

Defining Adaptive Sports Experiences: A National Survey of PT and PTA Programs

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Background



<https://www.challengedathletes.org/collegiate-adaptive-sports/>

Adaptive sports enhance quality of life^{1,2,3}

PTs & PTAs play a vital role in promoting participation

Student involvement may help with^{4,5}:

- Understanding role of sport in rehabilitation
- Communication, empathy, and accessibility

How the topic of adaptive sports is integrated into PT & PTA education programs is unknown



<https://www.raisingarizonakids.com/adaptive-sports-arizona-kids/>

Purpose

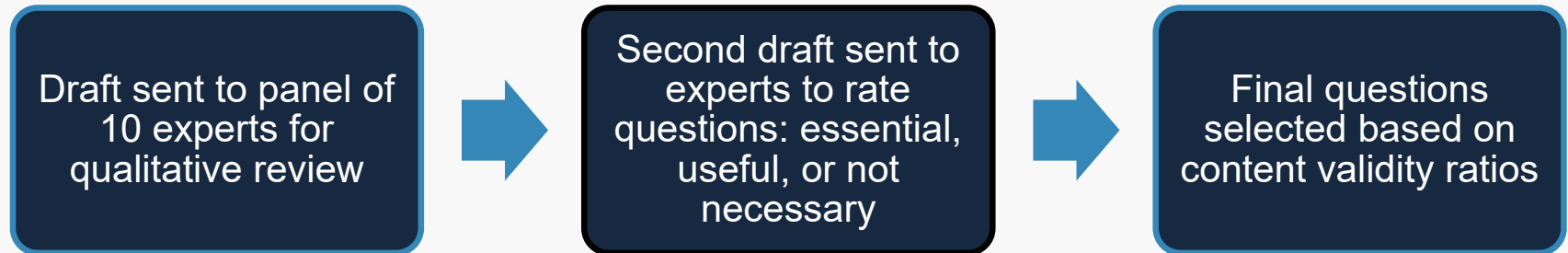
To determine how adaptive sports experiences are integrated into PT & PTA education and the facilitators, barriers, and perceived benefits of experiences

Research Questions

1. *How does availability of adaptive sports experiences vary across different program characteristics?*
2. *How are adaptive sports experiences varied across programs?*
3. *What are perceived facilitators and barriers to programs offering adaptive sports experiences to students?*
4. *What do faculty perceive that students take away from adaptive sports experiences?*

Methods: Survey Development

Survey Validation Process



Final Survey Characteristics

- Number of Questions: Six – 34+ based on Logic
- Format: Multiple Choice, Multi-select, and Free Response

