Perception and Prevalence of the Hostile Environment in Athletic Training

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The profession of athletic training has continued to emerge as a profession for both men and women over the last 50 years. The nature of the profession and the environment in which it exists may lead to sexual harassment by coaches, athletes/clients, administration, or other certified athletic trainers (ATC’s). The purpose of this study was to determine the perception of sexual harassment, the prevalence of sexual harassment, and mechanisms in place to prevent sexual harassment in three professional environments of athletic training: college/university, high school, and sports medicine clinic.

The Modified VELMAC Sexual Harassment Questionnaire was distributed via email to certified athletic trainers currently working at either a college/university, high school, or sports medicine clinic in the National Athletic Trainer’s Association’s District 4 (n=226). One-way analysis of variance (ANOVA) and individual chi-square analysis were conducted. Results demonstrated that sexual harassment is not perceived to be a serious problem in athletic training regardless of the setting. The prevalence of sexual harassment in the form of a hostile environment (jokes by athletes or comments on appearance from coaches and athletes) is more likely in the college/university setting than at the high school or sports medicine clinic. Female ATC’s are more likely to both perceive sexual harassment as a problem and experience it than male ATC’s. The majority of the sexual harassment victims were more likely to confront the harasser than file a formal complaint as a mean of managing the hostile environment.
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INTRODUCTION

Certified athletic trainers can be found in a variety of settings, from traditional sport settings such as high schools and colleges to more allied health settings such as sports medicine clinics and hospitals. The potential for sexual harassment exists in virtually every avenue of employment that an athletic trainer may choose, and has become part of the "norm" or typical banter that an athletic trainer must deal with from athletes, staff athletic trainers, administration, faculty, coaches, and students alike. Hauth (1999) performed a study investigating sexual harassment among athletic training students and concluded that "sexual harassment in athletics and specifically athletic training is a common and very real problem" (p.8).

Sexual harassment can be difficult to define being that the definition generally comes from the victim’s perception and may differ from person to person (Bursik, 1992). The Equal Employment Opportunities Commission (EEOC) has defined sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature" (EEOC, 2005). The courts and the EEOC have developed a distinction between two forms of sexual harassment. They are "Quid Pro Quo" and "Hostile Environment". Quid pro quo involves the exchange of sexual favors for employment benefit or a threat that employment benefits will be withdrawn for refusal of sexual favors (EEOC, 2005). Unwelcome sexual advances (the boss suggesting that if the employee does not go out on a date the employee will lose his or her job or be denied a promotion) and requests for sexual favors (employee denies a boss’s advances and requests for sex and as a result the employee loses his or her job) are both examples of quid pro quo sexual harassment.

A hostile environment exists when an employee is subjected to sexually suggestive comments or conditions that are severe enough to alter the employee’s conditions of employment (EEOC, 2005). An example of this is an inappropriate sexual joke or comment that is made at the expense of the employee or worker and as a result he or she no longer feels comfortable working in their current environment. Hostile environment cases can involve behavior by a supervisor, coworker, or a third party (such as an athlete) as long as the behavior “has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment” (Levy & Paludi, 2002, p.21). There are no benefits offered for the return of sexual favors, but rather the victim is constantly mistreated on a day to day basis (Velasquez, 1996).
**Contrapower Harassment**

Sexual harassment of those with more organizational power by those with less power is known as "contrapower sexual harassment" (Benson, 1984 in DeSouza & Fansler, 2003). The basis for this definition of contrapower sexual harassment is that although a female worker has more organizational power than a male worker, she lacks power in terms of her status as female (DeSouza & Fansler, 2003). This form of harassment can be either quid pro quo or hostile environment harassment, depending on the specific situation and type of harassment occurring. Contrapower harassment may occur more commonly in the profession of athletic training when since the athletic trainer is older than or has more power than the high school athlete or collegiate athlete (Arnheim & Prentice, 2000). An example of contrapower harassment would be an athlete harassing an athletic trainer, or a “student athletic trainer” harassing a “staff athletic trainer”, etc. Any time that the power-balance is in favor of the victim, it can be considered contrapower harassment (DeSouza & Fansler, 2003).

**The Problem**

Clearly sexual harassment is against the law. The EEOC guidelines reference Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Civil Rights Act of 1991, as federal statutes limiting and discussing human rights and the legality of certain issues that relate to sexual harassment (Masteralexis, 1995).

In addition, sexual harassment violates the National Athletic Trainer’s Association’s (NATA) Code of Ethics. The NATA Code of Ethics is composed of five principles (NATA, 2002). The first principle states that all members shall respect the rights, welfare and dignity of all individuals. Subsection one of the NATA principles states that members shall not condone discrimination on the basis of race, creed, national origin, sex, age, handicap, disease entity, social status, financial status or religious affiliation (NATA, 2002). Including the term “sex” in the code of ethics implies gender of the individual and prohibits sex discrimination (NATA, 2002).

The athletic training room is a medical facility and as such it should certainly be maintained as a safe and professional environment for all certified athletic trainers (ATC’s), athletic training students, and athletes alike. Staff, students, and athletes should be able to work without the threat of harassment, whether it is sexual or not (Masteralexis, 1995). Athletic trainers must ensure that any jokes, comments,
conversations, or physical contact made between individuals in the athletic training room are appropriate and not contributing to a hostile environment (Velasquez, 1996).

The intent of the interaction is irrelevant to the perception of the harassment. Behavior may be perceived as sexually harassing in nature if an individual feels uncomfortable or embarrassed about the content of the conversation or any related physical contact even if that was not the intent of the communication (Bursik, 1992). Comments, conversations or mistaken physical contact by athletes, athletic training students or ATC’s, which were not necessarily meant to be sexually harassing may still be perceived as harassment as it is the discretion of the victim as to whether or not he or she is left to feel uncomfortable in a certain situation (Velasquez, 1998). Failure to provide a safe environment free from sexually harassing behavior of any type, from anyone, can result in allegations of sexual harassment, possible disciplinary action, civil lawsuits, and termination of employment (Raymond & Raymond, 1997).

