

# **TOOLKIT FOR CULTURAL COMPETENCE IN MASTERS AND DOCTORAL NURSING EDUCATION**

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## I. OVERVIEW/INTRODUCTION

The *Toolkit for Cultural Competence in Masters and Doctoral Nursing Education* provides resources to assist faculty in preparing culturally competent graduate students for practice and research. The *Toolkit* includes numerous resources and examples of references as well as classic work that faculty will find useful. Many of the websites provide comprehensive resources for a variety of topics identified in this *Toolkit*. Users of this *Toolkit* are encouraged to peruse each site provided. Furthermore, nurse educators are referred to the *Cultural Competencies for Baccalaureate Nursing Education* document and the supporting Toolkit (AACN, 2008) to become acquainted with the baseline competencies of incoming graduate students.

*The Essentials of Master's Education for Advanced Practice Nursing* and *The Essentials of Doctoral Education for Advanced Nursing Practice* serve as the foundation for the development of six core cultural competencies. These competencies are stated as minimum competencies rather than ideal or optimal outcomes of master's and doctoral educational programs.

1. Prioritize the social and cultural factors that affect health in designing and delivering care across multiple contexts.
2. Construct socially and empirically derived cultural knowledge of people and populations to guide practice and research.
3. Assume leadership in developing, implementing, and evaluating culturally competent nursing and other healthcare services.
4. Transform healthcare systems to address social justice and health disparities.
5. Provide leadership to educators and members of the healthcare or research team in learning, applying, and evaluating continuous cultural competence development.
6. Conduct culturally competent scholarship that can be utilized in practice.

**Note: The resources in this toolkit are not exhaustive. This document is a work-in-progress. We encourage you to contribute your own work and/or resources that you use with your graduate students.**

## II. MODELS AND THEORIES FOR CULTURAL COMPETENCY

Several models developed by nurses are available to guide cultural understanding and culturally competent nursing care. At the graduate level, the models listed in this section of the toolkit help the advanced practice nurse to organize patient data in a holistic and comprehensive manner and provide safe nursing care that meets patient needs and expectations. Brief overviews of models are provided here, with additional information at <http://www.aacn.nche.edu/Education/pdf/toolkit.pdf> and through the authors' websites and books. Building on the cultural competencies for baccalaureate nursing education, faculty preparing graduate curricula may choose to use any of the following models in the preparation of advanced practice nurses.

- **Nursing Models**

*Campinha-Bacote Model of Cultural Competence (2008)*

The journey to cultural competence includes the central concepts of cultural awareness, cultural knowledge, cultural skill, and a cultural encounter where the cultural desire motivates those involved to engage in a process of cultural competence. For further information, visit <http://www.transculturalcare.net/>

*Giger and Davidhizar's Model of Transcultural Nursing*

The Giger and Davidhizar model (2008) proposes a framework to assess individuals in six areas to support planning care congruent with the individual's cultural orientation and individual needs. These areas are hierarchical, but are thought to be the same for every individual regardless of cultural heritage. It also includes communication, space, social organization, time, environmental control, and biological variations. For further information on the Giger and Davidhizar Model, visit <http://evolve.elsevier.com/Giger/>  
Giger, J. N., & Davidhizar, R. E. (2008). *Transcultural nursing: Assessment and intervention* (5th ed.). St. Louis: Mosby.

*Jeffreys' Cultural Competence and Confidence (CCC) Model*

The Cultural Competence and Confidence Model interrelates concepts that explain, describe, influence, and/or predict the phenomenon of learning (developing) cultural competence and incorporates the construct of transcultural self-efficacy (confidence) as a major influencing factor. For further information visit, <http://www.mariannejeffreys.com>.  
Jeffreys, M. R. (2006). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York: Springer.

*Leininger's Cultural Care Diversity and Universality Theory/Model*

Madeleine Leininger's theory and the Sunrise Model (Leininger & McFarland, 2006) promotes better understanding of both the universally held and common understandings of care among human culture groups. The model guides the identification of patterns of human behavior in relationship to care and caring, guiding nurses in the assessment, planning, implementation, and evaluation of their care. For further information, visit the Transcultural Nursing Society at <http://www.tcns.org/>  
Leininger, M. M., & McFarland, M. R. (2006). *Culture care diversity and universality: A worldwide nursing theory* (2nd ed.). Boston, MA: Jones and Bartlett.

*Purnell's Model of Transcultural Health Care*

Larry Purnell's Model (1998, revised in 2008), conceptualizes the development of cultural competence along an upward curve of learning and practice. The practitioner moving toward increasing levels of cultural competence is guided to assess the cultural needs of the patient by domains in the model. For further information on the Purnell Model, visit [http://www.fadavis.com/related\\_resources/75\\_2490\\_1563.pdf](http://www.fadavis.com/related_resources/75_2490_1563.pdf)  
Purnell, L. D., & Paulanka, B. J. (2008). *Transcultural health care: A culturally competent approach* (3rd ed.). Philadelphia, PA: F.A. Davis.  
Purnell, L. (2009). *Guide to culturally competent health care*. Philadelphia: F.A. Davis.

### *Spector's Health Traditions Model*

The HEALTH Traditions Model (Spector, 2004) explores what people do to maintain, protect, or restore health by showing the interrelated phenomena of physical, mental, and spiritual health and the methods people use to maintain, protect, and restore health.

Spector, R. (2009). *Cultural diversity in health and illness* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

- **Standards and Concepts in Nursing**

Standards for culturally competent practice and education have been proposed by groups and organizations within nursing and in other disciplines. In nursing, a collaborative effort by members of the American Academy of Nursing Expert Panel on Global Health Nursing and Health (Rosenkoetter & Nardi, 2007), the Transcultural Nursing Society (Douglas et al., 2009), and members of the American Association of Colleges of Nursing Panel on Cultural competency in baccalaureate nursing education (Calvillo et al., 2009) produced standards of practice for culturally competent nursing care. Similarly, the members of the Culturally Competent Expert Panel of the American Academy of Nursing (AAN) have prepared a list of terms to help faculty teach conceptual understandings of cultural competence by defining commonly used words and ideas (Giger, Davidhizar, Purnell, Harden, Phillips, & Strickland, 2007). Knowing and correctly using terminology at the graduate level helps students communicate with other professionals and conceptualize the dimensions of cultural competence commonly used in nursing models.

Key concepts anchor models, theories, or philosophies of cultural competence in health care. Students who have attained the Baccalaureate cultural competencies prior to entry into a graduate nursing program will already be conversant in the definitions of key concepts related to cultural competence. The Toolkit of Resources for Cultural Competent Education for Baccalaureate Nurses lists key concepts (available at <http://www.aacn.nche.edu/Education/pdf/toolkit.pdf>).

Elevating key cultural competency concepts to the graduate level involves application of the key concepts in self-assessment, clinical care, and in research. Resources to assist in the application of key concepts can be found at Georgetown University National Center for Cultural Competence. The National Center (<http://www11.georgetown.edu/research/gucchd/nccc/>) has resources for cultural competence with links to self-assessment, policy, frameworks and models, and other resources.