qualtrics^{XM}

Methods: Survey Dissemination

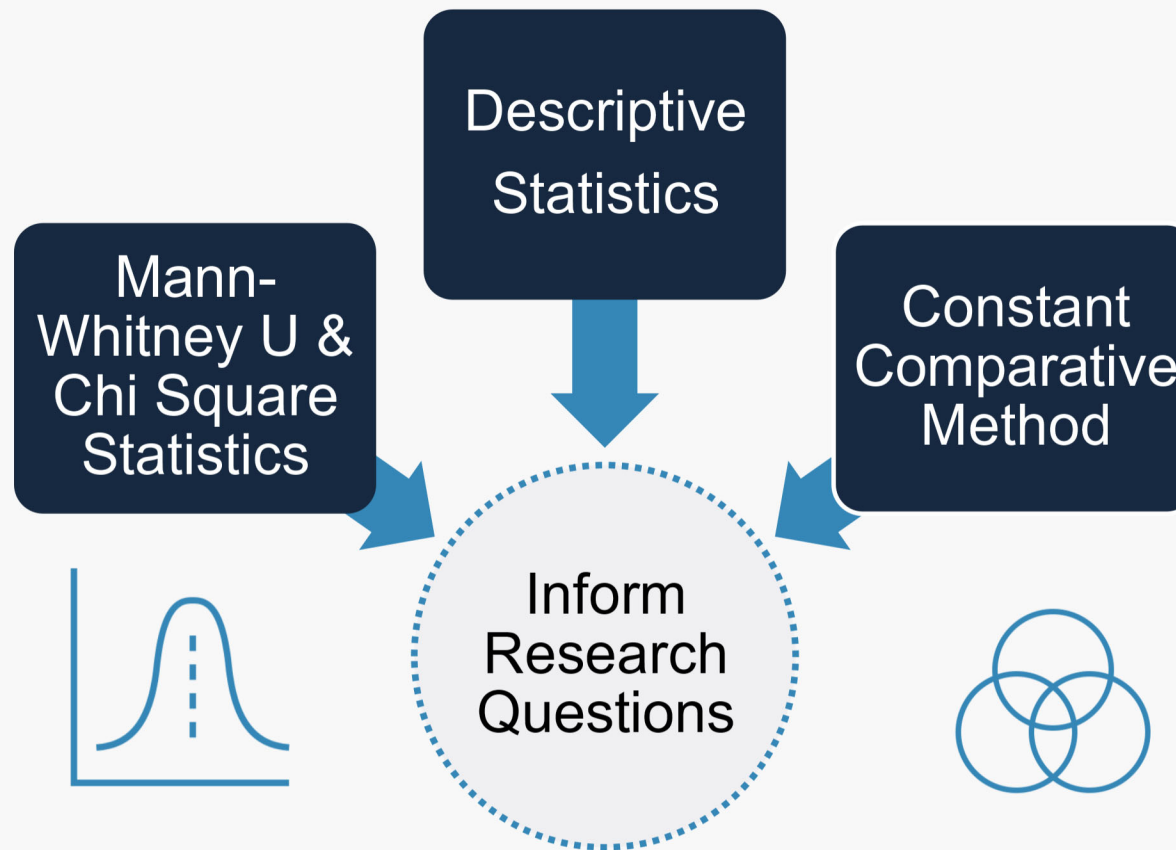


Recruitment email
with link to survey
sent to Program
Directors of
accredited programs



Request for
response from
faculty member most
knowledgeable
about experiences

Methods: Survey Analysis



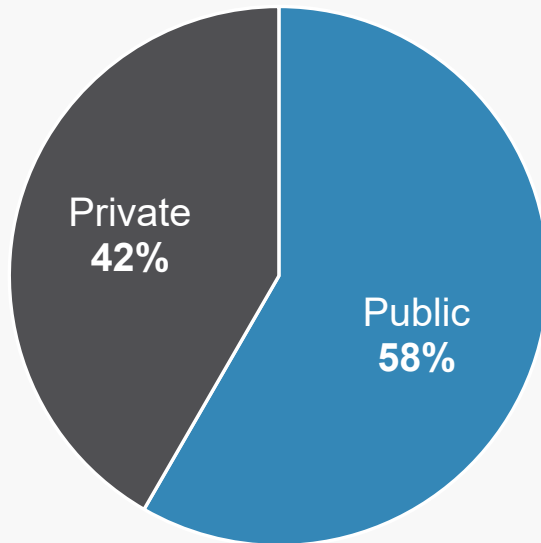
Results: Response Rate

	Respondents	Surveys Sent	Response Rate
PT Programs	39	260	15.0%
PTA Programs	33	374	8.8%
Total Programs	72	634	11.4%

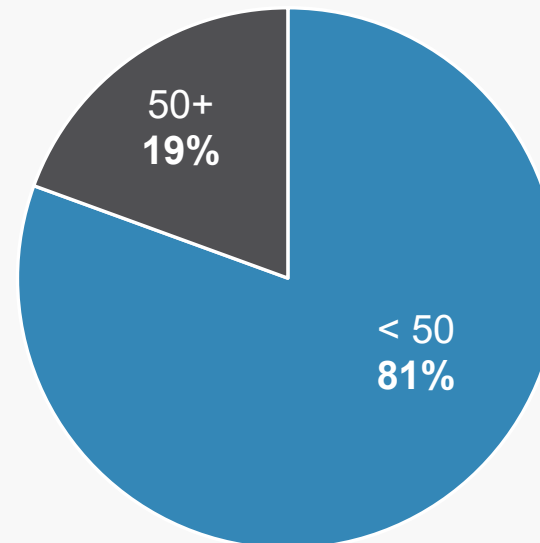
Results: Participant Characteristics

Overall, most responses were from public (58%), urban (78%) programs with cohort sizes of less than 50 students (81%)