Two recent studies involving both male and female ATC’s evaluated sexual harassment and sex-related issues. The first study was conducted by the National Athletic Trainers’ Association (NATA) Women in Athletic Training Committee (WATC, 1996), which found that 37% of the female athletic trainers surveyed reported being witness to the occurrence of sexual harassment. The same committee also found that 40% of males surveyed perceived that female athletic trainers were sexually harassed. The second study surveyed 100 college and university athletic trainers from states in the southeastern region of the United States. Researchers found that 25% of the population (both male and female ATC’s) perceived or experienced sexual harassment of one kind or another (Velasquez, 1996).

Athletic training is an allied health profession and as such it sits beside other more-commonly known professions such as nursing, physical therapy, occupational therapy, physician assistants, etc. Sexual harassment is certainly a problem in many of these professions as well. Bronner, Peretz, & Ehrenfeld (2003) stated that “sexual harassment is a major workplace problem affecting 30-76% of nurses and nursing students and is damaging to performance and motivation at work” (p. 638). In a survey given to nurses and nursing students, 90% of subjects reported experiencing at least one type of sexual harassment (Bronner, et.al., 2003). An example of contrapower sexual harassment in the nursing profession is patient-initiated sexual harassment (White, 2000). In a survey of female family physicians, 321 (77%) had been sexually harassed by patients at least once during their careers (White, 2000).
(2000) surveyed medical students at a university medical school in Australia and found that over one-third (38%) of the respondents felt that they had been exposed to some form of sexual harassment during their training, often more than once. Forty-nine percent of all incidents reported concerned contrapower harassment of female students by patients (White, 2000). There continues to be very little research regarding sexual harassment in medical fields, as sexual harassment can be a difficult area to conduct and review research (Quick, 1998). This is primarily due to the "taboo" nature of the information and a feeling of vulnerability associated with discussing this sort of personal information with others (Quick, 1998).

**Causes of Sexual Harassment**

The nature of the sport environment itself may breed special opportunities for sexual harassment (Steinbach & Hogshead-Maker, 2003). As the Supreme Court recognized in Oncale v. Sundowner Offshore Services, Inc., "some behavior that is improper in the classroom may be accepted in the sports arena" (p.2). Three features of athletics that affect whether sexual harassment will occur are the "privileged relationships" between parties, the physical nature of sports, and the focus on the body (Steinbach & Hogshead-Maker, 2003).

The relationship between an athletic trainer and an athlete, or a coach and an athlete is said to be a "privileged relationship" (Arnheim & Prentice, 2002). Carpenter (1995), explains the term "privilege" by saying that "sometimes people have a privilege that allows them to do things that otherwise could result in successful lawsuits against them because of their actions" (p. 54). This situation occurs on an almost daily basis in the profession of athletic training, as an athletic trainer is often required to touch the athlete and speak to the athlete in ways that some may think, in a different context, was not appropriate. For example, an athletic trainer needs to know the personal medical history of each of his or her athletes and it may be necessary in some instances to ask if an athlete may be sexually active, pregnant, etc (Arnheim & Prentice, 2002). However, because of the "privileged relationship" the athletic trainer is well in-bounds of his or her legal rights and responsibilities in discussing issues of a sexual nature. In addition, athletic trainers are often allowed personal one-on-one time with the athlete. This time allows for more comfortable and intimate relationships to build between the two individuals, which may result in the testing of limits and the potential for inappropriate situations and comments to be made, intentional or not (Arnheim & Prentice, 2002).
Sports are physical by nature and encourage more physical experiences between participants. Coaches, as well as athletes often use physical contact, such as a pat on the back or a hug to give praise or acknowledge success (Steinbach & Hogshead-Maker, 2003). Similarly, athletic training, as a profession, requires physical contact with the athlete (Arnheim & Prentice, 2000). This contact can occur during injury evaluation, injury rehabilitation, or injury management (Arnheim & Prentice, 2000). However, this physical contact, which may be thought to be acceptable and “normal”, if unwarranted or misunderstood, can contribute to a change in the typical coach/athlete or athletic trainer/athlete relationship.

Finally, Steinbach and Hogshead-Maker (2003), discusses the focus on the athlete’s body in athletics as a potential cause for sexual harassment. A primary focus between athlete and coach are the updates on how the athlete’s body is responding to training sessions. Similarly, it is typical for an athletic trainer to focus on aspects of the athlete’s body as well, such as muscle atrophy and hypertrophy, observation of swelling, etc (Arnheim & Prentice, 2000). However, the professionalism exuded by the athletic trainer in these situations should remove any potential for problems with the athlete. The athletes must also then respect the athletic trainer and understand the ATC’s rights and responsibilities.

There are multiple motivators that may influence an individual to sexually harass another individual. At the time the perpetrator may not even be aware that he or she is harassing (Bursik, 1992). According to Gutek and Done (2001), work environments where men predominate tend to be highly sexualized (e.g., sexual jokes are common), which may put women as well as men at risk for sexual harassment (DeSouza & Fansler, 2003). Researchers have found that work environments where men predominate are more prone to sexual harassment than work environments where men are not the majority (DeSouza & Fansler, 2003). Such is the case in athletic training. Up until 1978 there were only 88 female members in the National Athletic Trainer’s Association (NATA) and today women make up almost half (47%) of the membership population (NATA database, 2005). Desouza and Fansler (2003) stated that, “women who enter male-dominated domains may represent a threat to some men who may, in turn, be motivated to harass the women” (p. 1). This imbalance in gender within the profession of athletic training spreads throughout many of the specific work settings as well. According to the 2003 NATA database for regular certified athletic trainers, 2218 men and 1753 women work at Sports Medicine Clinics, 2089 men and 1847 women work at high schools, and 2525 men and 1922 women work in the university/college
setting (NATA database, 2003). The largest difference occurred at the university/college setting where there were 603 more male ATC’s employed than female (NATA database, 2003).

