Athletic Trainers and Other Student-Athlete Advocates

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"With respect to the Assistant Trainer, (Jonathan) Martin and other players claimed that O’Neill, the head trainer, not only overheard the racist insults, but also sometimes laughed along and never intervened."

"We did not cover this specific topic in our interview with O’Neill, which was cut short because O’Neill expressed hostility toward our investigation."

Objectives

1. Explain the role, responsibilities, and competencies of the athletic trainer (AT)
2. Identify factors that may impact the inclusivity of sports medicine services
3. Provide examples of strategies to enhance inclusion within the athletic department
Sports Medicine Team

Team & Consulting Physicians
Athletic Trainer
Strength & Conditioning Coaches
Nutritionists
Mental Health Professionals

From Aug. 1 through Nov. 9:
894 injury evaluations
1,770 ice bags / wraps
1,073 cold whirlpool tx
470 ultrasounds

FIRST RESPONDERS

Athletic trainers are a team’s first line of defense
1. Injury / illness prevention & wellness protection
2. Clinical evaluation and diagnosis
3. Immediate & emergency care
4. Treatment & rehabilitation
5. Organizational & professional health and well-being

**Delineated Roles**

**Areas of Competency**

1. Evidence-based practice
2. Prevention & health promotion
3. Clinical examination and diagnosis
4. Acute care of injury and illness
5. Therapeutic interventions
6. Psychosocial strategies and referral
7. Healthcare administration
8. Professional development and responsibility
Code of Professional Responsibility

- Quality care, regardless of patient
- Protect & advocate for patient
- Build & protect relationship of trust
- Positively impact community

Additional Inclusion Factors

1. Demographic considerations
2. Athlete-centeredness
3. Environment / facility
4. Mental health services
5. Cultural competence

1. Demographic Considerations

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<th>Job Setting</th>
<th>Percent No.</th>
<th>% Male</th>
<th>% Female</th>
<th>% Other</th>
<th>% Black/African American</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% Asian</th>
<th>% Native American</th>
<th>% International</th>
<th>% College/University</th>
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<td>≤ 4.1%</td>
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≤ 4.1% college/university
Demographic Considerations

2.0% overall
3.7% of women

Demographic Trends

2. Athlete-Centered Care


Ron Courson, ATC, PT, NHMET-J, CSCS (Co-Chair); Michael Goldenberg, MS, ATC (Co-Chair); Kevin G. Adams, CAAS; Scott A. Anderson, ATC; Bob Colgate; Larry Cooper, MS, LAT, ATC; Lori Dewald, EdD, ATC, MCHES, FAHAES; R. T. Floyd, EdD, ATC; Douglas B. Gregory, MD, FAAFP; Peter A. Indelicato, MD; David Klauser, PhD, ATC; Rick O’Leary, MS, ATC, ATLA; Tracy Ray, MD; Tim Selig, MEDE; Charlie Thompson, MS, ATC; Gary Turbak, DHSc, ATCl, III

National Athletic Trainers’ Association 1The University of Delaware; 2National Intercollegiate Athletic Administrators Association; 3College Athlete Trainers’ Society; National Federation of State High School Associations; 4American Academy of Physician Assistants; 5National Association of Health Fitness Professionals; 6American Society for Sports Medicine; 7National Collegiate Athletic Association; 8American Medical Society for Sports Medicine; 9National Association of Colleague Coaches of Athletics; 10National Athletic Conference of Intercollegiate Athletics
Athlete-Centered Healthcare

The Need for Accountability and Transparency in Intercollegiate Athletic Medicine
Gary W. Wilkerson, EdD, ATC, FNATA; Brian W. Hanline, MD; Mariass A. Crislon, PhD, ATC; Craig R. Dunagan, PhD, PT, ATC, FNATA

3. Facilities
Standards (2013; BOC)

Accessibility
Privacy & confidentiality
Safety (bbp; ppe)
Hygiene (hand washing)
Error / adverse event reporting
Environment

- Safe environment
- Equitable medical care
- Physical impairment
- Privacy & confidentiality
- Mental health “trigger events”

Mental Health

- Task force held in late fall ’13
- NCAA mental health concerns consolidated under SSI
- Edited textbook due late ’14
- Various collaborative efforts (hazing; drug use; best practices)

5. Cultural Competence

...a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or profession that enables that system, agency, or profession to work effectively in cross-cultural situations...

Cross TL, Baron AL, Dennis KW, et al., 1989
Inclusion is the incorporation of different perspectives and experiences to drive innovation and change, and diversity involves the similarities and differences that make us unique as individuals and as groups.

Inclusion fosters a culture that values and uses diversity to reach the goals and objectives of the organization.

Make the Case for Inclusion...
NCAA example

We move toward meeting our mission at the national office when we empower staff to leverage all of its unique talents to improve the student-athlete experience

- Enhance our ability to recruit and retain top talent.
- Improve membership satisfaction and enhance the student-athlete experience.
- Improve innovation and productivity.
- Greater satisfaction with workplace.
Make it an Explicit part of Your Mission…

NCAA 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 participations 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 enhance the excellence within the Association.

The Office of Inclusion 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, national origin, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation and work experience.

Adopted by the NCAA Executive Committee, April 2010

Proactively Educate

- Staff and students must understand
  - Legal requirements – Clery Act, SaVe Act and Title IX
  - Institutional requirements for reporting
  - Available resources of support and referral
  - Power of Language
  - No retaliation for complaints

How to be Inclusion Champions…

- Model inclusion – Lead & Live it
- Educate and Train
- Communicate – Listen
- Advocate
- Accommodate
- Facilitate membership discussions – committees, Forum, presentations, professional development
- Recommend Best Practices
- Research
• Create higher levels of trust between leaders, staff and student-athletes
• Explore dimensions of Diversity that impact individual performance and team collaboration
• Enhance staff and student ability to identify and negate unconscious bias
• Demonstrate an on-going commitment to creating a more diverse workforce and inclusive environment
• Leverage the work you’ve done to date
• Connect with campus resources

Headwinds and Tailwinds

How Do you Influence the Wind – With staff and students?
• Race, Country of Origin
• Perceived or known sexual orientation
• Religion/ Beliefs/Politics
• Sport and/or individual success
• Appearance – hair, tattoos, clothing...
• Thinking Style
• Education, credentials
• Gender
• Age
• Communication Style
• Family Status (married/ children)
• Black
• Male
• From the South
• One-parent home
• Academic major
• Tattoos
• Basketball

Power of Outright Bias
Power of Assumptions/Stereotypes
Power of Organizational Traditions
Power of Cultural Norms
Power of Reference Groups
Power of Beliefs about Laws and Diversity Programs
Power of The Internal Debate
7 Demonstrations of Inclusive Leadership

• I seek out and use the different perspectives of the whole team in accomplishing objectives.
• I make an effort to learn about and better understand employees whose backgrounds are different from my own (e.g., gender, culture, age/generation, sexual orientation, thinking style, etc.).
• I take advantage of opportunities to talk about the importance of creating an inclusive environment when discussing business goals.
• I seek feedback about my behaviors that may be a barrier to an inclusive environment.
• I distribute challenging assignments and learning opportunities to all employees.
• I proactively coach and/or mentor all employees to help improve their contribution and capability.
• I challenge others when they consistently rely on the same group/type of employees for critical business opportunities and assignments.

An Example
Assess and Measure

- Regularly Ask – staff and student-athletes. Ask questions in a consistent way
- Allow anonymous suggestions and comments
- Seek help from SAAC and campus resources
- Set goals, timelines and responsible parties
- Secure the support of upper management and report issues