Public vs. Private

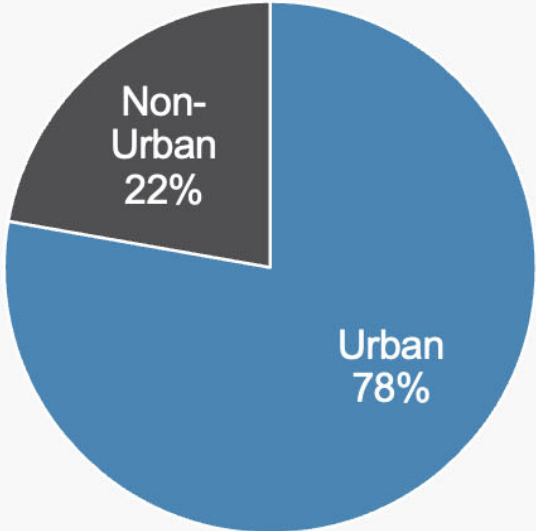


Cohort Size

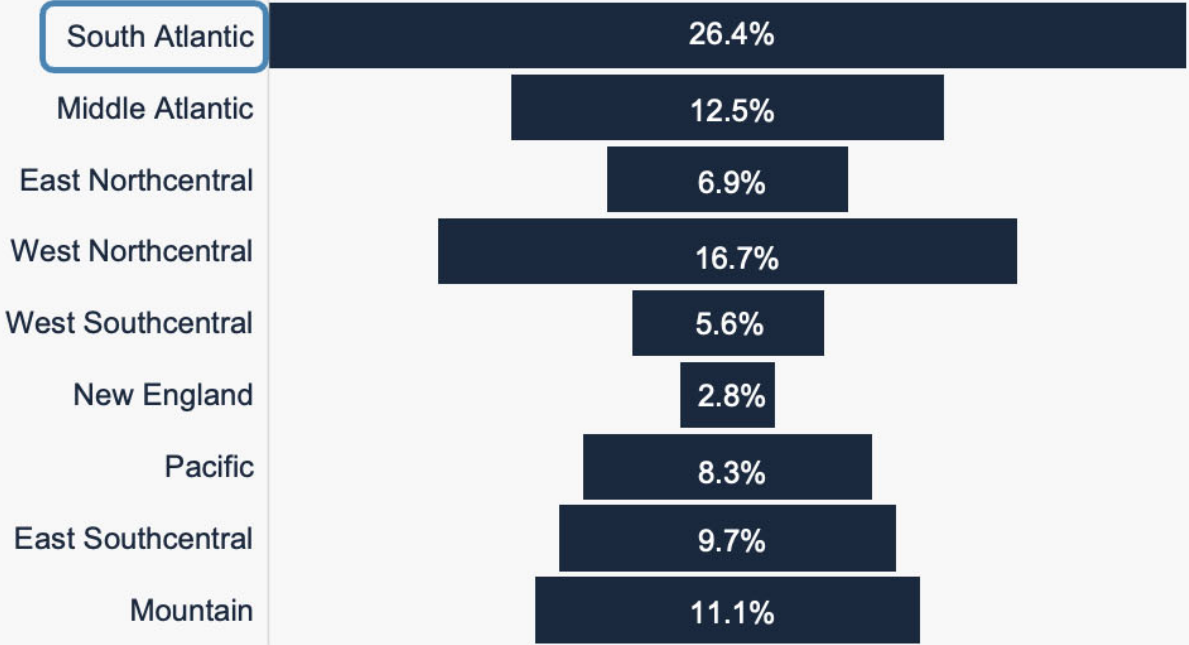


Results: Participant Characteristics

Urban vs. Non-Urban