- **Models, Theories, Standards, and Terminologies from Other Disciplines**

Models, theories standards, and terminologies, developed by nurses to guide culturally competent care are complemented by frameworks and tools from other

health care disciplines. The sample of resources in this section enhance clinicians' skills in interdisciplinary work and in cross-cultural patient care encounters.

*Kleinman's Explanatory Model* (Kleinman, 1978; Kleinman, A., Eisenberg, L., & Good, B. 1978). Arthur Kleinman's explanatory model of illness is designed to elicit the patient's perspective of illness with eight questions. More details are available in the classic article and on the following website, The Providers Guide and Quality & Culture <http://erc.msh.org/aapi/tt11.html>

*Health Belief Model*. The Health Belief Model (HBM) is a psychological model that attempts to explain and predict health behaviors (Rosenstock, Strecher, & Becker, 1988). This is done by focusing on the attitudes and beliefs of individuals. The HBM was first developed in the 1950s by social psychologists working in the U.S. Public Health Services. The HBM has been adapted to explore a variety of long- and short-term health behaviors.

*Resources in Cultural Competence Education for Health Care Professionals* (Gilbert, 2003). The California Endowment sponsored the production of two publications on cultural competence for health care professionals, both with thorough and detailed information and resources for faculty. This publication contains a section on Models for Culturally Competent Health Care (pp. 19-31) with 34 different models and references listed in an annotated bibliography format. The publication is available at [www.calendow.org](http://www.calendow.org). Included in this comprehensive reference is an often-cited report on cultural competence sponsored by the Commonwealth Fund. This report provides a definition of cultural competence, barriers, emerging models of culturally competent care, and recommendations for culturally competent care (Betancourt, Green, & Carillo, 2002).

*Principles and Recommended Standards for Cultural Competence Education of Health Care Professionals* (Gilbert, 2003). This companion text offers guiding principles for cultural competence education for health care professionals of all kinds, with recommendations in the areas of knowledge, attitudes, and skills. Methods and modalities for training are reviewed, and standards for teaching and the evaluation of learning presented. The appendices provide comprehensive resources for educators, including a glossary of terms and multi-media resources to help teachers access and integrate cultural competence in their classrooms and clinical experiences. This resource is free and can be downloaded at [www.calendow.org](http://www.calendow.org).

- **Cultural Humility**

Cultural humility is an overarching perspective for thinking about the clinician's responsibility in cross-cultural interactions (Tervalon & Murray-Garcia, 1998). It builds on principles of cultural competence and addresses the critique that taking a culturally competent approach to care may inadvertently detach the clinician by focusing only on clinician knowledge, skills, and expertise related to a specific person or population without considering her own contribution to the clinician/client relationship (Foster, 2009; Hunt, 2001; Kumagai & Lyson, 2009; Malone &

Tagliareni, 2008). A cultural humility perspective elevates the importance of the clinician's role in any interchange by examining the role of the self-- beliefs, values, assumptions, and experiences-- in the planning, delivering, and evaluation of care. Cultural humility posits a life-long commitment to self-evaluation and self-critique (Terhune, 2006), redressing power imbalances (Brown, McWilliams, & Ward-Griffin, 2005), and developing mutually beneficial partnerships with communities on behalf of individuals and defined populations (Minkler, 2005; Racher & Annis, 2007). Like many models, the terminology, processes, and valued endpoints of the cultural humility perspective pertain to this model of understanding.

- **Theories of Culture**

Advances in theory development from the social sciences inform nursing research at the graduate level. Anthropology and the field of cultural studies, psychology, and sociology have disciplinary methods for studying culture and theories for interpreting human thought and action (Bandura, 1977; Barnard, 2004; Fishbein & Ajzen, 1975; Rotter, 1954). Theories developed outside of nursing about culture change, power and empowerment, identity, cultural ecology, and language and culture have enriched nursing research for decades (Fieire, 1970; Prochaska & DiClemente, 1982; Rosenstock, Strecher, & Becker, 1988; Steward, 1955). Courses in theory and methods from other disciplines are available online or on campuses, and graduate nursing students may need to learn about culture through formal coursework in other disciplines to conduct specific research studies. Some classic references are included for examples of theories.

- **Clinical Mnemonics from Other Disciplines**

For individual provider-patient communication and clinical assessment, several mnemonics are used to guide clinicians in patient assessment listed in the table below. Additional examples are compiled by the Association of American Medical Colleges in its *Cultural Competence Education for Medical Students* (Association of American Medical Colleges, 2005). <http://www.aamc.org/meded/tacct/culturalcomped.pdf>

Model/Clinical Mnemonics	Reference
<b>BATHE:</b> <b>Background:</b> What is going on in your life? <b>Affect:</b> How do you feel about what is going on? <b>Trouble:</b> What troubles you most? <b>Handling:</b> How are you handling that? <b>Empathy:</b> This must be very difficult for you.	Stuart, M. R., & Leibermann J. R. (1993). <i>The fifteen minute hour</i> . Applied Psychotherapy for the Primary Care Physician. New York: Praeger.
<b>BELIEF:</b> <b>Beliefs</b> (about health) <b>Explanation</b> <b>Learn</b> <b>Impact</b> <b>Empathy</b> <b>Feelings</b>	Dobbie, A. E., Medrano, M., Tysinger, J. & Olney, C. (2003). The BELIEF instrument: A preclinical teaching tool to elicit patients' health beliefs. <i>Family Medicine</i> , 35, 316-319.
<b>ESFT Model for Communication and Compliance:</b>	Betancourt, J. R., Carrillo, J. E., & Green,

Explanatory model Social risk for noncompliance Fears and concerns about the medication Therapeutic contracting and playback	A. R. (1999). Hypertension in multicultural and minority populations: Linking communication to compliance. <i>Current Hypertension Reports</i> , 1(6), 482-488.
<b>ETHNIC:</b> Explanation Treatment Healers Negotiate Intervention Collaboration	Levin, S. J., Like, R. C., & Gottlieb, J. E. (2000). ETHNIC: A framework for culturally competent ethical practice. <i>Patient Care</i> , 34(9), 188-189.  <a href="http://erc.msh.org/aapi/tt2.html">http://erc.msh.org/aapi/tt2.html</a>
<b>LEARN</b> Listen Explain Acknowledge Recommend treatment Negotiate	Berlin, E. A., Fowkes, W. C. (1983). A teaching framework for cross-cultural health care. <i>The Western Journal of Medicine</i> , 139, 934-938.
<b>RESPECT</b> Respect Explanatory (model) Social and Spiritual Power Empathy Concerns Trust	Diversity Curriculum Task Force. (2003). RESPECT model. Boston Medical Center. Department of Medicine. Bigby, J., ed. <i>Cross-Cultural Medicine</i> . Philadelphia: American College of Physicians-American Society of Internal Medicine.

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<http://jahsonic.com/Anthropology.html>

<http://www.jahsonic.com/CultureTheory.html>

Community Partnerships for Older Adults. Cultural competence vs. cultural humility.

