our athletes	Female	2.35±0.978
	Male	2.42±0.881
The athletic staff (coaches, athletic director, and athletic trainers) has a rapid responses system for incidents of LGBT harassment	Female	2.67±0.975
	Male	2.63±0.924
The athletic staff (coaches, athletic director, and athletic trainers) has a rapid responses system for incidents of LGBT discrimination	Female	2.63±0.959
	Male	2.67±0.917

On a scale from 0 (Friendly)-10 (Hostile): Please rate the climate of the athletic training facility in general using the following scale	Female	1.29±1.750
	Male	1.46±1.351
On a scale from 0 (Communitive)-10(Reserved): Please rate the climate of the athletic training facility in general using the following scale	Female	2.25±2.129
	Male	2.79±2.484
On a scale from 0(Concerned)-10 (Indifferent): Please rate the climate of the athletic training facility in general using the following scale	Female	2.88±2.247
	Male	3.58±2.145
On a scale from 0(Respectful)-10(Disrespectful): Please rate the climate of the athletic training facility in general using the following scale	Female	1.38±1.817
	Male	1.38±1.173
On a scale from 0(Cooperative)-10(Uncooperative): Please rate the climate of the athletic training facility in general using the following scale	Female	1.63±1.985
	Male	1.79±1.668
On a scale from 0(Competitive)-10(Uncompetitive): Please rate the climate of the athletic training facility in general using the following scale	Female	4.15±2.552
	Male	3.38±1.765
On a scale from 0(Improving)-10(Worsening): Please rate the climate of the athletic training facility in general using the following scale	Female	2.58±1.998
	Male	2.71±2.116
On a scale from 0(Accessible)-10(Inaccessible): Please rate the climate of the athletic training facility in general using the following scale	Female	2.31±2.317
	Male	2.63±2.203
On a scale from 0(Non-racist)-10(Racist): Please rate the climate of the athletic training facility in general using the following scale	Female	1.65±1.907
	Male	1.46±1.641

On a scale from 0(Non-sexist)-10(Sexist): Please rate the climate of the athletic training facility in general using the following scale	Female	2.29 \pm 2.315
	Male	1.92 \pm 2.020
On a scale from 0(Non-homophobic)-10(Homophobic): Please rate the climate of the athletic training facility in general using the following scale	Female	1.98 \pm 2.317
	Male	1.67 \pm 1.786
On a scale from 0 (Friendly)-10 (Hostile): Please rate the climate during practice in general using the following scale	Female	2.02 \pm 1.905
	Male	2.22 \pm 2.486
On a scale from 0 (Communitive)-10(Reserved): Please rate the climate during practice in general using the following scale	Female	2.38 \pm 1.721
	Male	2.00 \pm 1.694
On a scale from 0(Concerned)-10 (Indifferent): Please rate the climate during practice in general using the following scale	Female	3.40 \pm 2.018
	Male	3.54 \pm 2.322
On a scale from 0(Respectful)-10(Disrespectful): Please rate the climate during practice in general using the following scale	Female	2.35 \pm 1.707
	Male	2.58 \pm 2.535
On a scale from 0(Cooperative)-10(Uncooperative): Please rate the climate during practice in general using the following scale	Female	2.38 \pm 1.671
	Male	2.25 \pm 2.152
On a scale from 0(Competitive)-10(Uncompetitive): Please rate the climate during practice in general using the following scale	Female	2.06 \pm 2.168
	Male	1.88 \pm 2.271
On a scale from 0(Improving)-10(Worsening): Please rate the climate during practice in general using the following scale	Female	2.71 \pm 1.774
	Male	2.79 \pm 2.064
On a scale from 0(Accessible)-10(Inaccessible): Please rate the climate during practice in general using the following scale	Female	2.89 \pm 1.981
	Male	3.21 \pm 2.702

On a scale from 0(Non-racist)-10(Racist): Please rate the climate during practice in general using the following scale	Female	1.65±1.885
	Male	1.50±1.560
On a scale from 0(Non-sexist)-10(Sexist): Please rate the climate during practice in general using the following scale	Female	2.27±2.313
	Male	1.96±2.033
On a scale from 0(Non-homophobic)-10(Homophobic): Please rate the climate during practice in general using the following scale	Female	2.10±2.013
	Male	2.29±2.662