Regional Location



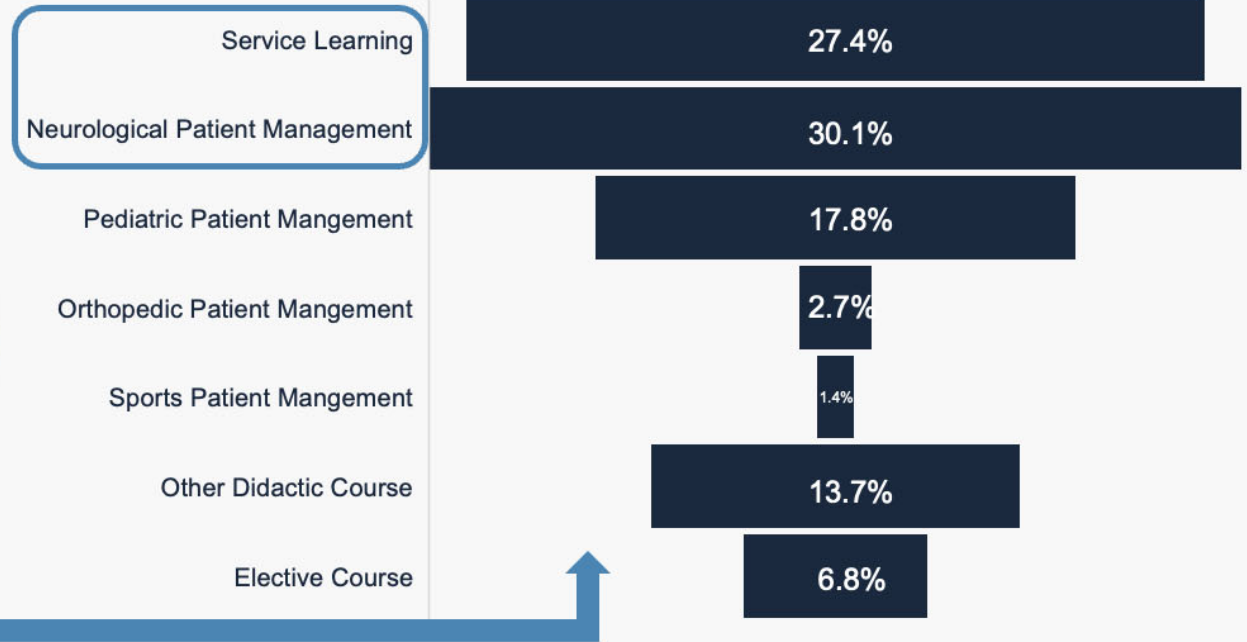
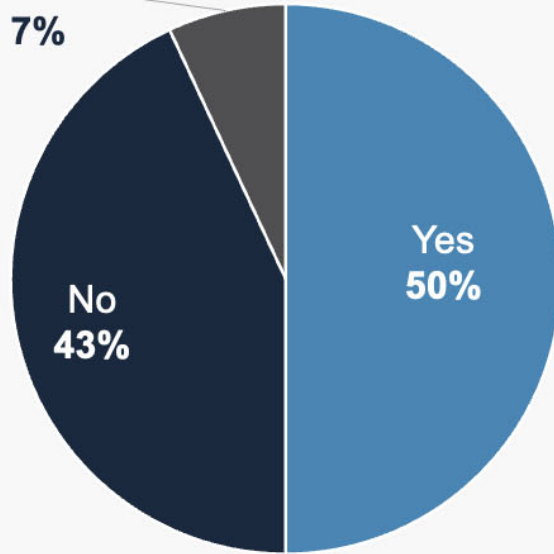
Results: Participants Compared to Accredited Programs