Another theory that explains the influence of work environment on sexual harassment in athletic training is the sex-role spillover theory, originally defined by Gutek in 1985 in DeSouza and Fansler (2003). It claims that traditional expectations of how men and women ought to behave are carried over into the workplace, so that men treat female workers as sex objects (DeSouza & Fansler, 2003). The sex-role spillover leads to sexual harassment and a sexualized work environment by introducing such sexual aspects of the female sexrole into the work setting (Ragins, 1995). This spillover is thought to be more likely to occur in work situations where one gender tends to dominate the profession (Ragins, 1995). Nontraditional male-dominated workplaces, such as athletic training, result in the highest incidences of sexual harassment due to the disparity between the genders in their access to power (DeSouza & Fansler, 2003). Women who enter male-dominated domains may represent a threat to some men who may, in turn, be motivated to harass the women (DeSouza & Fansler, 2003). The “function of sexual harassment” is to manage ongoing male-female interactions according to accepted sex status norms, and to maintain male dominance occupationally (DeSouza & Fansler, 2003). Men tend to be socialized to initiate sexual advances toward women, even high status women (DeSouza & Fansler, 2003). The spillover theory would predict that the more masculine the occupational role, the greater the potential for sex-role spillover and sexual harassment (Ragins, 1995).

As previously discussed, the profession of athletic training is just beginning to be a “gender-equal” profession (WATC, 2003). Men have clearly dominated the profession and as a result, women are still perceived to be “new” to the profession in virtually all settings (NATA database, 2003). This perception is not limited to the professionals working as athletic trainers, but extends throughout all of the other relationships an athletic trainer must maintain, such as athletes, clients, coaches, administrators, etc. Female athletic trainers often need to conform to the “norm” of the specific situation and blend into the “locker room mentality” that is often associated with athletics (Melnick, 1992). Women in male-typed occupations may experience more sexual behaviors on the job, but may not perceive them as harassment because they are viewed as “part of the job” (Ragins, 1995).
An additional influential variable is the very nature of physical contact in the athletic training setting. As previously discussed, the profession of athletic training requires physical contact with the athletes and/or clients (Arnheim, 2000). As explained by the contact hypothesis, harassment is not a function of gender role expectations; harassment is viewed as a result of contact with individuals of the opposite gender (Ragins, 1995). According to this theory, women in male-typed occupations encounter more harassment than women in female-typed occupations because they have more contact with men (Ragins, 1995). In order to perform their job effectively and accurately, an athletic trainer must be able to touch his or her athletes at times (Arnheim, 2000). Athletic trainers in the college and high school setting will likely come into more contact with athletes than those in clinics simply based on time allotment. Most patients only come in for physical therapy to a sports medicine clinic three times per week, usually for a one hour treatment. In contrast, most collegiate athletes see their athletic trainers in the athletic training room for treatments before practice, during practice, and after practice for post-practice treatments. Based on the contact theory, an environment that allows for more contact between the ATC and the athlete/patient may create greater opportunity for sexual harassment (Ragins, 1995).

A final theory that may explain how sexual harassment is influenced by environment is the social identity theory. It claims that in order to maintain superior group status people adhere to beliefs that promote positive in-group status and remove out-group status members (Russell, 2004). An example would be a male basketball player sexually harassing the female athletic trainer in order to “fit-in” with his teammates. Male athletes are frequently encouraged by coaches and teammates to prove their manhood by being tough and “macho” (Melnick, 1992). The pressure to be one of the boys can turn sexual harassment into a team activity at times (Melnick, 1992). Russell (2004) found that men who had strong masculine gender identity were more likely to sexually harass women. Traditional views of masculinity have also been found to be associated with negative attitudes toward gender equity and supportive attitudes toward sexually harassing behaviors (Russell, 2004). The tolerance of sexual harassment and endorsement of traditional gender roles were found to correlate with the tendency to misperceive a women’s friendliness as sexual behavior (Russell, 2004).

The purpose of this study was to investigate the perception and prevalence of sexual harassment in three professional environments of athletic training: college/university, high school, and sports medicine.
clinic. The study specifically attempted to determine if there is a difference in the perception and prevalence of sexual harassment at the three different settings. The study also explored if there was an effective mechanism in place to take action in stopping sexual harassment.

**METHODS**

*Subjects and Data Collection*

Subjects were randomly selected by the NATA Information Technology Coordinator, using the national database of certified athletic trainers on record with the NAT A. The database did include email addresses of the certified athletic trainers. The technology coordinator was asked to randomly choose 900 athletic trainers from one district. The database only identified those athletic trainers who were certified, and thus in good standing with the NATA. Three hundred athletic trainers were randomly chosen from each of the three settings: colleges/universities, sports medicine clinics, and high schools. These three settings were chosen because they represent the three most common settings that ATC’s are currently employed (NATA, 2003). As of December 2003, 20%, 17%, and 18% of all certified members of the NATA were currently employed at university/college, sports medicine clinics, and high schools respectively (NATA, 2004).

The survey was distributed using the Survey Said for the Web (version 11.0, DePere, WI), via electronic mail to certified athletic trainers who are currently employed as an athletic trainer within District 4 (Michigan, Wisconsin, Minnesota, Illinois, Indiana, Ohio). Once the survey had been sent via e-mail the participants were given four weeks to complete the survey and send back the results online to the website administrator. After four weeks a reminder to complete the survey was sent to the subjects by the NAT A Information Coordinator.

Shannon (2002) found that although mail surveys may tend to have a higher response rate (66% vs. 33%), the response time tends to be significantly quicker for email surveys when compared to mail surveys (3.21 days, 9.13 days, respectively). Confidentiality and anonymity are also relatively easy to control via email when compared to typical mailed surveys. Internet protocol (IP) addresses can be stripped and true identities never need to be known in order to send out and receive email surveys (Shannon, 2002). People may be more likely to be completely honest when surveyed via email due to this increased privacy and anonymity.
**Instrumentation**

The participants were asked to complete The VELMAC Sexual Harassment Questionnaire which was modified specifically for athletic trainers. Approval to use the survey with modifications was obtained from the author of the original survey, Dr. Benito Velasquez (see Appendix A for approval).