Appendix E

Table 3

Sexual Orientation Differences in ATs Perceptions

Question asked	Identity	Mean \pm Std. Deviation
Gay men are harassed in the practice or team situations due to their sexual orientation	Heterosexual	2.55 \pm 1.082
	Sexual Minorities	3.05 \pm 0.973
Gay men are harassed in the athletic training facility due to their sexual orientation	Heterosexual	1.90 \pm 1.036
	Sexual Minorities	2.29 \pm 1.056
Lesbians are harassed in the practice or team situations due to their sexual orientation	Heterosexual	1.77 \pm 0.931
	Sexual Minorities	2.14 \pm 1.062
Lesbians are harassed in the athletic training facility due to their sexual orientation	Heterosexual	2.06 \pm 0.990
	Sexual Minorities	2.33 \pm 1.155
Bisexual persons are harassed in the practice or team situations due to their sexual orientation	Heterosexual	1.81 \pm 0.846
	Sexual Minorities	2.10 \pm 0.995
Bisexual persons are harassed in the athletic training facility due to their sexual orientation	Heterosexual	2.29 \pm 1.014
	Sexual Minorities	2.57 \pm 1.028
Transgender persons are harassed in the practice or team situations due to their sexual orientation	Heterosexual	2.06 \pm 1.022
	Sexual Minorities	2.67 \pm 1.317
Transgender persons are harassed in the athletic training facility due to their sexual orientation	Heterosexual	2.76 \pm 1.197
	Sexual Minorities	3.10 \pm 1.300
I fear for my athlete's physical safety because of their sexual orientation or gender identity	Heterosexual	1.94 \pm 1.006
	Sexual Minorities	2.33 \pm 1.278
My athletes confided in me about their sexual orientation or gender identity	Heterosexual	3.35\pm1.202
	Sexual Minorities	4.05\pm0.921
My athletes are open about their sexual orientation or gender identity with athletic team and sports staff (athletic trainer and coaches)	Heterosexual	3.56\pm0.952
	Sexual Minorities	3.86\pm0.573

The College/University thoroughly addresses campus issues related to sexual orientation and gender identity	Heterosexual	2.29±0.944
	Sexual Minorities	2.81±1.250
The athletic training facility has visible leadership from the athletic trainers regarding sexual orientation and gender identity issues in the clinic and during practice	Heterosexual	2.57±0.985
	Sexual Minorities	2.38±1.203
The athletic staff (Coaches, Athletic Director, and athletic trainers) have communicated about issues related to athletes' sexual orientation and/or gender identity	Heterosexual	2.71±1.045
	Sexual Minorities	2.81±0.981
The climate of the athletic training facility where I work is accepting of LGBT persons	Heterosexual	1.67±0.683
	Sexual Minorities	1.76±0.995
The climate of the practices for the sports I provide athletic training coverage are accepting of LGBT persons	Heterosexual	2.00±0.915
	Sexual Minorities	2.19±0.814
The coaching staff and athletic director I work with are accepting of LGBT persons	Heterosexual	1.90±0.855
	Sexual Minorities	1.86±0.793
The College/University provides visible resources on LGBT issues and concerns	Heterosexual	2.16±0.880
	Sexual Minorities	2.43±1.207
The athletic training facility has adapted the College/University resources on LGBT issues and concerns for our athletes	Heterosexual	2.33±0.952
	Sexual Minorities	2.48±0.928
The athletic staff (coaches, athletic director, and athletic trainers) has a rapid responses system for incidents of LGBT harassment	Heterosexual	2.65±0.996
	Sexual Minorities	2.67±0.856
The athletic staff (coaches, athletic director, and athletic trainers) has a rapid responses system for incidents of LGBT discrimination	Heterosexual	2.69±0.990
	Sexual Minorities	2.52±0.814

On a scale from 0 (Friendly)-10 (Hostile): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	1.27±1.372
	Sexual Minorities	1.52±2.136
On a scale from 0 (Communitive)-10(Reserved): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	2.47±2.053
	Sexual Minorities	2.33±2.726
On a scale from 0(Concerned)-10 (Indifferent): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	3.10±2.193
	Sexual Minorities	3.14±2.351
On a scale from 0(Respectful)-10(Disrespectful): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	1.27±1.266
	Sexual Minorities	1.62±2.291
On a scale from 0(Cooperative)-10(Uncooperative): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	1.55±1.604
	Sexual Minorities	2.00±2.429
On a scale from 0(Competitive)-10(Uncompetitive): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	3.63±2.156
	Sexual Minorities	4.52±2.732
On a scale from 0(Improving)-10(Worsening): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	2.49±1.912
	Sexual Minorities	2.95±2.291
On a scale from 0(Accessible)-10(Inaccessible): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	2.27±2.327
	Sexual Minorities	2.76±2.364
On a scale from 0(Non-racist)-10(Racist): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	1.45±1.527
	Sexual Minorities	1.90±2.385