Program Characteristics	Survey Respondent – PT Program	Accredited PT Programs	Survey Respondent – PTA Program	Accredited PTA Programs
Public Institution	43.6%	45.1%	75.8%	72.3%
Urban Location	79.5%	**	75.8%	**
Cohort Size	40-49 (median)	46 (average)	20-29 (median)	24 (average)
South Atlantic Region	35.9%	20.6%	15.2%	23.6%

Results: Adaptive Sports in Curriculum

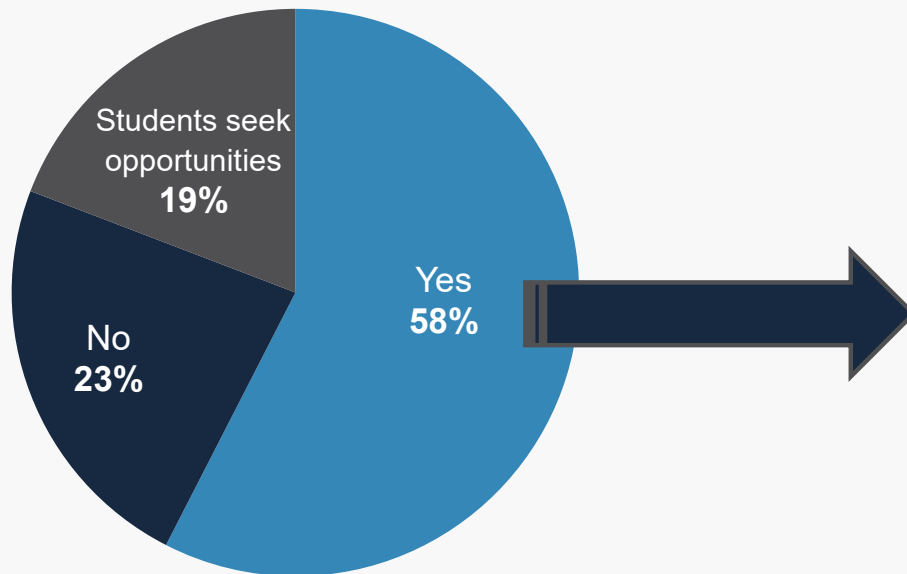
Included in Didactic Curriculum