The survey was composed of four parts. Part I contained the athletic trainers’ demographic information such as gender, current place of employment, age, number of current male and female patients/athletes, number of male and female certified athletic trainers currently employed at the participant’s current place of employment. In part II the participants were asked their specific perceptions and beliefs as they pertained to sexual harassment and athletic training. The participants responded to the nine questions by choosing “strongly agree, agree, no opinion, disagree, or strongly disagree”. The sum of the questions results in an overall perception and belief score. Part III included information regarding the participant’s experiences at their current place of employment. Participants responded to 16 questions and chose “yes or no”, or “supervisor/administrator, coach, athlete/patient, other ATC, or none” depending on the specific format of the question. Occurrences of sexual harassment were summed for a total prevalence score. Part III also allowed participants to state whether or not they felt that they had been a victim of sexual harassment, who the harasser was, type of sexual harassment experienced, and whether or not a complaint was filed. Lastly, part IV allowed for any comments or suggestions that the participants may have had.

**RESULTS**

**Sample Description**

Nine hundred surveys were distributed and of those 227 were returned completed for a response rate of 25.2%. Shannon (2002) stated that “most researchers have found response rates from electronic surveys to be between 20% and 40%” (p. 180).

Slightly more females responded than males with ages ranging from 23 to 55 years of age, and a mean age of 35 years (see Table 1). The majority of respondents were Caucasian, with less than 4% being African American, Hispanic, or of other ethnic background. Three different athletic training settings were surveyed including college/university, high school, and sports medicine clinics. Certified athletic trainers currently working at a college or university accounted for 45% (n=102) of the total respondents. High
school ATC’s accounted for 33% (n=75) and 22% (n=49) of the ATC’s surveyed were employed at a sports medicine clinic. The participants were employed at their current place of employment for an average of 7.55 years. The participants reported to be working at their current place of employment with an average of 2-3 male ATC’s, 2-3 female ATC’s, 228 female athletes/clients and 291 male athletes/clients (see Table 2).

The primary purpose of this study was to investigate the difference in responses when comparing them across the three different work environments. Descriptive data reflects similar gender, age and ethnicity across the three locations. An analysis of variance was conducted on descriptive data by location. However, the three settings did result in significantly different number of years at current location, number of male and female ATC’s at current place of employment and the number of male and female athletes/clients. Certified athletic trainers currently working at high schools have been employed at this location for a significantly longer period of time than those respondents currently employed at a Sports Medicine Clinic, \( F(2, 217) = 3.31, p = 0.038 \) (see Table 2). The number of male and female ATC’s working at the locations also differed significantly among the three locations, \( F(2, 221) = 26.70, p = 0.000 \) for males and \( F(2, 221) = 26.34, p = 0.000 \) for females. The primary difference occurred at the high school location where, on average, there was only 1 ATC currently employed. In comparison, at the collegiate level respondents reported working with 3 other ATC’s of both genders and 4-5 of each gender at the Sports Medicine Clinic. The difference between the high school group and the other two locations was also evident in the number of male and female athletes. The high school respondents claimed to have at least 100 more male and female athletes than either the college/university or Sports Medicine Clinic respondents, \( F(2, 182) = 5.02, p = 0.007 \) for males and \( F(2, 181) = 4.69, p = 0.010 \) for females (see Table 2).

Perceptions and Beliefs of Sexual Harassment

An analysis of variance (ANOVA) on total perceptions between the three employment locations reported that there were no significant differences regarding perceptions and beliefs about sexual harassment \( F(2,223) = 1.73, p = 0.179 \). Table 3 provides perceptions and beliefs of sexual harassment at the three locations. The groups were almost evenly split in stating that sexual harassment is a problem in the profession of athletic training. Almost all of the respondents feel that most sexual harassment claims
are true and valid complaints. However, the majority of the respondents at all locations do not feel that sexual harassment is a problem where they are currently employed. Almost twice as many people in all groups felt that most sexual harassers are aware that they are offending their victims and virtually all respondents feel that victims of sexual harassment do not encourage the harassing behavior. The majority of respondents feel that most victims of sexual harassment are female and most harassers are male. All of the three location groups believed that ATC's are well-educated on sexual harassment. Regardless of location, the ATC's were divided when asked if athletic trainers are desensitized to sexual harassment (see Table 3).

Although there was no difference by location, there was a significant difference in perceptions of sexual harassment by gender. Women had a stronger perception of sexual harassment as a problem in the profession of athletic training than men did, $F(3, 224) = 20.36, p = 0.000.$

Prevalence of Sexual Harassment

An analysis of variance of sexual harassment experiences between the three employment locations reported that there was a small, but significant difference among responses from certified athletic trainers at the three different locations when asked about the experiences they have had regarding sexual harassment at their current place of employment $F(2,223) = 3.12, p = 0.046$ (see Table 4). A post-Hoc test for least significant difference indicated that the collegiate athletic trainers ($M = 8.0$) had more experiences than the high school ATC's ($M = 7.1$) and the sports medicine clinic ATC's ($M=7.4$). However, there was no significant difference when asked if they had been a victim of sexual harassment, $F (2, 223) = 1.46, p = 0.232.$ Table 4 provides responses to sexual harassment prevalence by location. Data indicated that 24% ($n=54$) of all respondents did claim to have been the victim of sexual harassment. The majority of ATC’s who claim to have been sexually harassed claim that the sexual harasser was male and that he was older than the ATC being harassed. When broken down into the three locations 28% ($n=29$) of respondents from the college/university setting claim to have been harassed compared to 17% ($n=13$) and 22% ($n=11$) at the high school and Sports Medicine Clinic, respectively. However, close to half of all of the respondents from each location feel that they have demonstrated behaviors that others might identify as being sexually harassing. Thirty-five percent ($n=77$) of all respondents claim to have been offended by suggestive stories or sexist jokes by an athlete or client. About 15% ($n=35$) claim to have been offended by seductive
remarks from a coach. An equally small number of ATC’s have experienced unwanted discussion of their personal/sexual habits from a coach or athlete/client. The majority of respondents who claimed to have been a victim of “staring, leering or ogling” experienced this from an athlete/client. Virtually all respondents denied every being the victim of harassing or obscene phone calls, notes or emails from a supervisor, coach, athlete/client, or other ATC. Ten percent (n=23) of all respondents feel that they were a victim of seductive remarks from a coach based on their appearance or manner of dress. The majority of all respondents do not feel that they have ever experienced sexist comments from a supervisor regarding their career advancements. Most of the ATC’s surveyed have not been subjected to unwelcome seductive behavior such as requests for dates, backrubs, or touching/physical contact (see Table 4).