<http://www.partnershipsforolderadults.org/resources/levelthree.aspx?sectionGUID=774e17bd-fa1e-4253-8d6d-34d808334fb0> Retrieved 08/03/09.

Culture and Cognition

<http://sociology.rutgers.edu/gradculture.html>

Cultural Competence Education for Medical Students (Association of American Medical Colleges, 2005). <http://www.aamc.org/meded/tacct/culturalcomped.pdf>

Freire

<http://www.cominit.com/en/node/27123/36>

Health Education Behavior Models and Theories

<http://msucares.com/health/health/appa1.htm>

Theory of Change

<http://www.cominit.com/en/node/27225/36>

Theory of Reasoned Action

<http://www.cominit.com/en/node/27138/36>

<http://www.people.umass.edu/aizen/f&a1975.html>

Theory

<http://www.cw.utwente.nl/theorieenoverzicht/Theory%20clusters/>

### **III. CROSS-CULTURAL COMMUNICATION**

Communication is at the heart of the clinician-patient relationship. With the increasing and continuing cultural and ethnic diversity of the US population, communicating with patients with limited English proficiency (LEP) as well as those with different languages has become very challenging. The need to create means and ways to bridge these language differences to lessen misunderstanding between patients and clinicians has been recognized and acted upon. A strategy that has been established is clinician access to interpreters and translators. This strategy has been formalized with the establishment of the federal standards for culturally and linguistically appropriate services (CLAS). This

*Toolkit* provides the resources for clinicians to become familiar with these standards and how these standards have been designed and implemented.

Additionally, the *Toolkit* makes available articles that further expound on cross-cultural communication in health care. One article discusses communication in cultures reflecting collectivism vs. individualism and high-context vs. low-context, as well as socially driven patterns and styles of communication such as verbal and non-verbal behaviors (Xu & Davidhizar, 2005). Furthermore, the other articles discuss ways and means to enhance cross-cultural communication. The *Toolkit* also offers websites, multimedia, and books, manuscripts, and reports for additional resources.

- **Health Literacy and Limited English Proficiency**

***Books, Manuscripts, and Reports:***

Greenberg, E., Dunleavy, E. & Kutner, M. (2007). *Literacy behind bars: Results from the 2003 National Assessment of Adult Literacy Prison Survey* (NCES 2007-473). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Institute of Medicine. (IOM, 2004). *Health literacy: A prescription to end confusion*. Washington, DC: National Academic Press.

Institute of Medicine (IOM, 2009). *Recommendations for national standards for the collection of race, ethnicity and language data for health care quality improvement and the reduction of health care disparities*.

[www.iom.edu/datastandardization](http://www.iom.edu/datastandardization) or <http://www.iom.edu/?ID=72796>

Joint Commission & Tinoco, L. (2005). *Providing culturally and linguistically competent health care*. Joint Commission Resources, Inc, Jcr.

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Cross-cultural communication in health care: Building organizational capacity  
<ftp://ftp.hrsa.gov/financeMC/broadcast-handout.pdf>

Designing programs that address linguistic and cultural barriers to health care  
<http://www.diversityrx.org/HTML/MODELS.htm>

Development Communication - Family Tree of Theories, Methodologies and Strategies in Development Communication  
<http://www.comminit.com/en/node/287572>  
<http://www.comminit.com/en/node/1284>

DiversityRX  
<http://www.diversityrx.org/HTML/MOVERA.htm>

Goode, T. D., Dunne, C. M., & Bronheim, S. M. (October, 2006). *The evidence base for cultural and linguistic competency in health care*. National Center for Cultural Competence Center for Child and Human Development, Georgetown University.  
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<http://www.ahrq.gov/clinic/epcsums/litsum.pdf>

Institute of Medicine (IOM), April 2004.  
The IOM Committee on Health Literacy report called Health Literacy: A Prescription to End Confusion. This report examines the body of knowledge in the emerging field of health literacy, and recommends actions to promote a health literate society.  
<http://www.iom.edu/?id=31489>

Institute of Medicine (IOM), August 2009.

Recommendations for national standards for the collection of race, ethnicity and language data for health care quality improvement and the reduction of health care disparities: [www.iom.edu/datastandardization](http://www.iom.edu/datastandardization) or <http://www.iom.edu/?ID=72796>

Language Expectancy Theory

[http://www.cw.utwente.nl/theorieenoverzicht/Theory%20clusters/Language%20Theory%20and%20Linguistics/Language\\_Expectancy\\_Theory.doc/](http://www.cw.utwente.nl/theorieenoverzicht/Theory%20clusters/Language%20Theory%20and%20Linguistics/Language_Expectancy_Theory.doc/)

National Center for Cultural Competence

Georgetown University Center for Child and Human Development

[www//.georgetown.edu/research/guchd/nccc](http://www.georgetown.edu/research/guchd/nccc)

National Network of Libraries of Medicine (2008). *Health literacy*.

(<http://nnlm.gov/outreach/consumer/hlthlit.html>).

National Standards for Culturally and Linguistically Appropriate Services (CLAS) in the OMH Health Care Final Report in 2001. Office of Minority Health (OMH)

<http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlid=15>

Office of Minority Health National Culturally and Linguistically Appropriate Services (CLAS) Standards Crosswalked to Joint Commission 2007 Standards for Hospitals, Ambulatory, Behavioral Health, Long Term Care, and Home Care

[http://www.jointcommission.org/NR/rdonlyres/5EABBEC8-F5E2-4810-A16F-E2F148AB5170/0/hlc\\_omh\\_xwalk.pdf](http://www.jointcommission.org/NR/rdonlyres/5EABBEC8-F5E2-4810-A16F-E2F148AB5170/0/hlc_omh_xwalk.pdf)

Overview of Communication Theories of the UT Communication Studies

<http://www.cw.utwente.nl/theorieenoverzicht/>

Providing Language Services in Small Health Care Provider Settings: Examples from the Field

<http://www.commonwealthfund.org/Content/Publications/Fund-Reports/2005/Apr/Providing-Language-Services-in-Small-Health-Care-Provider-Settings--Examples-from-the-Field.aspx>

Think Culture Health: Bridging the Health Care Gap Through Cultural Competency

[https://www.thinkculturalhealth.org/ccnm/pubs\\_tools.asp#CC](https://www.thinkculturalhealth.org/ccnm/pubs_tools.asp#CC)

- **Cross-cultural Communication in Health Care**

*Books, Manuscripts, and Reports:*

Baxter, L. A. & Braithwaite, D. O. (2008). *Engaging theories in interpersonal communication. Multiple perspectives*. Thousand Oaks, CA: Sage.

- Bonvillain, N. (2008). *Language, culture, and communication: Meaning of messages*. Upper Saddle River, NJ: Prentice Hall Inc.
- Burgoon, J. K. & Burgoon, M. (2001). Expectancy theories. In W. P. Robinson & H. Giles (Eds.), *The new handbook of language and social psychology* (2<sup>nd</sup> ed., pp 79-102). Sussex, UK: Wiley.
- Dillard, J. P. & Pfau, M. (2002). *The persuasion handbook: Developments in theory and practice*. Thousand Oaks, CA: Sage.
- Hofstede, G. & Hofstede, G. J. (2004). *Cultures and organizations: Software of the mind*. New York, NY: McGraw-Hill.
- Munoz, C. C., & Luckmann, J. (2005). *Transcultural communication in nursing* (2nd ed.). Florence, KY: Cengage Learning.

