

Using *Cultural Competence in Sports Medicine* across the athletic training curriculum

Cultural Competence in Sports Medicine



Cultural Competence in Sports Medicine is a must-have resource for any future health care professional who will likely work with athletes and patients of diverse cultural backgrounds. This unique text stresses the importance of recognizing different cultural attitudes, beliefs, and expectations so that athletic trainers and other health care professionals can modify their professional behavior accordingly to reflect their sensitivity to their patients' needs, ultimately resulting in a comfortable and positive health care experience for the patient.

The National Athletic Trainers' Association (NATA) Education Competencies suggest that cultural competence as a foundational behavior should be integrated throughout the curriculum. Yet most texts used for athletic training education only briefly address this topic. *Cultural Competence in Sports Medicine*, when used throughout a program in multiple courses, is a text to help. Below is a useful guide/outline to show how to integrate this text into your program, ensuring students from your institution are learning to respect cultural differences when treating athletes.

Course	Chapters	Topics
Introduction to Athletic Training	1	Provides both scholarly and professional health organization definitions of cultural competence.
	2	Provides information on cultural bound syndromes and complementary and alternative medicine, and explains why this knowledge is essential.
	3	Provides data on demographics and health disparities, including indicators such as race, language, income, and poverty.
Prevention and Care of Injury and Illness	2	Provides information on complementary and alternative medicine, with learning aids to further understanding.
	6-11	Provides specific information on racial and ethnic groups (i.e., American Indian and Pacific Islanders, Blacks, Latinos, Middle Easterners, White Europeans) that can be used in case studies, including preventive health practices, and common sensitivities and conditions that affect these groups. Provides information on culturally based treatment and care of injuries and illness.
Evaluation/Physical Assessment	2	Provides descriptions of some of the most commonly found cultural bound syndromes.
	6-11	Provides specific information on racial and ethnic groups (i.e., American Indian and Pacific Islanders, Blacks, Latinos, Middle Easterners, White Europeans) that can be used in case studies or as information that should be gathered during a culturally based physical assessment, as a detailed list of what is distinctive to each culture. Provides a list of do's and don'ts to adhere to when communicating respectfully with different races and ethnic groups.
	12	Provides information on how to elicit cultural information from patients, including details on working with interpreters, and different models of cross-cultural communication.

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Evaluation/Physical Assessment	13	Provides information on how to conduct a culturally based physical assessment, with tips for identifying verbal and nonverbal cues, as well as considerations to take.
Rehabilitation	6-11	Provides specific information on racial and ethnic groups (i.e., American Indian and Alaskan Natives, Asian and Pacific Islanders, Blacks, Latinos, Middle Easterners, White Europeans) that can be used in case studies to describe patients, as well as challenges faced due to differences in symptom management across cultures.
General Medicine	2	Provides information on cultural bound syndromes and complementary and alternative medicine.
	6-11	Provides specific information on racial and ethnic groups (i.e., American Indian and Pacific Islanders, Blacks, Latinos, Middle Easterners, White Europeans) that can be used in case studies or as information that should be gathered during a culturally based physical assessment. Provides common sensitivities and conditions.
Organization and Administration	3	Provides data on demographics and health disparities (including a discussion on barriers to health and insurance).
	14	Discusses how to assess the cultural awareness, knowledge, and skill of the health care organization including using a cultural SWOT analysis.
Professional Development	4	Discusses race, class, gender, sexuality, and religion (i.e., social location). Addresses the concept of social location and how it informs one's views of and experiences in the social world. A case study is used throughout the chapter to help students better understand the relationship between social location and cultural competence.
	5	Provides information that helps students conduct a self-assessment in order to determine their own social location, biases, and prejudices. Provides self-assessment activities relative to cultural competence.
Pharmacology	6-11	Provides specific information on racial and ethnic groups (i.e., American Indian and Alaskan Natives, Asian and Pacific Islanders, Blacks, Latinos, Middle Easterners, White Europeans) that can be used in case studies. Provides information on culturally based treatment and care of injuries and illness, including beliefs about illness, and common treatments and home remedies in different racial and ethnic groups.

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Course	Chapters	Topics
Clinical Classes	2	Provides information on cultural bound syndromes.
	6-11	Provides specific information on racial and ethnic groups (i.e., American Indian and Alaskan Natives, Asian and Pacific Islanders, Blacks, Latinos, Middle Easterners, White Europeans) that can be used in case studies. Provides information on culturally based treatment and care of injuries and illness, and common sensitivities and conditions in different racial and ethnic groups.
	12	Provides models for eliciting cultural information from patients.
	13	Provides information on how to conduct a culturally based physical assessment, including taking an oral history to help ensure better health outcomes.
Research Methods	2, 6-11	Provides information that could generate research topics (e.g., Cultural bound syndromes, CAM practices, racial/ethnic groups.)