Although there was not a significant difference by location, there was a significant difference in prevalence of sexual harassment by gender. Women experienced sexually harassing behavior more often than men, F(1, 220) = 12.91, p = 0.000. Women reported being the victim of sexual harassment significantly more often than men, χ² = 38.59, p = 0.000. All but five of the respondents who reported being a victim of sexual harassment were female.

Mechanisms to Prevent Sexual Harassment

Each of the ATC’s were asked about whether or not a sexual harassment policy was in place at their current place of employment, whether or not the ATC has ever filed a sexual harassment complaint and their level of satisfaction in managing sexual harassment in the athletic training setting that they are currently employed. The majority of the respondents claimed that their current place of employment does have a sexual harassment policy that they are aware of, however only 49% (n=111) of those claiming to have a policy said that they would be able to explain that policy to another individual (see Table 5). There was a significant difference among the groups when asked if there was a sexual harassment policy in place at the respondents’ current place of employment, χ² = 19.52, p=0.001. The difference occurred at the high school location where 27% (n=20) of the respondents claimed that they were uncertain whether or not a policy was in place. This can be compared to less than 1% (n=7) at the college/university setting and 12% (n=6) at the Sports Medicine Clinic setting who were uncertain about a policy at their location. Female ATC’s employed at the colleges were significantly more knowledgeable about the sexual harassment policy
than the female high school ATC’s, \(\chi^2 = 14.82, p=0.005\). Women employed at the high schools appear to be the least knowledgeable about sexual harassment policies.

Finally, ATC’s across the three different locations were almost evenly split when responding to whether or not athletic training policies (i.e. dress codes, sports assignments, etc.) are designed in order to specifically avoid sexual harassment (see Table 5). Lastly, the respondents were asked if he or she has ever filed a sexual harassment complaint. Only 6 respondents across all three locations claim to have filed a complaint. When asked if/why they reported the sexual harassment most people who have been harassed said that they never reported it because they confronted the individual and the harassment stopped.

**DISCUSSION**

There has been a significant amount of research published evaluating sexual harassment in different workplaces and different professions. However, there has been very little research specifically evaluating sexual harassment in the different settings of athletic training. There is an extensive amount of research evaluating sexual harassment in other allied health professions, almost all of which suggests that sexual harassment does appear to be a problem within the respective allied health professions (Bronner, Peretz, & Ehrenfeld, 2003; Quick, 1998; White, 2000). Velasquez (1996) and the National Athletic Trainer’s Association Women in Athletic Training Committee (NATAWATC) (1996) performed studies specifically targeting athletic trainers and their experiences with sexual harassment and both studies demonstrated significant need to continue researching this problem within the profession. However, neither study specifically looked at athletic trainers within different sport settings.

The perceptions and beliefs regarding sexual harassment did not differ significantly among the three different settings. The majority of the ATC’s do not feel that sexual harassment is a problem in the profession of athletic training, however about half of the surveyed ATC’s felt that they might have done something that could be perceived as sexually harassing. ATC’s may not perceive sexual harassment to be a problem because half of the ATC’s feel that athletic trainers are desensitized to sexual harassment.

This study demonstrated slightly lower numbers of ATC’s experiencing sexual harassment than in the previous research regarding sexual harassment in athletic training (WATC, 1996; Velasquez,1996). The ATC’s currently working at colleges, however did experience slightly more sexual harassment than those working at high school. These results contradict the contact theory that would suggest that because
the high school ATC’s reported the largest number of athletes that he or she is responsible for they should then have reported the highest incidence of sexual harassment. However, the sex-roll spillover theory may support the increased incidence at the college level in comparison to the ATC’s working at the sports medicine clinic because the athletic environment tends to be much more male dominated and “macho” than that of a sports medicine clinic. This “masculinized” environment, based on the spillover theory, may lead to an increased incidence of harassment at the collegiate level where that athletic environment exists (Ragins, 1995; DeSouza & Fansler, 2003). Similarly, the social-identity theory claims that in order to remain “part of the group” people will often conform, regardless of the actions required in order to “fit in” (Russell, 2004). Many times in the “macho” athletic setting athletes are encouraged to be overly masculine, which many contend will contribute to sexual harassment (Melnick, 1992). It appears that while the athletes in this sample may joke around with ATC’s in a sexual manner in order to “fit in” with the group, as a group, they are not contributing to a hostile environment.

Carpenter (1995) suggested that the privileged relationship that exists between an athletic trainer and his or her athlete may contribute to sexual harassment, specifically contrapower harassment. Although athletic trainers continue to build these privileged relationships per the requirements of the profession, the athletes and clients appear to be respecting the ATC’s and their relationships with them. Contrapower harassment appeared to be an issue with jokes and stories from the athletes. Seductive remarks from athletes also appeared to be an example of contrapower harassment experienced by the ATC’s. The ATC’s also reported athletes frequently staring and making inappropriate comments based on the ATC’s manner of dress. However, an equal number of ATC’s reported experiencing these same behaviors from a coach as well, although this would not be considered contrapower harassment.

The privileged relationship between the athletic trainer and his or her athletes at the college setting tends to be different than the ATC-athlete and ATC-client relationships at high schools and sports medicine clinics, respectively. At the high school setting the athletes are typically all still minors working with an adult ATC. This power difference should then lead to more respect and a much more defined delineation between the ATC and his or her athletes. As demonstrated in this study, ATC’s working at high schools tend to be the only ATC at their location and often work with more athletes. This results in the ATC’s not being not allowed as much one-on-one time with each individual athlete. ATC’s working at
collegiate levels tend to be assigned a much smaller number of athletes and as a result are able to get to know the athletes better and are able to give each athlete more personal attention, building this privileged relationship even more so than the high school ATC’s. When compared to the ATC’s working at sports medicine clinics, collegiate ATC’s are simply allowed significantly more time with their athletes. Collegiate ATC’s see their athletes throughout the day, almost every day, whereas ATC’s working at clinics are typically limited to seeing their athletes three times per week for an hour or two. This limited time does not always allow for such personal and “privileged” relationship building.

