**TOOL KIT FOR CULTURAL COMPETENCE IN
MASTER'S AND DOCTORAL NURSING EDUCATION
(Updated August, 2011)**

Table of Contents

I. OVERVIEW/INTRODUCTION

The *Tool Kit for Cultural Competence in Master's and Doctoral Nursing Education* provides resources to assist faculty in preparing culturally competent graduate students for practice and research. The *Tool Kit* 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 *Tool Kit.* Users of this *Tool Kit* are encouraged to peruse each site provided. Furthermore, nurse educators are referred to the *Cultural Competencies for Baccalaureate Nursing Education* document and the supporting Tool Kit (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 tool kit 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 tool kit 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
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 Tool Kit 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. 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.

- **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 & Lypson, 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
BATHE: **B**ackground: What is going on in your life? **A**ffect: How do you feel about what is going on? **T**rouble: What troubles you most? **H**andling: How are you handling that? **E**mpathy: This must be very difficult for you.	Stuart, M. R., & Leibermann J. R. (1993). *The fifteen minute hour.* Applied Psychotherapy for the Primary Care Physician. New York: Praeger.
BELIEF: **B**eliefs (about health) **E**xplanation **L**earn **I**mpact **E**mpathy **F**eelings	Dobbie, A. E., Medrano, M., Tysinger, J. & Olney, C. (2003). The BELIEF instrument: A preclinical teaching tool to elicit patients' health beliefs. *Family Medicine, 35*, 316-319.
ESFT Model for Communication and Compliance:	Betancourt, J. R., Carrillo, J. E., & Green,

Explanatory model **S**ocial risk for noncompliance **F**ears and concerns about the medication **T**herapeutic contracting and playback	A. R. (1999). Hypertension in multicultural and minority populations: Linking communication to compliance. *Current Hypertension Reports, 1*(6), 482-488.
ETHNIC: **E**xplanation **T**reatment **H**ealers **N**egotiate **I**ntervention **C**ollaboration	Levin, S. J., Like, R. C., & Gottlieb, J. E. (2000). ETHNIC: A framework for culturally competent ethical practice. *Patient Care, 34*(9), 188-189. http://erc.msh.org/aapi/tt2.html
LEARN **L**isten **E**xplain **A**cknowledge **R**ecommend treatment **N**egotiate	Berlin, E. A., Fowkes, W. C. (1983). A teaching framework for cross-cultural health care. *The Western Journal of Medicine, 139*, 934-938.
RESPECT **R**espect **E**xplanatory (model) **S**ocial and **S**piritual **P**ower **E**mpathy **C**oncerns **T**rust	Diversity Curriculum Task Force. (2003). RESPECT model. Boston Medical Center. Department of Medicine. Bigby, J., ed. *Cross-Cultural Medicine*. Philadelphia: American College of Physicians-American Society of Internal Medicine.

- **References for Concepts, Models, and Theories for Cultural Competency**

  Books, Manuscripts, and Reports: Classics included.

Andrews, M.M. & Boyle, J.S. (2008). *Transcultural concepts in nursing care.*
    Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.

Barnard, A. (2004). *History and theory in anthropology.* Cambridge, UK:
    Cambridge University Press.

Betancourt, J. R., Green, A. R. & Carillo, J. E. (2002). *Cultural competence in health care: Emerging frameworks and practical approaches.* The Commonwealth Fund. Available at
http://www.commonwealthfund.org/usr_doc/betancourt_culturalcompetence_576.pdf

Bigby, J. A. (2003). *Cross-cultural medicine*. Philadelphia: American College of
    Physicians.

Black Lattanzi, J. & Purnell, L. (2006). *Developing cultural competence in physical
    therapy practice.* Philadelphia: F.A. Davis.

Freire, P. (1970). *Pedagogy of the oppressed.* New York: Seabury Press.

Fishbein, M. & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An
    introduction to theory and research.* Reading, MA: Addison-Wesley.

Gilbert, M. J. (2003). *Resources in cultural competence education for health care professionals.* Woodland Hills, CA: The California Endowment. Available at www.calendow.org

Gilbert, M. J. (2003). Principles and recommended standards for cultural competence education of health care professionals. Woodland Hills, CA: The California Endowment. Available at www.calendow.org

Loustaunau, M. O. & Sobo, E. J. (1997). *The cultural context of health, illness, & medicine*. Bergin & Garvey.

Mattingly, C. & Garro, L. C. (Eds.) (2000). *Narrative and the cultural construction of illness and healing*. Berkeley, CA: University of California Press.

O'Hagan, K. (2001). *Cultural competence in the caring professions.* Jessica Kingsley Publishers.

Minkler, M. (Ed.) (2005). *Community organizing and community building for health* (2nd ed.). New Brunswick, NJ: Rutgers University Press.

Rotter, J. B. (1954). *Social learning and clinical psychology.* New York, NY: Prentice-Hall.

