







TRANSGENDER PATIENT CARE

In 2019, less than a quarter of transgender and gender diverse students reported their school or institution had policies to support them.¹ Nearly 30% of transgender youth reported attempting suicide, and that number decreased to 12% when their correct pronouns were used by people in their lives.²

INCLUSIVE LANGUAGE

Not Inclusive Language

GENDER AFFIRMATION		Sex Change/ Transitioning
SEXUAL ORIENTATION		Sexual Preference/ Lifestyle
PARTNERS/ SPOUSES		Boyfriend/Husband Girlfriend/Wife
TRANSGENDER, TRANS PERSON, TRANS WOMAN OR TRANS MAN		Transexual/ Transvestite/ Biological Female or Male
TOUGHEN UP		Man Up/Don't be a girl
FOLKS, Y'ALL, TEAM, FRIENDS		Ladies and Gentlemen

RESOURCES

Safe Space Ally Training for Athletic Trainers:
Available through the [NATA Professional Development Center](#)

NATA Now Blog Post: [For ATs: Transgender Athlete Policy Development for ATs](#)

NATA News: [Documentation Consideration for the LGBTQ+ Community](#)

Infographics:
[Trans-Inclusive Athletics Infographics](#)

Other Resources:
[TransAthlete](#): A resource for those involved in athletics at various levels to find information about transgender athlete inclusion. Includes an extensive list of terminology and concepts.

[Play to Win, Improving the Lives of LGBTQ Youth in Sports](#): A Special Look into the State of LGBTQ+ Inclusion in Youth Sports.

[Athlete Ally](#): Website with the mission to end homophobia and transphobia in sport and activate the athletic community to champion LGBTQI+ equality.

NATA FOUNDATION FUNDED RESEARCH

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LGBTQ+ RESEARCH GRANT: 2020-2021

"Comparing Harmful Behaviors among Dancers Utilizing the RISQ and According to Sexual Orientation and Gender Identity"

Athletic trainers should be aware of potential harmful behaviors that dancers may participate in so as to facilitate safe return-to-dance and optimize mental wellness and associated health behaviors. [Learn more.](#)

highlights 2022 FREE COMMUNICATIONS

Athletic Training Students' Attitudes and Skills Following a Transgender Healthcare Curriculum. ([Schulman et. al, 2022](#)) S-190

Professional Experiences of LGBTQA+ Athletic Trainers and the Resources Needed. ([Naff et. al, 2022](#)) S-26

Use of the Risky, Impulsive, and Self-Destructive Behavior Questionnaire to Compare Harmful Behaviors Among Dancers According to Sexual Orientation and Gender Identity. ([Honrado et al, 2022](#)) S-253

from RECENT ARTICLES

"The Role of the Athletic Trainer in Providing Care to Transgender and Gender Diverse Patients: Foundational Knowledge and Disparities – Part I" [Rogers et al, 2023](#). Transgender and gender diverse patients experience a higher prevalence of mental health conditions, physical violence, and substance abuse. They also reported being denied care, and experienced harassment and discrimination from healthcare providers. Healthcare providers should emphasize inclusive communication, like using their correct pronouns and gender neutral language, and provide gender-affirming care.

"The Role of the Athletic Trainer in Providing Care to Transgender and Gender Diverse Patients: Considerations for Medical Affirmation – Part II" [Crossway et al, 2023](#). The objective of this study was to educate ATs on compliance considerations for transgender patients' medical eligibility and capitalize ATs' unique position to reduce healthcare disparities. ATs should be knowledgeable of the patient's medical history and the compliance requirements for participation. Injury prevention and protective equipment should be based on the individual's anatomy and surgical affirmation status.

"Transgender Athletes' Experiences With Health Care in the Athletic Training Setting" [Munson et al, 2021](#). Transgender athletes reported barriers to care as a lack of AT education and uncertainty about safety and support with the AT, team, and environment. Suggestions for Addressing Barriers: 1) include LGBTQ+ curricula, 2) recognize your own bias and develop an interest in improving your care for transgender patients, 3) post anti-discrimination policies in visible locations, and 4) develop policies to maintain patient confidentiality, including gender identity, and how/if information should be shared (e.g., compliance offices in NCAA).

"Providing Transgender Patient Care: Athletic Trainers' Compassion and Lack of Preparedness" [Eberman et al, 2021](#). While ATs have expressed the desire to create a safe space, ATs described a lack of knowledge in caring for transgender athletes even with efforts to engage in additional educational opportunities. Avenues to create an inclusive space: 1) post visible markers of Safe Space or other ally training and policies, 2) post infographics on transgender health care in visible locations, and 3) interrupt and prohibit discriminatory language.



References

1. Jones, B.A., Arcelus, J., Bouman, W.P. et al. Sport and Transgender People: A Systematic Review of the Literature Relating to Sport Participation and Competitive Sport Policies. *Sports Med.* 2017;47:701–716.
2. GLSEN (2013). The Experiences of LGBT Students in School Athletics (Research Brief). New York: GLSEN.