On a scale from 0(Non-sexist)-10(Sexist): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	2.10±2.022
	Sexual Minorities	2.33±2.671
On a scale from 0(Non-homophobic)-10(Homophobic): Please rate the climate of the athletic training facility in general using the following scale	Heterosexual	1.53±1.689
	Sexual Minorities	2.75±2.881
On a scale from 0 (Friendly)-10 (Hostile): Please rate the climate during practice in general using the following scale	Heterosexual	2.04±2.060
	Sexual Minorities	2.20±2.238
On a scale from 0 (Communitive)-10(Reserved): Please rate the climate during practice in general using the following scale	Heterosexual	2.12±1.620
	Sexual Minorities	2.57±1.912
On a scale from 0(Concerned)-10 (Indifferent): Please rate the climate during practice in general using the following scale	Heterosexual	3.40±2.167
	Sexual Minorities	4.14±1.824
On a scale from 0(Respectful)-10(Disrespectful): Please rate the climate during practice in general using the following scale	Heterosexual	2.35±2.105
	Sexual Minorities	2.62±1.774
On a scale from 0(Cooperative)-10(Uncooperative): Please rate the climate during practice in general using the following scale	Heterosexual	2.08±1.853
	Sexual Minorities	2.95±1.658
On a scale from 0(Competitive)-10(Uncompetitive): Please rate the climate during practice in general using the following scale	Heterosexual	1.53±1.826
	Sexual Minorities	3.14±2.594
On a scale from 0(Improving)-10(Worsening): Please rate the climate during practice in general using the following scale	Heterosexual	2.51±1.537
	Sexual Minorities	3.29±1.848
On a scale from 0(Accessible)-10(Inaccessible): Please rate the climate during practice in general using the following scale	Heterosexual	2.89±1.981
	Sexual Minorities	3.05±2.373

On a scale from 0(Non-racist)-10(Racist): Please rate the climate during practice in general using the following scale	Heterosexual	1.65±1.742
	Sexual Minorities	1.48±1.887
On a scale from 0(Non-sexist)-10(Sexist): Please rate the climate during practice in general using the following scale	Heterosexual	1.98±2.005
	Sexual Minorities	2.62±2.655
On a scale from 0(Non-homophobic)-10(Homophobic): Please rate the climate during practice in general using the following scale	Heterosexual	2.04±2.306
	Sexual Minorities	2.48±2.064

Appendix F

Table 4

Allyship Differences in ATs Perceptions

Question asked	Ally	Mean \pm Std. Deviation
Gay men are harassed in the practice or team situations due to their sexual orientation	Not/Unsure	2.38 \pm 1.061
	Yes	2.71 \pm 1.075
Gay men are harassed in the athletic training facility due to their sexual orientation	Not/Unsure	2.25 \pm 1.282
	Yes	1.97 \pm 1.026
Lesbians are harassed in the practice or team situations due to their sexual orientation	Not/Unsure	2.00 \pm 1.195
	Yes	1.85 \pm 0.954
Lesbians are harassed in the athletic training facility due to their sexual orientation	Not/Unsure	2.00 \pm 1.069
	Yes	2.15 \pm 1.036
Bisexual persons are harassed in the practice or team situations due to their sexual orientation	Not/Unsure	2.00 \pm 1.195
	Yes	1.87 \pm 0.859
Bisexual persons are harassed in the athletic training facility due to their sexual orientation	Not/Unsure	2.00 \pm 1.195
	Yes	2.40 \pm 1.000
Transgender persons are harassed in the practice or team situations due to their sexual orientation	Not/Unsure	2.38 \pm 1.188
	Yes	2.20 \pm 1.127
Transgender persons are harassed in the athletic training facility due to their sexual orientation	Not/Unsure	2.63 \pm 1.061
	Yes	2.87 \pm 1.245
I fear for my athlete's physical safety because of their sexual orientation or gender identity	Not/Unsure	1.75 \pm 1.035
	Yes	2.07 \pm 1.095
My athletes confided in me about their sexual orientation or gender identity	Not/Unsure	1.63 \pm 0.744
	Yes	3.73 \pm 1.018
My athletes are open about their sexual orientation or gender identity with athletic team and sports staff (athletic trainer and coaches)	Not/Unsure	3.13 \pm 1.246
	Yes	3.69 \pm 0.822