Not known
7%

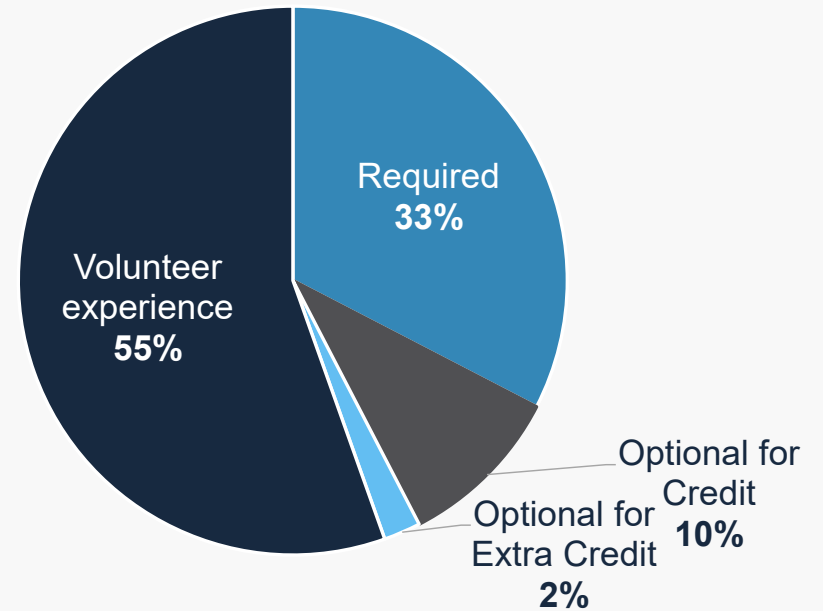


Results: Adaptive Sports Opportunities

Experiences Offered by Program



Nature of Experience



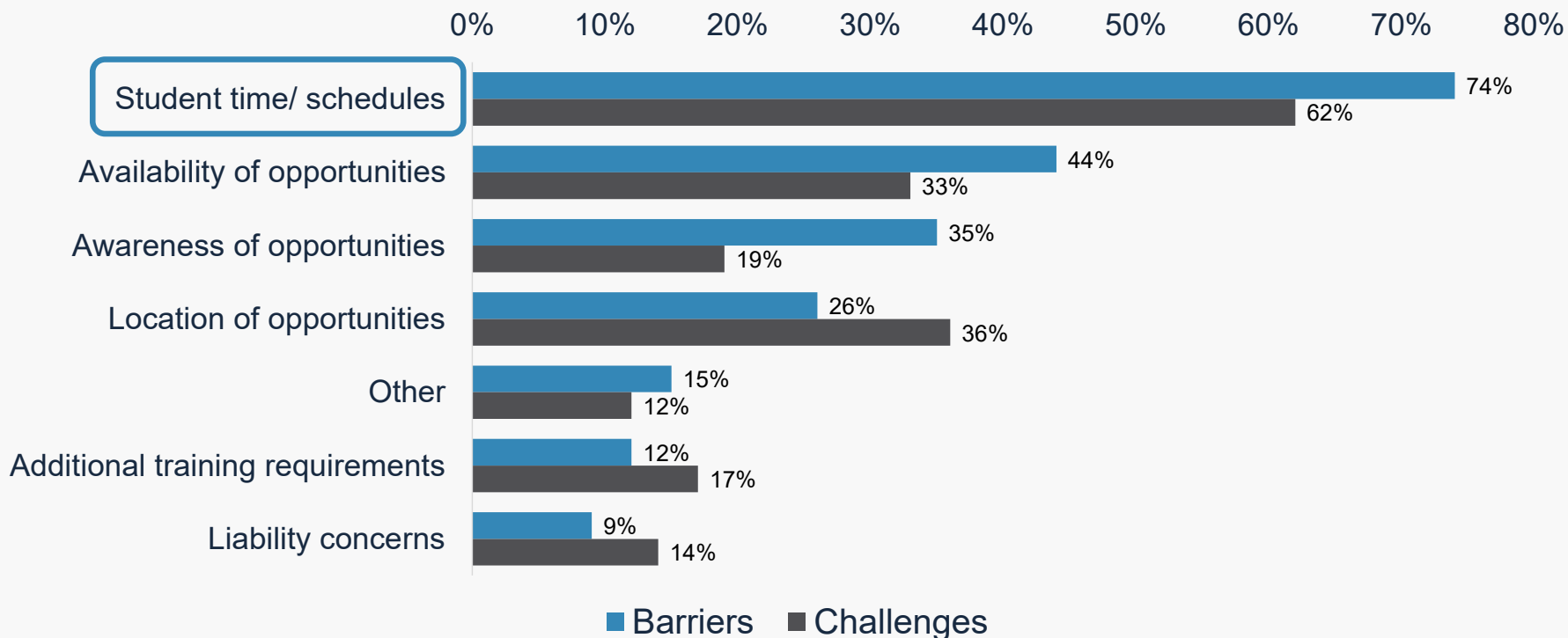
Results: Program Characteristics Associated with Including Adaptive Sports

In the Curriculum	As an Experience for Students
PT Program** (p = 0.007)	PT Program** (p = 0.001)
Cohort < 50* (p = 0.03)	Cohort < 50* (p = 0.02)