The majority of ATC’s surveyed denied ever being the victim of sexual harassment. However, an interesting point of contention is that these same ATC’s claimed to have experienced many of the sexually harassing behaviors discussed in the survey, including offending behavior from coaches, seductive remarks from supervisors, comments on manner of dress, etc. As previously discussed the majority of ATC’s reporting to have experienced sexual harassment were female, however, both males and females claimed to have experienced many of the sexually harassing behaviors. It appears that virtually all of the harassment experienced by the ATC’s comes in the form of hostile environment and not quid pro quo. This may again be contributed to the “part of the job” phenomenon or the desensitization to this issue that half of the ATC’s feel exists. This would also support the thought that sexual harassment is truly defined by the individual experiencing the behavior.

The mechanisms in place to prevent sexual harassment were similar across the three different locations. Virtually all of the ATC’s surveyed at the collegiate/university and sports medicine clinic settings claimed that their current place of employment does have a sexual harassment policy in place. However, only half of these athletic trainers claimed to be able to explain this policy to another individual. Even more startling was the fact that almost a third of the ATC’s currently working at a high school, even though they had been employed at the high school for a longer period of time, did not know whether or not their high school had a sexual harassment policy in place at all. This clearly demonstrates a need to better-inform high school athletic trainers regarding the school’s policies and procedures. Perhaps the athletic trainer is often over-looked being that he or she is not a “typical” faculty member of the high school, but it is very important that he or she be equally educated in order to protect himself or herself, as well as the athletes.
As previously discussed, it appears that there are sexual harassment policies in place at most of the locations surveyed. However these policies are either not understood or do not appear to be effective because many of the ATC’s reported that they were either dissatisfied after reporting the harassment or never even reported the harassment because they were embarrassed or afraid. These sexual harassment policies need to be clarified and put into action properly if they are to take the effect that they should. If individuals are dissatisfied or afraid to report harassment there is clearly a problem within the policy or the explanation and education of the policy.

Although it was not the intent of this research to determine gender differences in regards to sexual harassment in athletic training, some significant differences were noted. Female ATC’s had a stronger perception of sexual harassment actually being a problem in athletic training. They also perceived certain behaviors to be considered sexual harassment more often than the male ATC’s did. Virtually all of the respondents claiming to have been sexually harassed were female ATC’s and the majority of these ATC’s did not even report their sexual harassment claims because they claim to have confronted the individual and the harassment stopped. Unfortunately, although they appear to be harassed more often, the female ATC’s appeared to be less-knowledgeable in regards to current sexual harassment policies than the male ATC’s were. Perhaps the female ATC’s do not report their sexual harassment claims because they do not know the proper steps to take as a result of not knowing about the policies in place. Female ATC’s need to continue to be educated on sexual harassment policies and procedures at their current places of employment in order to better-protect themselves from sexual harassment.

Some limitations to this study included the use of email broadcast as the means of data collection. Emails may have been returned to the sender or automatically re-directed without the researcher’s knowledge and as a result return rate may have been decreased. Although every effort was made in order to ensure that 900 ATC’s currently employed in district 4 received the email survey, reality is that there may have been errors in the accuracy of the emails of some of the intended recipients.

Further research on sexual harassment in athletic training may be useful. Associations between gender and sexual harassment in athletic training may be beneficial as the results of this study seemed to demonstrate some significant differences among the different genders. Another area that may be of interest would be the different experiences with sexual harassment among the different collegiate divisions, as time
allowed with individual athletes is typically different at Division I than at Division III. Sexual harassment among athletic training students may also be of some concern. Hauth (1999) found an alarming 82% of ATS's reported having been sexually harassed by an athlete alone. These ATS's will eventually become ATC's and if sexual harassment can be addressed and eliminated much earlier in their career the incidence later on will likely decrease as well as they will have been taught the appropriate actions to take, behavior to report, etc.

It appears that there is an underlying irony regarding sexual harassment and athletic training. ATC's may not report directly that they have been sexually harassed, however when asked about specific sexually harassing behaviors the majority of the ATC's did claim to have experienced these behaviors. Why do ATC’s allow these behaviors to “roll off their backs” with such ease? Perhaps they are desensitized and as a result the comments and remarks do not bother them. Perhaps they consider it part of the job. Perhaps these ATC’s are afraid to “ruffle feathers” within the department or organization.

Certified athletic trainers need to start holding these individuals accountable. They are entitled to a comfortable work environment where they will be respected and treated appropriately. The profession of athletic training will continue to grow and evolve. Through this growth the knowledge of appropriate behaviors and respect will continue to increase and the hostile environment that some ATC’s are forced to work in will likely decrease.
Appendix A

Western Michigan University Human Subjects Institutional Review Board Approval Form
Date: August 25, 2004

To: Jody Brylinsky, Principal Investigator
   Leah Gagnon, Student Investigator for thesis

From: Amy Naugle, Ph.D., Interim Chair

Re: HSIRB Project Number 04-06-22

This letter will serve as confirmation that your research project entitled "Perception and Prevalence of the Hostile Environment in Athletic Training" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: August 25, 2005

Walwood Hall, Kalamazoo, MI 49008-5456
PHONE: (269) 387-8293 FAX: (269) 387-8276
Appendix B

Research Participation Consent Form
Dear Fellow Certified Athletic Trainer,

There is limited information regarding sexual harassment as it relates to the profession of athletic training. You are invited to participate in a research project entitled “Perception and Prevalence of the Hostile Environment in Athletic Training”. If you are currently employed as an athletic trainer in District 4 (Michigan, Indiana, Michigan, Wisconsin, Minnesota and Ohio) and currently work at a college or university, high school, or clinic your participation in this study will be used to complete this research. This study is for Leah Gagnon’s thesis project at Western Michigan University.