The College/University thoroughly addresses campus	Not/Unsure	2.00±0.000
issues related to sexual orientation and gender identity	Yes	2.48±1.092
The athletic training facility has visible leadership from the athletic trainers regarding sexual orientation and gender identity issues in the clinic and during practice	Not/Unsure	3.40±0.548
	Yes	2.45±1.049
The athletic staff (Coaches, Athletic Director, and athletic trainers) have communicated about issues related to athletes' sexual orientation and/or gender identity	Not/Unsure	2.40±1.140
	Yes	2.76±1.016
The climate of the athletic training facility where I work is accepting of LGBT persons	Not/Unsure	1.60±0.548
	Yes	1.70±0.798
The climate of the practices for the sports I provide athletic training coverage are accepting of LGBT persons	Not/Unsure	1.70±0.798
	Yes	2.20±1.095
The coaching staff and athletic director I work with are accepting of LGBT persons	Not/Unsure	2.04±0.878
	Yes	2.40±1.140
The College/University provides visible resources on LGBT issues and concerns	Not/Unsure	1.85±0.803
	Yes	2.00±0.707
The athletic training facility has adapted the College/University resources on LGBT issues and concerns for our athletes	Not/Unsure	2.25±1.005
	Yes	3.20±0.837
The athletic staff (coaches, athletic director, and athletic trainers) has a rapid responses system for incidents of LGBT harassment	Not/Unsure	2.31±0.925
	Yes	2.60±0.548
The athletic staff (coaches, athletic director, and athletic trainers) has a rapid responses system for incidents of LGBT discrimination	Not/Unsure	2.66±0.978
	Yes	2.60±0.548

On a scale from 0 (Friendly)-10 (Hostile): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	2.64±0.965
	Yes	1.40±1.342
On a scale from 0 (Communitive)-10(Reserved): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	1.34±1.647
	Yes	3.60±2.510
On a scale from 0(Concerned)-10 (Indifferent): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	2.34±2.226
	Yes	3.20±2.168
On a scale from 0(Respectful)-10(Disrespectful): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	3.10±2.244
	Yes	1.40±1.342
On a scale from 0(Cooperative)-10(Uncooperative): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	1.37±1.650
	Yes	2.00±1.225
On a scale from 0(Competitive)-10(Uncompetitive): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	1.66±1.919
	Yes	4.60±0.548
On a scale from 0(Improving)-10(Worsening): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	3.84±2.410
	Yes	3.40±1.140
On a scale from 0(Accessible)-10(Inaccessible): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	2.57±2.069
	Yes	2.80±2.588
On a scale from 0(Non-racist)-10(Racist): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	2.80±2.588
	Yes	2.39±2.263

On a scale from 0(Non-sexist)-10(Sexist): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	1.80±2.049
	Yes	1.57±1.811
On a scale from 0(Non-homophobic)-10(Homophobic): Please rate the climate of the athletic training facility in general using the following scale	Not/Unsure	3.40±2.408
	Yes	2.07±2.190
On a scale from 0 (Friendly)-10 (Hostile): Please rate the climate during practice in general using the following scale	Not/Unsure	2.60±1.949
	Yes	1.82±2.162
On a scale from 0 (Communitive)-10(Reserved): Please rate the climate during practice in general using the following scale	Not/Unsure	3.60±3.507
	Yes	1.97±1.944
On a scale from 0(Concerned)-10 (Indifferent): Please rate the climate during practice in general using the following scale	Not/Unsure	2.20±1.789
	Yes	2.25±1.717
On a scale from 0(Respectful)-10(Disrespectful): Please rate the climate during practice in general using the following scale	Not/Unsure	3.40±1.517
	Yes	3.45±2.155
On a scale from 0(Cooperative)-10(Uncooperative): Please rate the climate during practice in general using the following scale	Not/Unsure	3.40±3.130
	Yes	2.36±1.912
On a scale from 0(Competitive)-10(Uncompetitive): Please rate the climate during practice in general using the following scale	Not/Unsure	3.60±3.507
	Yes	2.24±1.652
On a scale from 0(Improving)-10(Worsening): Please rate the climate during practice in general using the following scale	Not/Unsure	1.80±2.049
	Yes	2.01±2.212
On a scale from 0(Accessible)-10(Inaccessible): Please rate the climate during practice in general using the following scale	Not/Unsure	4.40±2.510
	Yes	2.61±1.766

On a scale from 0(Non-racist)-10(Racist): Please rate the	Not/Unsure	3.00±2.121
climate during practice in general using the following scale	Yes	3.00±2.260
On a scale from 0(Non-sexist)-10(Sexist): Please rate the	Not/Unsure	3.40±3.130
climate during practice in general using the following scale	Yes	2.08±2.136
On a scale from 0(Non-homophobic)-10(Homophobic):	Not/Unsure	3.20±2.775
Please rate the climate during practice in general using the following scale	Yes	2.09±2.193

