Cultural Competence Development in Athletic Training Education Programs
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Context: The demographics of the United States are rapidly changing. This study identified how Athletic Training Education Programs (ATEPs) are incorporating the teaching of cultural competence (CC) into athletic training curricula. Objective: To assess ATEP Program Directors (PDs) as to how CC is infused into their educational programs and perceived by their faculty, ACIs and CIs. Design: Cross-sectional survey. Setting: Educational. Patients or other Participants: A non-probability, purposeful sample of all PDs of ATEPs (N=352) accredited by the Commission on Accreditation of Athletic Training Education (CAATE) as of January 1, 2007 were solicited from a listing obtained through CAATE. Twenty addresses were deemed undeliverable yielding 332 deliverable addresses. Of the deliverable addresses, 95 PDs responded to the survey (28.6% response rate (n = 95)), with 55.8% (n = 53) males, 43.2% (n = 41) females, and 1.0% (n = 1) who did not respond. With respect to race, 96.8% (n = 92) identified as being White, 2.1% (n = 2) Hispanic/Latino, and 1.0% (n = 1) did not identify race. Nearly half, 49.5% (n = 47) reported having a Masters degree, 48.4% (n = 46) were doctoral trained, and 2.1% (n = 2) did not identify their highest degree attained. Interventions: Frequencies and relative frequencies were calculated for PD and ATEP demographics using SPSS version 15.0. Strength of association among PDs, Faculty, and CIs and CC variables was tested using an ANOVA for correlations. Individual CC variables and differences between PDs, Faculty, and CIs were tested using t-tests (2-tailed) with an a priori significance level of p < .05. Main Outcome Measure(s): Approximately 6.3% of the programs devote an entire course to CC; 13.7% do not; 78.9% indicate that CC was not formally required in a specific course, but content was covered in a different course. Two-thirds (63.2%) of ATEP students were not encouraged to take courses that address CC in addition to the ones required in the ATEP curriculum. Roughly 62.2% of PDs felt ATEP faculty were somewhat or not committed to CC and assumptions were similar with ACIs (64.2%) and CIs (69.5%). If extra time, credits, or courses were offered in an ATEP curriculum, PDs indicated less interest in promoting CC with roughly two-thirds of responses indicating somewhat to no commitment to the issue. There were no differences in groups based on type of degree (Masters or Doctorate) of the PD (F= 1.91, p<.207), however, PDs with a doctorate appear to require more CC programming in their ATEPs (r = .133; ns). Non-White PDs appear to require more courses in CC than Whites. Conclusion: A need exists for incorporating CC into athletic training curricula to prepare future professionals who will be providing health care to multi-ethnic populations.