Incorporating Safe Zone Ally Training into the Athletic Training Curriculum

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The mission of the LGBTQ+ Advisory Committee (LGBTQAC) is to advocate for an environment of inclusion, respect, equity and appreciation of differences in both athletic trainers (ATs) and their diverse patient populations. The Committee will identify, explore, address and provide educational resources regarding emerging topics and concerns relevant to diverse sexualities, gender identities and gender expressions within the profession and health care topics affecting patients in the LGBTQ+ community.

Objectives

After this presentation, attendees will be able to:
1. Define commonly used LGBTQ+ terms that create cultural awareness in patient care.
2. Apply safe space ally training educational resources into the athletic training curriculum.
3. Create an environment of inclusivity and respect within athletic training for those in the LGBTQ+ community.
4. Integrate best practices in providing equitable healthcare to LGBTQ+ patients, including proper referrals related to this population.

The Athletic Training Profession

Provide comprehensive patient care in 5 domains of clinical practice:
1. Prevention
2. Clinical evaluation and diagnosis
3. Immediate and emergency care
4. Treatment and rehabilitation
5. Organization and professional health and well-being

Athletic Training Education Competencies: Cultural Competence:
• Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
• Demonstrate knowledge, attitudes, behaviors and skills necessary to achieve optimal health outcomes for diverse patient populations.
• Work respectfully and effectively with diverse populations and in a diverse work environment.

NATA’s Code of Ethics

“Members shall practice with compassion, respecting the rights, welfare and dignity of others”. Additionally, in section 1.1: “Members shall render quality patient care regardless of the patient’s race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation or gender identity.”

• These guidelines are in place protect the rights of our patients, and also serve as a reminder for ATs to reflect on how their own personal beliefs influence their clinical practice. Above all, the AT must not be judgmental or editorialize, either directly or indirectly.

Safe Zone/ Safe Space Training

• “Research shows that LGBT students with many supportive educators feel safer at school, skip fewer classes, and earn higher grades than students without supportive educators.”

• Safe space is a welcoming, supportive and safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals (LGBTQ+).

• One of the most supportive ways to create a safe space is to be a supportive ally and advocate.
Safe Zone/ Safe Space Ally Training

• What should be included in training?
  – Terminology 101
  – Differences between biological sex (sex assigned at birth), sexual orientation, gender identity, gender expression
  – Why pronouns and words matter
  – Awareness of our own cultural views/biases
    • Privilege of cisgender and straight allies
    • Healthcare needs of LGBTQ+ patients
    • Creating safe spaces in our AT classroom, clinics, office, locker room

NATA LGBTQ+ Advisory Committee

Terminology 101

• Language impacts the way we see ourselves.1,4,7
• Allies use LGBTQ+ related terminology (to be inclusive) accurately and respectfully.5
• Finding out what terms/pronouns the individual prefers is key.1,4
• Terms are constantly changing.1,4,6

Pronouns & Why Words Matter

Why Words Matter
The importance of using compassionate, respectful language as a health care provider
BY KYSHA HARRIEL, ATC, LAC, MA, NATA-LGBTQ+ ADVISORY COMMITTEE. ADULT EDUCATION PROGRAM DIRECTOR, UNIVERSITY OF MICHIGAN

• Examples of things to avoid:
  – Avoid gender-related or sex terms to make a joke
  – Don’t use homophobic words or sayings that insult LGBTQ+ identities (i.e. “That’s so gay.”)
  – Avoid slang if you don’t know the meaning or origin of the word/saying

NATA News March 2018 - Kysha Harriell

Check Your Own Biases

• Anti-LGBTQ bias is all around us. We tend to overlook the subtle biases:
  o Anti-LGBTQ jokes
  o Exclusion of LGBTQ related-themes in curricula
  o Anti-LGBTQ name-calling
• “Subtle or not, bias has the power to hurt and isolate people. Your work as an ally includes recognizing and challenging your own anti-LGBT bias.”