### ***Journal Articles:***

- Crane Cutilli, C. (2006). Do your patients understand? Providing culturally congruent patient education. *Orthopaedic Nursing*, 25(3), 218 – 224.
- Nailon R. E. (2006). Nurses' concerns and practices with using interpreters in the care of Latino patients in the emergency department. *Journal of Transcultural Nursing*, 17(2), 119-28.
- Mast, M. S. (2007). On the importance of nonverbal communication in the physician-patient interaction. *Patient Education and Counseling*, 67(3), 315-318.
- Satter, D. E., Veiga-Ermert, A., Burhansstipanov, L., Pena, L., & Restivo, T. (2005). Communicating respectfully with American Indian and Alaska Natives: Lessons from the California Health Interview Survey. *Journal of Cancer Education*, 20, 49-51.
- van Wieringen, J. C. M. & JAM Harmsen, M. A. ( 2002). Intercultural communication in health care. *The European Journal of Public Health*, 12(1), 63-68. <http://eurpub.oxfordjournals.org/cgi/reprint/12/1/63.pdf>
- Xu, Y., & Davidhizar, R. (2005). Intercultural communication in nursing education: When Asian students and American faculty converge. *Journal of Nursing Education*, 44(5), 209-215.

### ***Internet Websites:***

Cross Cultural Communication in Health Care

<https://culturedmed.sunyit.edu/index.php/bibliographies-by-cultural-aspect/cross-cultural-communication>

"24 Languages Project", Utah Consumer Health Information Network

Electronic access to over 200 health education brochures in 24 different languages.

[http://www.auch.org/Resource%20Center/cultural\\_competency.html](http://www.auch.org/Resource%20Center/cultural_competency.html)

<http://library.med.utah.edu/24languages/>

Communicating Across Cultures

<http://erc.msh.org/aapi/ca1.html>

<http://erc.msh.org/aapi/ca2.html>

<http://erc.msh.org/aapi/ca3.html>

<http://erc.msh.org/aapi/ca4.html>

Transforming the Face of Health Professions Through Cultural and Linguistic Competence Education: The Role of the HRSA Centers of Excellence  
<ftp://ftp.hrsa.gov/competence.pdf>

***Multimedia:***

Intercultural Communication for Healthcare at Home & Abroad - Real Expectations for Real Encounters: Closing the Social Distance  
<http://videos.med.wisc.edu/videoInfo.php?videoid=37>

Intercultural Communication - Healthcare at Home  
<http://videos.med.wisc.edu/videoInfo.php?videoid=38>

#### **IV. DEVELOPMENT AND IMPLEMENTATION OF CULTURALLY COMPETENT EDUCATION**

In spite of the critical demand to prepare culturally competent graduate nursing students, a crucial challenge is the availability and readiness of nursing faculty to meet this daunting goal. This *Toolkit* provides resources to depict the status of cultural competence in nursing education. Additionally, it gives resources to prepare faculty and help in their self-development.

This *Toolkit* also offers resources to help faculty develop and implement curricular content for cultural competency. Several resources present strategies to prepare graduate nursing students to become culturally competent. Furthermore, the *Toolkit* provides examples of schools of nursing that have developed and assessed programs for cultural competency. Also, the *Toolkit* makes available an article that proposes an alternative transformative approach to the teaching of cultural competency (Duffy, 2001). Another article posits that cultural humility rather than cultural competence is a more suitable goal for multicultural education (Tervalon & Murray-Garcia, 1998). Several multimedia resources are listed for additional resources that reinforce cultural competency education and training.

- **Resources for Faculty Self-Development**

***Books, Manuscripts, and Reports:***

- Andrews, M. M. & Boyle, J. S. (2008). *Transcultural Concepts in Nursing Care* (5th ed). Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.
- Bosher, S. D. & Dexheimer Pharris, M. (2009). *Transforming nursing education: The culturally inclusive environment*. New York, NY: Springer Publishing.
- Eckley, E., Graves, A., Grover, E., et al., (2004). *Manual for self-assessment of cultural competence of an academic department or unit*. Department of Nutrition, the University of Tennessee, Knoxville.

<http://nutrition.utk.edu/culture/Manual%20for%20Self%20Assessment%20of%20Cultural%20Competence%20of%20an%20Academic%20Department%20or%20Unit.pdf>

- Jeffreys, M. R. (2010). *Cultural Competence Education Resource Toolkit*. New York: Springer. (forthcoming).
- Jeffreys, M. R. (2010). *Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation* (2<sup>nd</sup> ed). New York: Springer. (forthcoming).
- Jeffreys, M. R. (2006). *Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation*. New York: Springer.
- Montgomery Dossey, B. & Keegan, L. (2009). *Holistic nursing: A handbook for practice* (5<sup>th</sup> ed.). Boston, MA: Jones & Bartlett.
- Muñoz, C. C., & Luckmann, J. (2005). *Transcultural communication in nursing* (2<sup>nd</sup> ed.). Clifton Park, NY: Thomson/Delmar Learning.
- Ring, J. M., Nvquist, J. G., Mitchell, S. Flores, H., & Samaniego, L. (2008). *Curriculum for culturally responsive health care. The step-by-step guide for cultural competence training*. United Kingdom: Radcliffe Publishing.
- Sauaia, A., & Hill, G. (2007). *Cultural competence and diversity faculty development manual*. University of Colorado School of Medicine.  
<http://www.uchsc.edu/hcpr/cu-som-ccc/CCCTrainingManual2007.pdf>

### ***Journal Articles:***

- Carter, K. F., Fournier, M., Grover, S., Kiehl, E. M., & Sims, K. M. (2005). Innovations in community-based nursing education: Transitioning faculty. *Journal of Professional Nursing*, 21(3), 167-174.
- Chan, C. S., & Treacy, M. J. (1996). Resistance in multicultural courses: Student, faculty, and classroom dynamics. *American Behavioral Scientist*, 40(2), 212-221.
- Chrisman, N. J. (1998). Faculty infrastructure for cultural competence education. *Journal of Nursing Education*, 37, 45-47.
- DeSantis, L. (1991) Developing faculty expertise in culturally focused care and research. *Journal of Professional Nursing*, 7, 300-309.
- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity in higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72, 330-366.
- Kardong-Edgren, S. (2007). Cultural competence of baccalaureate nursing faculty. *Journal of Nursing Education*, 46(8), 360-366.
- Kumagai, A. K., White, C. B., Ross, P. T., Perlman, R. L., & Fantone, J. C. (2008). Impact of facilitation of small group discussions of psychosocial topics in medicine on faculty growth and development. *Academic Medicine*, 83(10), 976-981.
- Kumagai, A. K., White, C. B., Ross, P. T., Purkiss, J. A., O'Neal, C. M., & Steiger, J. A. (2007). Use of interactive theater for faculty development in multicultural education. *Medical Teacher*, 29(4), 335-340.