We, the researchers will never have your personal email addresses. Rik Hess, NATA’s Information Coordinator, randomly selected you from the NATA’s database of certified athletic trainers currently working in District 4 and then sent you this consent document with the link to the survey. When the results are returned to us all IP addresses, email addresses, etc will be stripped from the data through encryption software in order to eliminate any possible identification markers.

There are four sections to the survey. The first section includes demographic data such as gender, age, etc. The second section involves your personal perceptions and beliefs regarding sexual harassment and the third section pertains specifically to your experiences with sexual harassment at your current place of employment. The final section is an opportunity for you to give any comments you may have after completing the survey. The total time for taking the survey should be no longer than 15 minutes. Your replies will be completely anonymous, so do not put your name anywhere on the form. You may choose not to answer any questions and simply leave it blank. If you choose not to participate in this survey, you may either click “I Decline” below or simply disregard this message. You can quit at any time and simply close the survey if you start to answer questions and decide not to participate. Submitting the survey indicates your consent for use of the answers you supply. A reminder letter will be sent out in four weeks to ensure a prompt response to the survey.

If you have any questions, you may contact Dr. Jody Brylinsky (Principal Investigator) at jody.brylinsky@wmich.edu, (269) 387-2677, Leah Gagnon (Student Investigator) at gagnonl@groupwise.wmich.edu, (920) 242-0961, the WMU Human Subjects Institutional Review Board (research-compliance@wmich.edu, (269) 387-8293, or the vice president for research (jack.luderer@wmich.edu, (269) 387-8298.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board on August 25, 2004. Please do not participate in this study after March 1, 2005. This will ensure that the study may be complete by spring graduation of 2005. Thank you very much for your time.

Sincerely,

Leah S. Gagnon, ATC
Graduate Assistant Athletic Trainer
Western Michigan University
Appendix C

*Modified VELMAC Sexual Harassment Questionnaire*
Modified VELMAC-SHQ

The modified VelMac-SHQ (Sexual Harassment Questionnaire) is a survey questionnaire to assess attitudes and experiences of sexual harassment of athletic trainers.

Part 1. Demographic Information. Please select the appropriate blank next to your response.

1. Gender:  
   - Female  
   - Male

2. Present Age:

3. Ethnic Background:
   - White Caucasian
   - African American
   - Hispanic
   - Native American
   - Other

4. Where are you currently employed:
   - College/University
   - High School
   - Sports Medicine Clinic

5. Number of years employed at current location.

6. Does your current place of employment have a written sexual harassment policy?
   - Yes
   - No
   - Uncertain

7. If you answered YES to the previous question, would you be able to explain the policy to a co-worker or athlete?
   - Yes
   - No

8. In your current place of employment, what is the number of male and female certified athletic trainers?
   - Females
   - Males

9. In your current place of employment, what is the number of male and female athletes/clients? (% or specific numbers)
   - Females
   - Males
Part II. Perceptions and Beliefs

Using the scale below please select the number that best indicates your perceptions or beliefs about sexual harassment.

(1) Strongly Agree  (2) Agree  (3) No Opinion  (4) Disagree  (5) Strongly Disagree

10. Sexual harassment is a serious problem in the *profession* of athletic training.

11. Sexual harassment is a serious problem at *this* location (college/university, high school, and clinic).

12. Most sexual harassment claims are true and valid complaints.

13. Sexual harassers are usually aware that they are offending their victims.

14. Victims of sexual harassment usually encourage this type of harassing behavior.

15. Most victims of sexual harassment are females.

Using the scale below please select the number that best indicates your perceptions or beliefs about sexual harassment.

(1) Strongly Agree  (2) Agree  (3) No Opinion  (4) Disagree  (5) Strongly Disagree

16. Most alleged sexual harassers are male.

17. Athletic trainers, as a group, are well-educated on sexual harassment.

18. Athletic trainers, as a group, are desensitized to sexual harassment.
Part III. Experiences on the job.

Please answer yes or no to the following questions as they pertain to your professional career at your current place of employment.

19. Do you believe you may have mistakenly demonstrated behaviors that others might identify or label as being sexually harassing?

______ Yes  ______ No

20. At your current place of employment have you ever been offended by suggestive stories or offensive/sexist jokes from a: (mark all that apply)

supervisor/administrator ______ coach ______ athlete/patient ______
other ATC ______ none ______

21. At your current place of employment have you ever been offended by seductive remarks from a: (mark all that apply)

supervisor/administrator ______ coach ______ athlete/patient ______
other ATC ______ none ______

22. At your current place of employment have you ever been the victim of "staring, leering or ogling" from a: (mark all that apply)

supervisor/administrator ______ coach ______ athlete/patient ______
other ATC ______ none ______

23. At your current place of employment have you ever been the victim of harassing or obscene phone calls, notes, or emails from a: (mark all that apply)

supervisor/administrator ______ coach ______ athlete/patient ______
other ATC ______ none ______

24. At your current place of employment have you ever been the victim of seductive remarks based on your appearance or manner of dress by a: (mark all that apply)

supervisor/administrator ______ coach ______ athlete/patient ______
other ATC ______ none ______

25. At your current place of employment have you ever changed your appearance or manner of dress to discourage sexually harassing behavior?

______ Yes  ______ No

26. At your current place of employment have you ever experienced sexist comments from a supervisor regarding your career advancements?
27. At your current place of employment have you ever experienced unwanted discussion of your personal/sexual habits from a:

supervisor/administrator _______ coach _______ athlete/patient_______
co-worker_______ other_______

28. At your current place of employment have you ever been subjected to unwelcome seductive behavior (such as requests for dates, drinks, backrubs, touching/physical contact) in your job environment?

_____ Yes            _____ No

29. Do you feel that you have been the victim of sexual harassment?

_____ Yes            _____ No

30. Do you feel that athletic training policies (i.e. dress codes, sport assignments) are designed in order to specifically avoid sexual harassment.