Heterosexism & Heteronormativity

• Heterosexism11 - The institutionalized belief that being heterosexual is inherently superior to being gay, lesbian, or bisexual.
• Heterosexual privilege: the basic civil rights and social privileges that a heterosexual individual automatically receives, which are systematically denied to gay, lesbian, bisexual or transgender persons on the sole basis of their sexual orientation.6
• Heteronormativity: Expectation that the world operates in a strictly heterosexual manner (USF Safe Zone Training)

Understanding Implicit Bias in Health Care12
By Emma Nye, DAT, LAT, ATC, and Mimi Nakajima, EdD, ATC

• Implicit (unconscious) bias does not require an individual to be aware of their evaluations of a certain group and operates in an unintentional and unconscious form.
• Examining one’s own biases is the first step of combating the biases within our society and within health care.

https://www.nata.org/blog/jordan-grantham/understanding-implicit-bias-health-care...
NCAA - Creating an Inclusive Climate

- Use inclusive language
- Respond quickly to derogatory language aimed at LGBTQ student-athletes
- Offer a visible and supportive presence
- Develop inclusive policies
- Offer comprehensive counseling and healthcare
- Provide training for team physicians and athletic trainers to increase sensitivity to LGBTQ health care needs
- Increase awareness of transgender issues and concerns

Creating an Inclusive AT Clinic

- Recognize your own biases, verbal, and non-verbal actions while treating diverse patients
  - Be aware of your own micro-aggressions
  - Maintain an inclusive environment
  - Gender neutral restroom
  - Safe space/ally sticker
  - Post a non-discrimination policy
  - Leave pamphlets on health care concerns for all populations including LGBTQ
- Inclusive documentation (binary gender vs. “other”)
- Open ended questions regarding demographics, preferred name and gender identity

Helping ATs Help Transgender Students

By Stacey Ritter, MS, ATC and Dale Grooms, ATC

- A sign or symbol posted in the athletic training facility can communicate that it is a safe environment for members of the LGBTQ community
- Sensitive approach toward physical examinations is also crucial
- Be aware that transgender students might use methods of masking their anatomy
- The most harmful and destructive thing an AT can do when interacting with a transgender student is to disregard the student’s identified gender
- The student’s privacy is of utmost importance = confidential medical info

LGBTQ+ & Healthcare Incorporating the Latest Evidence

Managing Heteronormativity and Homonegativity in Athletic Training: In and Beyond the Classroom

Suzanne S. Maurice-Starks, EdD, ATC; Heather L. Clemens, MS, ATC; Shannon L. Whalen, EdD;
Northeastern University, Boston, MA, Tri-Fabia University, Hempstead, NY, Elbridge College, Springfield, MA

- Be aware of the common misconceptions about LGBTQ+ individuals
- Be aware that LGBTQ+ individuals may experience micro-aggressions
- Be aware of the importance of creating a safe and inclusive environment
- Be aware of the need for LGBTQ+ specific healthcare
- Be aware of the importance of ongoing education and training

Care of the Transgender Athlete

Mary E. Dubon, MD,1 3, 3, 4, 6, Kristin Abbott, MD,5 and Rebecca L. Carl, MD, MS2

- Be aware of the unique healthcare needs of transgender athletes
- Be aware of the importance of collaboration with LGBTQ+ healthcare providers
- Be aware of the need for ongoing education and training for athletic trainers

Minority Stress and Physical Health Among Sexual Minorities

David J. Lick1, Laura E. Durso, and Kerry L. Johanson1

- Be aware of the unique healthcare needs of sexual minorities
- Be aware of the importance of collaboration with healthcare providers
- Be aware of the need for ongoing education and training for athletic trainers
Lesbian, Gay, Bisexual, Transgender, and Queer Concerns in the Collegiate and University Settings: Part II. Athletic Trainers’ Perceptions About Lesbian, Gay, Bisexual, Transgender, and Queer Patients

Emma Nye, DAT, LAT, ATC; Ashley Crossway, DAT, LAT, ATC; Sean M. Rogers, DAT, LAT, ATC; Kenneth E. Games, PhD, LAT, ATC; Lindsey E. Eberman, PhD, LAT, ATC

• Differences existed among demographic groups (sexual orientation, religion, gender, interpersonal relationships with LGBTQ friends & family)
• ATs had a generally positive view of treating LGBTQ patient-student-athletes
• ATs wanted more training and education on the needs of LGBTQ patient population

References


6. Safe Zone Training 2016. North Dakota State University, LGBTQ Programs at: www.ndsu.edu/safezone


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