- Kumagai, A. K., White, C. B., & Schigelone, A. (2005). The Family Centered Experience: Using patient narratives, student reflections, and discussions to teach about illness and care. *Annals of Behavioral Science and Medical Education, 11*, 73-78.
- Rew, L. (1996). Affirming cultural diversity: A pathways model for nursing faculty. *Journal of Nursing Education, 35*, 310-314.
- Sargent, S. E. Sedlak, C. A. & Martsof, D. S. (2005). Cultural competence among nursing students and faculty. *Nurse Education Today, 25*(3), 214-221.
- Sealey, L. J., Burnett, M. & Johnson, G. (2006). Cultural competence of baccalaureate nursing faculty: Are we up to the task? *Journal of Cultural Diversity, 13*(3), 131-140.
- Schriner, C. L. (2007). The influence of culture on clinical nurses transitioning into the faculty role. *Nursing Education Perspectives, 28*(3), 145–149.

***Internet Websites:***

Association of American Colleges and Universities

[http://www.aacu.org/american\\_commitments/curr\\_fac\\_dev\\_network.cfm](http://www.aacu.org/american_commitments/curr_fac_dev_network.cfm)

American Association of Medical Colleges. "Tools for Assessing Cultural Competence Training" <http://www.aamc.org/meded/tacct/start.htm>

Cultural Competency Training Curriculum.

Thom, D. H., Tirado, M. D., Woon, T. L., & McBride, M. R. (2006). Development and evaluation of a cultural competency training curriculum. *BMC Medical Education, 6*:38. <http://www.biomedicalcentral.com/472-6920/6/38>.

Diversity Innovations

[http://www.diversityweb.org/diversity\\_innovations/institutional\\_leadership/index.cfm](http://www.diversityweb.org/diversity_innovations/institutional_leadership/index.cfm)

A section within Diversity Web: <http://www.diversityweb.org/>

Faculty/staff development and student development as well as Teaching Strategies and Classroom Practices.

Project Implicit

Self-assessment quizzes on implicit assumptions that you have about various groups of people. <https://implicit.harvard.edu/implicit/>

Role of Cultural Competency in Faculty Development

[http://www.aamc.org/meetings/annual/2008/highlights/focus\\_diversity\\_goode.pdf](http://www.aamc.org/meetings/annual/2008/highlights/focus_diversity_goode.pdf)

Think Culture Health: Bridging the Health Care Gap Through Cultural Competency

[https://www.thinkculturalhealth.org/ccnm/pubs\\_tools.asp#CC](https://www.thinkculturalhealth.org/ccnm/pubs_tools.asp#CC)

- **Curricular Resources**

***Books, Manuscripts, and Reports:***

- Galanti G. A. (2003). *Caring for patients from different cultures* (3rd ed.). Baltimore, MD: University of Pennsylvania Press.
- Jeffreys, M. R. (2004). *Nursing student retention: Understanding the process and making a difference*. New York: Springer.
- Jeffreys, M. R. (2006). *Teaching cultural competence in nursing and health care: Inquiry, action, and innovation*. New York, NY: Springer.
- Tseng, W. & Streltzer, J. (2008). *Cultural competence in health care*. New York, NY: Springer.

**Journal Articles:**

- Brennan, A. M. & Cotter V. T. (2008). Student perceptions of cultural competence content in the curriculum. *Journal of Professional Nursing*, 24, 155-60.
- Campinha-Bacote, J. (September, 2007). Becoming culturally competent in ethnic psychopharmacology. *Journal of Psychosocial Nursing & Mental Health Services*, 45(9), 26-33.
- Chrisman, N. J. (2007). Extending cultural competence through systems change: Academic, hospital, community partnerships. *Journal of Transcultural Nursing*, 18(1), 68-76S.
- Cross, D., Walsh Brennan, A. M., Cotter, V. T., & Watts, R. J. (2008). Cultural competence in the master's curriculum—A course exemplar. *Journal of Professional Nursing*, 24(3), 150-154.
- Crow, K. (1993). Multiculturalism and pluralistic thought in nursing education: Native American world view and the nursing academic world view. *Journal of Nursing Education*, 32, 198-204.
- de Leon Siantz, M. L. (2008). Leading change in diversity and cultural competence. *Journal of Professional Nursing*, 24(3), 167-171.
- Duffy, M. E. (2001). A critique of cultural education in nursing. *Journal of Advanced Nursing*, 36(4), 487-495.
- Eiser, A. R., & Ellis, G. (February, 2007). Cultural competence and the African American experience with health care: The case for specific content in cross-cultural education. *Academic Medicine*, 82(2), 176–183.
- Eliason, M. J. & Raheim, S. (2000). Experiences and comfort with culturally diverse groups in undergraduate pre-nursing students. *Journal of Nursing Education*, 34(4), 161-165.
- Evans, B. C. (2008). “Attached at the umbilicus”: Barriers to educational success for Hispanic/Latino and American Indian nursing students. *Journal of Professional Nursing*, 24(4), 205-217.
- Evans, B. C. (2004a). Application of the caring curriculum to education of Hispanic/Latino and American Indian nursing students. *Journal of Nursing Education*, 43, 219-228.
- Fitzpatrick, J. J. (2007). Cultural competence in nursing education revisited. *Nursing Education Perspectives, Nursing Education Perspectives*, 28(1), 5.
- Giger, J. N., Davidhizar, R., Purnell, L., Harden, J. T., Phillips, J. & Strickland, O. (2007). American Academy of Nursing Expert Panel Report: Developing