_____ Yes            _____ No

31. Regarding all of your experiences with sexual harassment, the sexual harasser was predominantly:

_____ Male          _____ Female          _____ Experience of sexual harassment
                                  by both men and women

32. Regarding your most recent experience, the sexual harasser was:

_____ Same Age _____ Older          _____ Younger

33. Have you ever filed a sexual harassment complaint?

_____ Yes            _____ No

34. Regarding your own experience with sexual harassment:

_____ I‘m glad I reported it and I am satisfied with the outcome.

_____ I‘m glad I reported it, but was not satisfied with the outcome.

_____ I‘m sorry I reported it and wished I never had because of the problems it created.

_____ I never reported it because I was afraid to.

_____ I never reported it because I was too embarrassed to report it.

_____ I never reported it because I confronted the individual and the harassment stopped.

_____ Other: _________________________________________________________
Part IV. Optional Comments/Remarks.

THANK YOU FOR YOUR PARTICIPATION IN THIS IMPORTANT SURVEY. YOUR COMMENTS/REMARKS BELOW WOULD BE MOST WELCOMED.
Appendix D

Tables
Table 1. Age, Gender and Number of Years at Current Location of Surveyed Certified Athletic Trainers

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th>Age</th>
<th>Gender</th>
<th>Years at Location*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Male</td>
</tr>
<tr>
<td>College</td>
<td>102</td>
<td>33.9</td>
<td>7.79</td>
<td>42</td>
</tr>
<tr>
<td>High School</td>
<td>75</td>
<td>36.2</td>
<td>8.5</td>
<td>35</td>
</tr>
<tr>
<td>Sports Medicine Clinic</td>
<td>49</td>
<td>35.6</td>
<td>7.9</td>
<td>27</td>
</tr>
<tr>
<td>TOTAL</td>
<td>226</td>
<td>35.0</td>
<td>8.1</td>
<td>104</td>
</tr>
</tbody>
</table>

*p < 0.05
Table 2. Number of Male and Female ATC’s and Number of Male and Female Athletes/Clients at Current Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>N</th>
<th># of Male ATC’s *</th>
<th># Female ATC’s *</th>
<th># Male Athletes *</th>
<th># Female Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>College</td>
<td>102</td>
<td>2.7</td>
<td>2.5</td>
<td>2.7</td>
<td>1.9</td>
</tr>
<tr>
<td>High School</td>
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<td>0.9</td>
<td>1.0</td>
<td>0.8</td>
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<tr>
<td>Sports Medicine</td>
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<td>4.6</td>
<td>4.5</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Clinic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>226</td>
<td>2.6</td>
<td>3.0</td>
<td>2.5</td>
<td>2.8</td>
</tr>
</tbody>
</table>

* p < 0.05
<table>
<thead>
<tr>
<th>Question</th>
<th>College</th>
<th>High School</th>
<th>Sports Medicine Clinic</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>SH Problem in AT</td>
<td>46 48</td>
<td>31 41</td>
<td>21 43</td>
<td>98 43</td>
</tr>
<tr>
<td>SH Problem at Current Location</td>
<td>18 18</td>
<td>8 11</td>
<td>4 8</td>
<td>30 13</td>
</tr>
<tr>
<td>SH Claims are True and Valid</td>
<td>66 65</td>
<td>47 63</td>
<td>23 47</td>
<td>136 60</td>
</tr>
<tr>
<td>Harassers Aware Of Offending Victims</td>
<td>58 57</td>
<td>42 56</td>
<td>28 57</td>
<td>128 57</td>
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<tr>
<td>Victims Encourage Harassment</td>
<td>3 3</td>
<td>3 4</td>
<td>2 4</td>
<td>8 4</td>
</tr>
<tr>
<td>Most SH Victims Are Female</td>
<td>81 80</td>
<td>59 79</td>
<td>37 76</td>
<td>177 78</td>
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<tr>
<td>Most Harassers Are Male</td>
<td>85 83</td>
<td>60 80</td>
<td>36 74</td>
<td>181 80</td>
</tr>
<tr>
<td>ATC’s are Well-Educated on SH</td>
<td>59 58</td>
<td>37 49</td>
<td>25 51</td>
<td>121 54</td>
</tr>
<tr>
<td>ATC’s are Desensitized to SH</td>
<td>51 50</td>
<td>28 37</td>
<td>20 41</td>
<td>99 44</td>
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Table 4. Prevalence of Sexual Harassment at Current Location

<table>
<thead>
<tr>
<th>Question</th>
<th>College</th>
<th>High School</th>
<th>Sports Medicine Clinic</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Victim of SH</td>
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<td>28</td>
<td>13</td>
<td>17</td>
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<tr>
<td>Experienced Unwelcome Seductive Behavior</td>
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<td>24</td>
<td>15</td>
<td>20</td>
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<td>Offended by Jokes or Stories by a:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervisor</td>
<td>18</td>
<td>18</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Coach</td>
<td>37</td>
<td>36</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Athlete/Patient</td>
<td>37</td>
<td>36</td>
<td>26</td>
<td>35</td>
</tr>
<tr>
<td>Other ATC</td>
<td>19</td>
<td>19</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>53</td>
<td>52</td>
<td>39</td>
<td>52</td>
</tr>
<tr>
<td>Offended by Seductive Remarks from a:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Coach</td>
<td>19</td>
<td>19</td>
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<td>Athlete/Patient</td>
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<td>Other ATC</td>
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<tr>
<td>None</td>
<td>69</td>
<td>68</td>
<td>54</td>
<td>72</td>
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Table 4 (cont.). Prevalence of Sexual Harassment at Current Location

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<tr>
<th>Question</th>
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<th>High School</th>
<th>Sports Medicine Clinic</th>
<th>TOTAL</th>
</tr>
</thead>
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td>8</td>
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<td>Athlete/Patient</td>
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<td>Victim of Obscene Phone Calls:</td>
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<td>0</td>
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<td>1</td>
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<tr>
<td>Athlete/Patient</td>
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<td>1</td>
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<tr>
<td>Other ATC</td>
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<td>0</td>
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<td>74</td>
<td>99</td>
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<tr>
<td>Question</td>
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<td>Sports Medicine</td>
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<td>Sports Medicine Clinic</td>
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<td>Is ATC able to explain SH policy?</td>
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<td>Do AT policies avoid SH?</td>
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Table 5 (cont.). Mechanisms to Prevent Sexual Harassment

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<th>TOTAL</th>
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REFERENCES