Appendix G

Table 5

Open-ended Responses ATs Perceptions

<u>Concerns/How to Address</u>	
<u>Harassment</u>	<p>“I think it is more socially acceptable to be a lesbian on a women’s program rather than being gay in a men’s program.”</p>
	<p>“I don’t allow harassment of any kind in my training room, and especially with any LGBTQIA+ athletes or straight athletes using slurs in the facility or in my hearing.”</p>
	<p>“In my experience, athletes have seemed to have differing levels of comfort in the athletic training facility regarding their gender identity or sexual orientation. My staff and I work to make the space a comfortable, supportive area to be in for all athletes. I do not think that the same can be said of all the staff members in our athletics department, based on discussions I have had with some athletes.”</p>
	<p>“I have not witnessed a student being harassed in a practice or by a coach or in the athletic training facility for being LGBTQ. I’m not saying it probably doesn’t happen or couldn’t happen. I also work at a Baptist institution where it is a part of the student handbook that you cannot live out loud if you are anything other than straight, so I’m sure students do not feel comfortable to be obviously LGBTQ if they don’t identify as straight.”</p>
	<p>“I think harassment differs based on institution, as well as, team to team. I think some teams/coaches offer more inclusive environments than others.”</p>
	<p>“I think it falls on the athletic training staff to speak up and address what will and will not be tolerated.”</p>
	<p>“I believe that those who do fit into the LGBTQ community can be harassed at a higher level and more frequently than others. I also think that many fear that harassment and may not be completely honest about their preferences or orientation for that fear.”</p>

“Anecdotally, Men's Basketball struggles the most with these issues; particular those of religious upbringing.”

“It all depends on administration. There are a lot of good people who want to help but "can't". Like I said, I work at a Baptist University, where students are basically told they can't be themselves if that's how they are. So I do not know of any of my student-athletes being LGBTQ because they can not be out. My previous job, I had coaches who were lesbian, and many other athletic staff members were lesbian or LGBTQ. The climate there was definitely different. The climate where I am currently working is not hostile, it's just less accepting of people who are different.”

“In the heat of competition, many will be wholly focused on winning. Some include harassments in their competitive play, causing a toxic environment.”

“I work at a Christian University. Most of my athletes who are LGBTQIA+ are very quiet about their sexual orientation and identity until after they graduate. I've had a few athletes not be out while playing for this institution but have told me on the quiet that they are gay.”

“Change doesn't always have to be in the athletic training room, but can also be facilitated at practice, corrected by coaches/various staff, players hoping each other accountable.”

“I think that a person's sexual orientation should not matter to anyone but that person, so you shouldn't have the need to be inclusive because they have every right to feel the way they want, and that's not a reason for exclusion, also I think the most important thing is to always listen to athletes and be open to communication always respecting them.”

Advocacy/Ways to

Improve Climate

“I feel that in today's society that no one really judges individuals on their sexuality or who they choose to love. However, due to having training on LGBTQ safe zone, more students feel safe to be themselves. Also in our athletic training room we do not allow any types of harassment and if it occurs we address it.”

“I think its the little things, having signs/images that show allyship. Also, when crude behavior is happening to speak up to nip it in the bud and to follow up those actions with consequences. Ensuring a safe space, there has to be a zero tolerance stance to any ongoing.”

“Become part of the NCAA OneTeam program. They offer great resources and are a symbol of inclusion.”

“Many of these issues are difficult to rate and answer because it is such a broad range of people and situations I was thinking about. I do not believe people in general are intolerant of people who are different from themselves, but there is a large amount of ignorance that could certainly lead to issues arising for people of the LGBT community. Creating a space that works to educate and also support has always been my own personal goal, and I believe that it would be helpful for universities and athletic training facilities to do the same. Although, to my knowledge, there are no policies and actions in place for discrimination and harassment of any member of the LGBT community specifically, there are general policies in place which can, and should be utilized by this population as needed.”

Confusion on Questions

“Harassed/questioned by coaching staff or sporting officials”

Asked

“I think the survey needs clearer directions honestly! I was confused about what the actual question was in the first section. I answered as if you were asking if that activity occurred in the ATR I work in, but I would maybe revise the statement before to make it more clear what you are asking specifically. This last section also has very confusing wording, I am unsure what you are asking suggestions about. Are we talking about my ATR, ATRs across the country in general? Are you telling us there is harassment and seeing if we are aware? Or asking us if we experience this harassment at work?”

“This was difficult to answer with multiple teams - the climate for my teams can be very different in various categories.”

“The last section was confusing, what am I rating competitiveness about? Like what is the subject we are rating?”