- cultural competence to eliminate health disparities in ethnic minorities and other vulnerable populations. *Journal of Transcultural Nursing*, 18(2), 95-102.
- Grant, L. F., & Letzring, T.D. (2003). Status of cultural competence in nursing education: A literature review. *Journal of Multicultural Nursing & Health*, 9(2), 6-13.
- Hayward, L. M., Canali, A. & Hill, A. (Spring 2005). Interdisciplinary peer mentoring: A model for developing culturally competent health care professionals. *Journal of Physical Therapy Education*, 19(1), 28-40.
- Jeffreys, M. R. (2008). Dynamics of diversity: Becoming better nurses through diversity awareness. *NSNA Imprint*, 36-41.
- Jeffreys, M. R., Bertone, L., Douglas, J. A., Li, V. & Newman, S. (2007). A multidimensional strategy for teaching cultural competence: Spotlight on an innovative field trip experience. (In: Oermann, M. & Heinrich, K. ed). *Annual Review of Nursing Education*, Volume V, New York: Springer, 101-134.
- Jeffreys, M. R. (2006). Cultural competence in clinical practice. *Imprint*, 53(2), 36-41.
- Jeffreys, M. R. (2005). Clinical nurse specialists as cultural brokers, change agents, and partners in meeting the needs of culturally diverse populations. *Journal of Multicultural Nursing and Health*, 11(2), 41-48.
- Jeffreys, M. R. (2002). A transcultural core course in the clinical nurse specialist curriculum. *Clinical Nurse Specialist: The Journal for Advanced Nursing Practice*. 16(4), 195-202.
- Jeffreys, M. R. (2000). Development and psychometric evaluation of the Transcultural Self-Efficacy Tool: A synthesis of findings. *Journal of Transcultural Nursing*, 11(2), 127-136.
- Jeffreys, M. R. & Smoldaka, I. (1999). Changes in students' transcultural self-efficacy perceptions following an integrated approach to culture care. *Journal of Multicultural Nursing and Health*, 5(2), 6-12. [Erratum, 2000, 6(1) 20].
- Jeffreys, M. R. & Smoldaka, I. (1999). Construct validation of the Transcultural Self-Efficacy Tool. *Journal of Nursing Education*, 38, 222-227.
- Jeffreys, M. R. & Smoldaka, I. (1998). Exploring the factorial composition of the Transcultural Self-Efficacy Tool. *International Journal of Nursing Studies*, 35, 217-225.
- Jeffreys, M. R. & O'Donnell, M. (1997). Cultural discovery: An innovative philosophy for creative learning activities. *Journal of Transcultural Nursing*, 8(2), 17-22.
- Kennedy, H. P., Fisher, L., Fontaine, D., & Martin-Holland, J. (2008). Evaluating diversity in nursing education: A mixed method study. *Journal of Transcultural Nursing*, 19(4), 363-370.
- Kleinman, S. (2007). Revitalizing the humanistic imperative in nursing education. *Nursing Education Perspectives*, 28(4), 209-213.
- Morgan, L. L., & Reel, S. J. (2003). Developing cultural competence in rural nursing. *Online Journal of Rural Nursing and Health Care*, 3(1), 28 – 37.
- Muñoz, C., & Hilgenberg, C. (2006). Ethnopharmacology: Understanding how ethnicity can affect drug response is essential to providing culturally competent care. *Holistic Nursing Practice*, 20(5), 227-234.

- Reece, S., Mawn, B. & Scollin P. (2003). Evaluation of faculty transition into a community-based curriculum. *Journal of Nursing Education*, 42, 43-47.
- Stockhausen, L. J. (2007). Developing culturally competent reflective practitioners. Part 1. Cultural reflections. *Asian Journal of Nursing*, 10(4), 212-217.
- Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.
- Tulman, L., & Watts, R. J. (2008). Development and testing of the blueprint for integration of cultural competence in the curriculum questionnaire. *Journal of Professional Nursing*, 24(3), 161-166.
- Walsh Brennan, A. M., & Cotter, V. T. (2008). Student perceptions of cultural competence content in the curriculum. *Journal of Professional Nursing*, 24(3), 155-160.
- Warner, J. R. (2002). Cultural competence immersion experiences: Public health among the Navajo. *Nurse Education*, 27(4), 187-90.
- Watts, R. J., Cuellar, N. G. & O'Sullivan, A. L. (2008). Developing a blueprint for cultural competence education at Penn. *Journal of Professional Nursing*, 24(3), 136-142.
- Xu, Y. & Davidhizar, R. (2005). Intercultural communication in nursing education: When Asian students and American faculty converge. *Journal of Nursing Education*, 44(5), 209-215.
- Young, P. K. (2008). Toward an inclusive science of nursing education: An examination of five approaches to nursing education research. *Nursing Education Perspectives*, 29(2): 94-99.

**Internet Websites:**

Cultural Competence in the Classroom

[http://www.nursing.upenn.edu/diversity/Pages/Cultural\\_Competence.aspx](http://www.nursing.upenn.edu/diversity/Pages/Cultural_Competence.aspx)

Diversity Web

[http://www.diversityweb.org/diversity\\_innovations/curriculum\\_change/index.cfm](http://www.diversityweb.org/diversity_innovations/curriculum_change/index.cfm)

Essential Diversity and Multicultural Competencies in University of Michigan School of Nursing Undergraduate and Graduate Core Curriculum

[http://www.sitemaker.umich.edu/curriculum/files/cc\\_essential\\_diversity\\_cultural\\_comp\\_content\\_6-2005.pdf](http://www.sitemaker.umich.edu/curriculum/files/cc_essential_diversity_cultural_comp_content_6-2005.pdf)

Nursing Graduate 2008 Assessment Report

[http://www.uhm.hawaii.edu/assessment/update/extras2008/NURSING\\_assessrept08\\_GradProgram\\_FNL.pdf](http://www.uhm.hawaii.edu/assessment/update/extras2008/NURSING_assessrept08_GradProgram_FNL.pdf)

Toolkit of Resources For Cultural Competent Education for Baccalaureate Nurses  
Has listing of nursing textbooks and teaching strategies

<http://www.aacn.nche.edu/Education/pdf/toolkit.pdf>

Transforming the Face of Health Professions Through Cultural and Linguistic Competence Education: The Role of the HRSA Centers of Excellence.

<http://www.hrsa.gov/culturalcompetence/curriculumguide/chapter10.htm>

***Case Studies (Integrative Learning Strategies):***

[Click here to download case studies](#)

Cross Cultural Health Care/Case Studies

Cases explore the many socio-cultural factors that contribute to health disparities.

Cases include story, lecture, interactive learning exercises, key concepts and

resources. [http://support.mchtraining.net/national\\_ccce/](http://support.mchtraining.net/national_ccce/)

College of Nurses of Ontario (2005). Practice guideline:

[http://www.cno.org/docs/prac/41040\\_CulturallySens.pdf](http://www.cno.org/docs/prac/41040_CulturallySens.pdf)

Cultural Competency Case Studies

<http://www.dshs.state.tx.us/THSteps/cultural/casestudy.shtm>

Culturally Competent Nursing Care: A Cornerstone of Caring.

The Office of Minority Health (OMH), U.S. Department of Health and Human

<https://ccnm.thinkculturalhealth.org/>

Human Care Alliance

<http://www.topsy.org/culturalcompetency.html>

Interdisciplinary Rural Health Training Program

[http://www.ecu.edu/irhnp/studentw/stud\\_cases.htm](http://www.ecu.edu/irhnp/studentw/stud_cases.htm)

Program for Multicultural Health, University of Michigan

<http://www.med.umich.edu/multicultural/ccp/culcomp.htm>

The Providers Guide to Quality and Culture

<http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English>

Learn cultural competency techniques, assess your skills, and link to many resources.

Funded by the U.S. Department of Health and Human Services and the Health

Resources and Services Administration, Bureau of Primary Health Care.

Transcultural Nursing. This site provides basic cultural competency concepts, case studies, and information on third-world nursing.

<http://www.culturediversity.org/basic.htm>

Transcultural Nursing Society

<http://www.culturediversity.org/cases.htm>

***Multimedia:***

Cultural Diversity and Healthcare, Becoming Culturally Competent, and Assessment Challenges in a Multicultural Environment

<http://www.conceptmedia.com/search.aspx?q=109>

HRET – Special PSA video, Cultural competence: What can you do?