Smith, P. B., Bond, M. H. & Kagitcibasi, C. (2006). *Understanding social psychology across cultures: Living and working in a changing world* (3rd ed.). London, UK: Sage.

Steward, J. (1955). *Theory of culture change. The methodology of multilinear evolution*. Chicago, IL: University of Illinois Press.

Journal Articles:

Association of American Medical Colleges. (2005). *Cultural competence education for medical students.* Washington, D.C.: Association of American Medical Colleges.

Berlin, E. A., & Fowkes, W. C. (1983). A teaching framework for cross-cultural health care. *The Western Journal of Medicine, 139*, 934-938.

Brown, D., McWilliam, C. & Ward-Griffin, C. (2006). Client-centered empowering partnering in nursing. *Journal of Advanced Nursing, 53*(2), 160-168.

Calvillo, E., Clark, L., Ballantyne, J. E., Pacquiao, D., Purnell, L. D. & Villarruel, A. M. (2009*). Cultural competency in baccalaureate nursing education. Journal of Transcultural Nursing, 1(*20), 137-145.

Douglas, M. K., Pierce, J. U., Rosenkoetter, M., Callister, L. C., Hattar-Pollara, M., Lauderdale, J., Miller, J., Milstead, J., Nardi, D. A. & Pacquiao, D. (2009). Standards of practice for culturally competent nursing care: A request for comments. *Journal of Transcultural Nursing, 20*, 257-269.

Foster, J. (2009). Cultural humility and the importance of long-term relationships in international partnerships. *Journal of Obstetric, Gynecologic, and Neonatal Nursing, 38,* 100-107.

Giger, J. N., Davidhizar, R., Purnell, L., Harden, J. T., Phillips, J. & Strickland, O. (2007). Understanding cultural language to enhance cultural competence. *Nursing Outlook, 55*, 212-214.

Giger, J., Davidhizar, R.E., 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.

Hunt, L. M. (2001). Beyond cultural competence: Applying humility to clinical settings. Retrieved http://www.parkridgecenter.org/Page1882.html.

Kleinman, A. (1978). Concepts and a model for the comparison of medical systems as cultural systems. *Social Science and Medicine, 12*, 85-91.

Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care: Clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine, 88,* 251-258.

Kumagai, A. K., & Lypson, M. L. (2009). Beyond cultural competence: Critical consciousness, social justice, and multicultural education. *Academic Medicine, 84*(6), 782-787.

Lancellotti, K. (2007). Culture care theory: A framework for expanding awareness of diversity and racism in nursing education. *Journal of Professional Nursing, 24*(3), 179-183.

Levin, S. J., Like, R. C., and Gottlieb, J. E. (2000). ETHNIC: A framework for culturally competent clinical practice. In Appendix: Useful clinical interviewing mnemonics. *Patient Care, 34*(9), 188-189.

Lowe, J. & Struthers, R (2001). A Conceptual Framework: Nursing in the Native American culture. *Journal of Nursing Scholarship, Third Quarter, 33*(3), 279-283.

Malone, B., & Tagliareni, M. E. (2008). Diversity: Fostering a more inclusive and open understanding of difference. *Imprint, 55*(5), 42-45.

Miller, S. (2009). Cultural humility is the first step to becoming global care providers. *Journal of Obstetric, Gynecologic, and Neonatal Nursing, 38*, 92-93.

Prochaska, J. O. & DiClemente, C. C. (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy, 19,* 276-88.

Racher, R. E. & Annis, R. C. (2007). Respecting culture and honoring diversity in community practice. *Research and Theory for Nursing Practice: An International Journal, 21*(4), 255-270.

Rosenkoetter, M. M. & Nardi, D. A. (2007). American Academy of Nursing Expert Panel on Global Nursing and Health: White paper on global nursing and health: Academia Americana de Enfermería, Panel de Expertos en Enfermería Global y Salud: Documento de Opinión en Enfermería Global y Salud. *Journal of Transcultural Nursing, 18*, 305-315.

Rosenstock, I. M., Strecher, V. J. & Becker, M. H. (1988). Social learning theory and the Health Belief Model. *Health Education & Behavior, 15*(2), 175-183.

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), 117-124.

Terhune, C. P. (2006). "Can we talk?" Using critical self-reflection and dialogue to build diversity and change organizational culture in nursing schools. *Journal of Cultural Diversity, 13*(3), 141-145.

Tung, W. C. & Hsu, C. (2009). Assessing transcultural validity of the

transtheoretical model with Chinese Americans and physical activity. *Journal of Transcultural Nursing, 20*, 286-295.

Warne, T. & McAndrew, S. (2007). Passive patient or engaged expert? Using a Ptolemaic approach to enhance mental health nurse education and practice. *International Journal of Mental Health Nursing, 16*, 224-229.