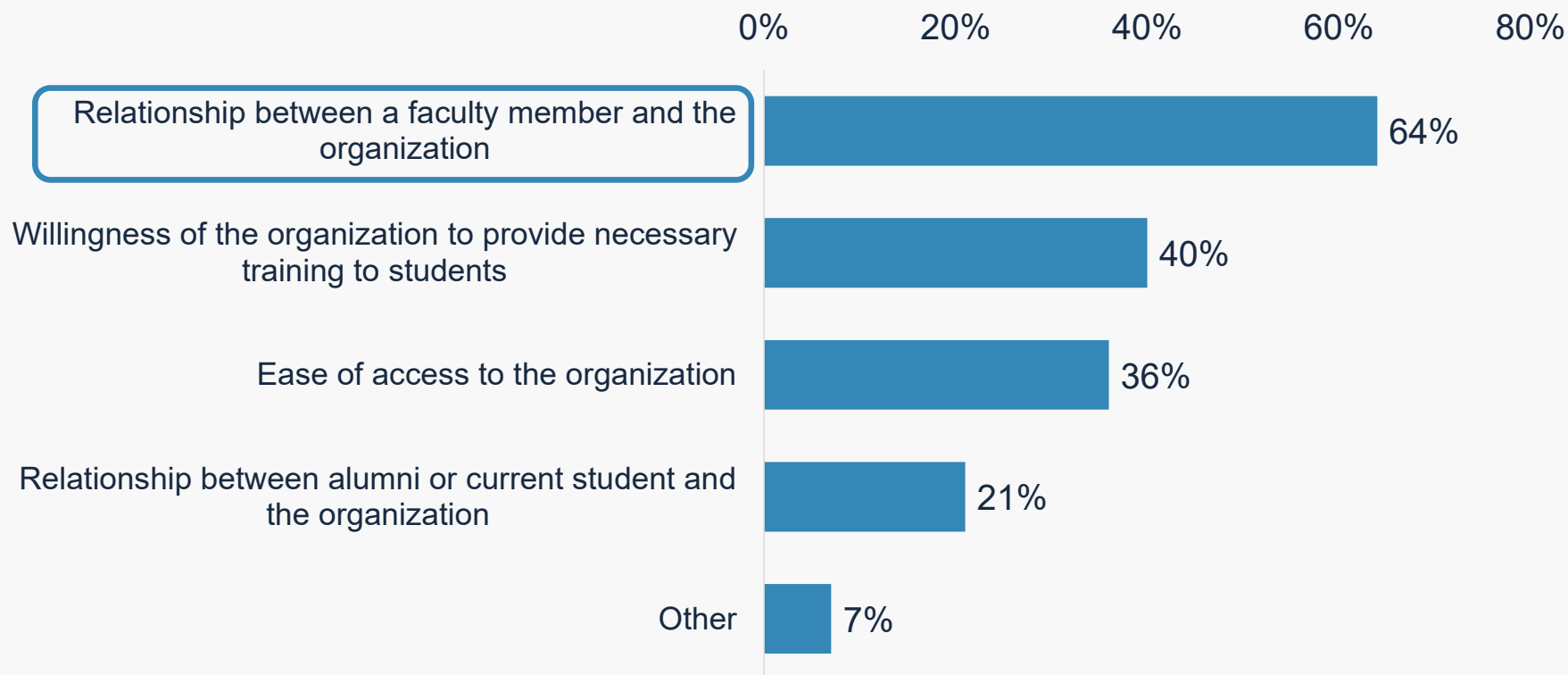
There were no statistically significant differences for comparisons of:

- Public vs Private Institutions
- Urban vs. NonUrban Program Locations
- Geographic Region of Programs

Results: Perceived Barriers (*Programs Not Offering Experiences*) and Challenges (*Programs Offering Experiences*)



Results: Facilitators of Experiences



Results: Perceived Benefits for Students

“ability to see people...
outside a ‘patient’ role”

“Empathy, understanding
another persons lived
experience,
understanding what is
possible and the strength
of community and
motivation of
participation.”

Awareness Empathy
Community
Opportunities **Experience**
Understanding

“They visualize the possibilities
related to participation in sports
by the person with a disability.”

“To feel connected to
the community”

Conclusion

- Adaptive Sports Experiences are widely varied
 - Programs with **smaller cohorts are more likely** to include adaptive sports in **curriculum & offer experiences** for students
 - Barriers, challenges and facilitators vary by program characteristics
- Moving forward
 - Adaptive sports should be emphasized in course content
 - Faculty should be encouraged to develop relationships with organizations in the community

References

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