<http://www.aone.org/hret/programs/cclpsa.html>.

A peacock in the land of the penguins.

<http://www.crmlearning.com/a-peacock-in-the-land-of-penguins>.

OUCH! That stereotype hurts.

<http://www.crmlearning.com/ouch-that-stereotype-hurts>.

## V. CULTURALLY COMPETENT RESEARCH

This section provides the educator and graduate nursing student with some basic ideas and resources to begin the process of considering a culturally competent research project. Culturally competent research involves being aware of and appropriately responding to the ways in which cultural factors and cultural differences should influence what to investigate, how to investigate, and how to interpret findings.

- **Centers for Culturally Competent Research**

*Center for Advancement of Health Disparities Research*

*University of Washington and University of Hawaii, Manoa Schools of Nursing*

The Center awards studies directed toward better understanding or reducing health disparities and developing methods for culturally sensitive interventions to eliminate health disparities.

<http://www.son.washington.edu/centers/hdc/pilots.asp>

*Center for Cultural Diversity and Global Health*

The mission is to facilitate service, research, scholarship, education, and public policy to promote culturally informed, appropriate, competent, and ethical health and well-being in a global context. The Center fosters respect for human diversity, integrity, creativity, caring, ethical treatment, scholarship, social justice, and policy.

<http://www4.uwm.edu/nursing/centers/global/index.cfm>

[http://www4.uwm.edu/nursing/centers/research\\_projects.cfm](http://www4.uwm.edu/nursing/centers/research_projects.cfm)

*Center for Enhancing Quality of Life in Chronic Illness*

*Indiana University, School of Nursing*

Mission is to support faculty in the development and conduct of research and scholarly activities that advance nursing science through expansion of external funding. The center staff is dedicated to the delivery of services to increase the development of faculty and scholarship.

<http://nursing.iupui.edu/research/ceql/studies.shtml>

*Center for Health Promotion and Disease Prevention Research*

The University of Texas at Austin School of Nursing

Mission of the Center for Health Promotion Research is to improve the health of underserved people through applied research.

<http://www.utexas.edu/nursing/chpr/pilot06.html>

[http://www.utexas.edu/nursing/chpr/pilot\\_archives.html](http://www.utexas.edu/nursing/chpr/pilot_archives.html)

*Center for Reducing Risks in Vulnerable Populations (CRRVP)*

University of Illinois at Chicago, College of Nursing

Purposes are to advance the science of bio-behavioral health for vulnerable populations, emphasizing issues associated with vulnerability related to age (very young or old), minority status, and lower socioeconomic status; deduce disparities in disease/illness; and support research training by providing core services and resources to investigators

<http://www.uic.edu/nursing/crrvp/>

<http://www.uic.edu/nursing/crrvp/pilotstudies.shtml>

*Center for Research on Preventing and Managing Chronic Illness*

University of North Carolina at Chapel Hill

Promote and support research to improve the health and well being of people vulnerable to chronic disease because of age, minority status, poverty, and/or rural residence.

<http://nursing.unc.edu/crci/>

<http://nursing.unc.edu/research/current/?c=01>

*Center for the Study of Cultural Diversity in Healthcare*

University of Wisconsin, School of Medicine and Public Health

Committed to developing culturally competent research and education/training programs; identifying pathways to eliminate health disparities among minority and vulnerable populations.

<http://cdh.med.wisc.edu/>

*Center for Vulnerable Populations Research*

The University of California at Los Angeles, School of Nursing

The mission of this "Center for Excellence" is to build and advance nursing and health science that enhances the strengths of communities to reduce/eliminate health disparities experienced by vulnerable populations.

<http://www.nursing.ucla.edu/orgs/cvpr/>

*Center for Women's Health and Gender research*

University of Washington

The CWHGR supports research efforts related to promoting health and understanding health care problems.

<http://www.uw-cwhr.org/research.html>

- **Ethics in Research**

- Bathum, M. E. (Oct-Dec, 2007). Global health research to promote social justice: A critical perspective. *Advances in Nursing Science*, 30(4): 303- 314.
- Chen, D. T., Jones, L., & Gelberg, L. (2006). Ethics of clinical research within a community-academic partnered participatory framework. *Ethnicity & Disease*, 16 (1 Suppl 1), S118-135.
- Malone, R. E, Yerger, V. B., McGruder, C, & Froelicher, E. (2006). It's like Tuskegee in reverse: A case study of ethical tensions in institutional review board review of community-based participatory research. *Health Policy and Ethics*, 96(11), 1914-1919.

#### Diversity Web

[http://www.diversityweb.org/research\\_and\\_trends/political\\_legal\\_issues/index.cfm](http://www.diversityweb.org/research_and_trends/political_legal_issues/index.cfm)

- **Health Data for Major and Growing Cultures in U.S.**

#### *California Health Interview Survey (CHIS).*

Use [AskCHIS](http://www.askchis.org), free and a quick and easy online tool that enables anyone to search and compare health statistics by county, region, or across California.

<http://www.askchis.org/get-data.html>

#### *Health Research & Educational Trust (HRET Toolkit)*

A toolkit for collecting race, ethnicity, and primary language information from patients.

<http://www.hret.org/>

#### *Henry J. Kaiser Family Foundation's State Health Facts Online.*

This resource contains the latest state-level data on demographics, health, and health policy, including health coverage, access, financing, and state legislation.

<http://www.statehealthfacts.kff.org/>

#### *Minority Data Resource Center.*

Provides data resources for the comparative analysis of issues affecting racial and ethnic minority populations in the United States. Made available by the Inter-university Consortium for Political and Social Research.

<http://www.icpsr.umich.edu/MDRC/>

#### *Pri-Med Patient Education*

Should Your Practice Collect Patients' Race & Ethnicity Data?

Information and resources on collecting race and ethnicity data from patients.

[http://www.patienteducationcenter.org/asp/News/news\\_detail.aspx?newsid=171](http://www.patienteducationcenter.org/asp/News/news_detail.aspx?newsid=171)

#### *Pan American Health Organization*

Monitoring the attainment of health goals and compliance with mandates.

<http://www.paho.org/english/dd/ais/coredata.htm>

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Setting the agenda for research on cultural competence in health care. U.S. Department of Health and Human Services. Office of Minority Health, 00T061242  
<http://www.ahrq.gov/research/cultural.pdf>

Center for Disease Control (CDC) Prevention Research Center Program

<http://www.cdc.gov/prc/>

*Cultural Competence Checklist for Researchers*

Does Your Study Incorporate Cultural Competence? Guidelines for Design, Conduct, & Critique.

<http://www.utexas.edu/nursing/chpr/docs/Cultural%20Competence%20Checklist.pdf>

*Cultural Competence Reference List for Researchers*

<http://www.utexas.edu/nursing/chpr/docs/CulturalCompetenceReferencelist.pdf>

*Cultural Competence in Research*

Module designed to help conduct culturally competent research.

<http://www.nursing.umich.edu/research/mesa/culturalCompetence.swf>

*Diversity Web*

This section of this comprehensive website includes research and assessment information about the programs and practices from the various categories in Diversity Innovations. Link to the ERIC Clearinghouse on Higher Education, a database containing more than 850,000 abstracts of documents and journal articles on education research and practice.

