Integrating a Cultural Competency Framework in SBYD Programs

Julian Alonso, University of Florida
Christine Wegner (Advisor), University of Florida
Trevor Bopp (Advisor), University of Florida

Sport for Development - Other (Youth Sport) virtual asynchronous
Poster
Abstract 2020-281 Session: Poster Session III

Capitalizing on the allure of sport to entice youth participation and cultivate developmental skills (Kidd, 2013), sport-based youth development (SBYD) programs are implemented within a wide range of racial, socioeconomic, religious, historical, and political contexts (Spaaij et al, 2017). SBYDs commonly function within ideologies of a dominant culture, operating as sites for domestic or foreign colonialization (Anderson, 2006). Access to the program is contingent on the participants’ behavioral adaptations, potentially forfeiting or rejecting the norms of their own community (Hartmann & Kwauk, 2011). Cultures shape the “values, beliefs, and world-views” (Whitley et al., 2014 p. 228) of communities, and given the variety of contexts in which SBYD programs are implemented, there is often a disconnect between the socio-cultural ideologies of program participants and administrators. Thus, cultural competence becomes a critical component of SBYD program development, implementation, and outcomes.

Cultural competence is the ability/capacity to understand and operate within local cultural norms and values in which the program is implemented. Astoundingly, cultural competence has been overlooked within the SBYD literature regarding its conceptualization and empirical employment/consideration (Whitley et al, 2014). However, cultural competence is recognized in the program evaluation literature and is defined as “responsive inquiry that is actively understanding, and appreciative across cultures; that frames the epistemology of the organizer; that employs culturally appropriate methodology; and employs participatory involvement, with interpretive means to arrive at the results and dissemination of the findings” (SenGupta et al, 2004 p. 13). In a metanalysis analyzing empirical literature, Chouinard and Cousins (2009) provided an organizing framework to illustrate the 5 interconnected dimensions of cultural competency in cross-cultural contexts: a) relational, the co-creation of knowledge by program participants; b) ecological, the contextualized understanding of the multiple factors that shape the program and community; c) methodological, factors involved with program theories selected to guide process, along with the methods and instruments for data collection and analysis; d) organizational, focuses on the structural parameters imposed on the program, including constraints enforced by program funding agencies or partners; and e) personal, the need for reflexivity from outsiders to understand their position within a context.

Utilizing Chouinard and Cousins (2009) framework of 5 dimensions of cultural competency in cross-cultural contexts, the purpose of this study is to examine and identify how, and if, each of the 5 dimensions of in cultural competency manifest in an SBYD program. A narrative case study approach (Creswell, 2007) will be taken to explore how various voices in program management consider or practice cultural competency in an SBYD conducted by a predominantly white institution (PWI) and comprised of primarily African American youth from a low socioeconomic and disadvantaged community. Focus groups and semi-structured interviews will be conducted with program directors, staff, and volunteers from the SBYD to expose patterns, if any, of effective or inadequate culturally competent practice and development. Implications of the study may provide evidence-based support to drive policy towards a universal adaption of a culturally competent management framework and increase SBYD cross-cultural proficiency.