[http://www.diversityweb.org/research\\_and\\_trends/research\\_evaluation\\_impact/index.cfm](http://www.diversityweb.org/research_and_trends/research_evaluation_impact/index.cfm)

*EthnoMed*

Information about cultural beliefs, medical issues and other related issues pertinent to the health care of recent immigrants to Seattle or the US, many of whom are refugees fleeing war-torn parts of the world.

<http://ethnomed.org/>

*Pan, Y., & de la Puente, M. (2005).*

Census bureau guideline for the translation of data. Collection instruments and supporting materials.

[www.census.gov/srd/papers/pdf/rsm2005-06.pdf](http://www.census.gov/srd/papers/pdf/rsm2005-06.pdf)

*MESA Center for Health Disparities*

Develop culturally appropriate research methods and expand the number of nurses involved in health disparities research; Develop web-enhanced modules to enhance students' and faculties' abilities to conduct research in health disparities; Focus on health promotion and health restoration.

<http://www.nursing.umich.edu/research/mesa/index.html>

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<http://depts.washington.edu/ccph/commbas.html>. and [www.cchp.info](http://www.cchp.info)

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**VI. ADDITIONAL TOPICS, REFERENCES AND RESOURCES**

• **Cultural Competence and Culturally Competent Health Care**

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Center for Cross-Cultural Health  
<http://www.crosshealth.com/ccch/whatwedo.html>  
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Culturally Competent Care Concept Paper  
[https://www.thinkculturalhealth.org/Documents/CCNMConceptPaper\\_Barnes.pdf](https://www.thinkculturalhealth.org/Documents/CCNMConceptPaper_Barnes.pdf)

CulturedMed. Advancing Cultural Awareness in Healthcare for Refugees & Immigrants <https://culturedmed.sunyit.edu/>

Health Sciences Library  
 Highlights resources that help nursing faculty and other interested professionals incorporate cultural competence skills into nursing curricula and practice.  
[http://libweb.lib.buffalo.edu/dokuwiki/hslwiki/doku.php?id=cultural\\_competence\\_resources](http://libweb.lib.buffalo.edu/dokuwiki/hslwiki/doku.php?id=cultural_competence_resources)

Indicators of Cultural Competence in Health Care Delivery Organizations: An Organizational Cultural Competence Assessment Profile  
<http://www.hrsa.gov/culturalcompetence/indicators/>

Interdisciplinary Rural Health Training Program

[http://www.ecu.edu/irhttp/studentw/cultural\\_module.htm](http://www.ecu.edu/irhttp/studentw/cultural_module.htm)

National Center for Cultural Competence

Georgetown University Center for Child and Human Development

[www//.georgetown.edu/research/guchd/nccc](http://www.georgetown.edu/research/guchd/nccc)

National Consortium for Multicultural Education for Health Professionals

<http://culturalmeded.stanford.edu/teaching/publications.html>

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National Policy & Resource Center on Nutrition & Aging

[http://www.fiu.edu/~nutreldr/Ask\\_the\\_Expert/Cultural\\_Diversity.htm](http://www.fiu.edu/~nutreldr/Ask_the_Expert/Cultural_Diversity.htm)

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<http://www.omhrc.gov/>

Think Culture Health: Bridging the Health Care Gap Through Cultural Competency Continuing Education Programs

[https://www.thinkculturalhealth.org/ccnm/concept\\_papers.asp](https://www.thinkculturalhealth.org/ccnm/concept_papers.asp)

Think Culture Health: Culturally Competent Nursing Modules

[https://www.thinkculturalhealth.org/Documents/CCNM\\_FocusGroupRpt.pdf](https://www.thinkculturalhealth.org/Documents/CCNM_FocusGroupRpt.pdf)

Transcultural C.A.R.E. Associates

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- **Health Disparities and Diversity**

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Center for Research on Women with Disabilities (CROWD)  
Baylor College of Medicine, Houston, TX  
<http://www.bcm.edu/crowd/>

Community Partnerships for Older Adults. Cultural competence vs. cultural humility.  
<http://www.partnershipsforolderadults.org>

Disparities Solutions Center (DSC)  
The DSC is dedicated to the development and implementation of strategies that advance policy and practice to eliminate racial and ethnic disparities in health care.  
<http://www2.massgeneral.org/disparitiessolutions/contact.html>

Office of Cultural Affairs.  
[http://www.etsu.edu/oca/resources.aspx#Racial\\_and\\_Ethnic](http://www.etsu.edu/oca/resources.aspx#Racial_and_Ethnic)

National Center on Minority Health and Health Disparities (NCMHD)  
[www.ncmhd.nih.gov/](http://www.ncmhd.nih.gov/)

National Center on Physical Activity and Disability (NCPAD)  
University of Illinois  
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Vulnerable Populations and Health Care: How Can We Improve? 9/11/2007. Health

Affairs, Washington, D.C. - Barbara Jordan Conference Center (available as a webcast at:

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- **Racial Issues**

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**Internet Websites:**

Disparities Solutions

<http://www2.massgeneral.org/disparitiessolutions/contact.html>

Office of Cultural Affairs.

[http://www.etsu.edu/oaca/resources.aspx#Bias\\_and\\_Discrimination](http://www.etsu.edu/oaca/resources.aspx#Bias_and_Discrimination)

Institute of Medicine (IOM). (2003). Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. Washington, DC: Author Available online at:

<http://www.iom.edu/report.asp?id=4475>

Institute of Medicine (IOM). (Released August 31, 2009)

Recommendations for national standards for the collection of race, ethnicity and language data for health care quality improvement and the reduction of health care disparities: [www.iom.edu/datastandardization](http://www.iom.edu/datastandardization)

<http://www.iom.edu/?ID=72796>

Strategic Framework for Improving Racial/Ethnic Minority Health and Eliminating Racial/Ethnic Health Disparities

<http://www.omhrc.gov/npa/images/78/PrintFramework.html>

- **Other Websites**

The *Cultural Competencies for Baccalaureate Nursing Education* Toolkit (AACN, 2008) has a comprehensive table listing of relevant websites and nursing text books.

<http://www.aacn.nche.edu/Education/pdf/toolkit.pdf>

Association of Community Health Nursing Educators (ACHNE)  
Graduate Education for Advanced Practice Public Health Nursing

<http://achne.org/files/public/GraduateEducationDocument.pdf>

California School Health Centers Association (CSHC)

[http://www.schoolhealthcenters.org/tools\\_culturalcompetence.asp](http://www.schoolhealthcenters.org/tools_culturalcompetence.asp)

- **Professional Organizations**

National Coalition of Ethnic Minority Nurse Associations (NCEMNA)

access major professional minority nursing organizations: [www.ncemna.org](http://www.ncemna.org)

Transcultural Nursing Society: [www.tens.org](http://www.tens.org)

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***Preparing a Culturally Competent Master's- and Doctorally-Prepared Nursing Workforce***

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