Internet Websites:

Anthropology and Cultural Theory
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.comminit.com/en/node/27123/36

Health Education Behavior Models and Theories
http://msucares.com/health/health/appa1.htm

Theory of Change
http://www.comminit.com/en/node/27225/36

Theory of Reasoned Action
http://www.comminit.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 *Tool Kit* provides the resources for clinicians to become familiar with these standards and how these standards have been designed and implemented.

Additionally, the *Tool Kit* 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 *Tool Kit* 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 or http://www.iom.edu/?ID=72796
  Joint Commission & Tinoco, L. (2005). *Providing culturally and linguistically competent health care*. Joint Commission Resources, Inc, Jcr.

  Journal Articles:

  Baker, D. W., Wolf, M. S., Feinglass, J., Thompson, J. A., Gazmararian, J. A. & Huang, J. (2007). Health literacy and mortality among elderly people. *Archives of Internal Medicine, 167*(14), 1503-1509.
  Cioffi, N. J. (2003). Communicating with culturally and linguistically diverse patients in an acute care setting: Nurses' experiences. *International Journal of Nursing Studies*, *40*, 3, 299 – 306.
  Cutilli, C. C. (2007). Health literacy in geriatric patients: An integrative review of the literature. *Orthopedic Nursing, 26*(1), 43-8.
  Gazmararian, J. A., Baker, D. W., William, M. V., et al. (1999). Health literacy among medicare enrollees in a managed care organization. *JAMA 28*, 545-551.
  Hanchak, N. A., Patel, M. B, Berlin, J. A. & Strom, B. L. (1996). Patient misunderstanding of dosing instructions. *Journal of General Internal Medicine, 11*(6), 325-328.

Leyva, M., Sharif, I. & Ozuah, P. O. (2005). Health literacy among Spanish-speaking Latino parents with limited English proficiency. *Ambulatory Pediatric, 5*(1), 56-59.

Meade, C. D. & Byrd, J. C. (1989). Patient literacy and the readability of smoking education literature. *American Journal of Public Health, 79*(2), 204-206.

Predictions from language expectancy theory. *Preventive Medicine 30*, 103–114. Retrieved August 2009. Available online at http://www.idealibrary.com.

Rudd, R. E. (2007). Health literacy skills of the U.S. adults. *American Journal of Health Behavior, 31*, Suppl 1, S8-18.

Tracey, P. (1998). Limited literacy: A challenge to patient education. *Pharmaceutical Executive*. March, 88-92.

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: 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.
http://www.commonwealthfund.org/usr_doc/Goode_evidencebasecultlinguisticcomp_962.pdf

Glassman, P. (Feb 2007). Health literacy. National Network of Libraries of Medicine.
nnlm.gov/outreach/consumer/hlthlit.html.

Health Literacy and Health Outcomes
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 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/

National Center for Cultural Competence
Georgetown University Center for Child and Human Development
www//.georgetown.edu/research/gucchd/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

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

- **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* (2nd 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.

 The Joint Commission: *Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care: A Roadmap for Hospital*. Oakbrook Terrace, IL: The Joint Commission, 2010.

Munoz, C. C., & Luckmann, J. (2005). *Transcultural communication in nursing* (2nd ed.). Florence, KY: Cengage Learning.

Journal Articles:

Amerson, R. (2008). Reflections of a conversation with a curandera, *Journal of Transcultural Nursing,* 19(4), 384-387.

Amerson, R. (2010) Impact of service-learning on cultural competence, *Nursing Education Perspectives, 31*(1), 18-22.

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://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 *Tool Kit* 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 *Tool Kit 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 *Tool Kit* provides examples of schools of nursing that have developed and assessed programs for culturally competency. Also, the *Tool Kit* 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 Tool Kit*. New York: Springer. (forthcoming).

Jeffreys, M. R. (2010). *Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation* (2nd 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* (5th ed.). Boston, MA: Jones & Bartlett.

Muñoz, C. C., & Luckmann, J. (2005). *Transcultural communication in nursing* (2nd 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.

Douglas, MK & Pacquiao, DF (Ed.). (2010). Core curriculum in transcultural nursing and health care [Supplement]. *Journal of Transcultural Nursing,*

21(Suppl., 1).

Gardner, J. (2005). Barriers influencing the success of racial and ethnic minority students in nursing programs. *Journal of Transcultural Nursing, 16*(2), 155-162.

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. & Martsolf, 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

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

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

Diversity Websites to Increase Racial/Ethnic References
http://66.165.155.81/email/MCHtrainfund/documents/2009.12weblist.pdf

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

Think Culture Health: Bridging the Health Care Gap Through Cultural Competency
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.
Brewer, R. M. (2006). Thinking critically about race and genetics. *Journal of Law,
        Medicine & Ethics,* (Fall, 2006), 513-519.
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, S18*(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. & Smodlaka, 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, <u>6</u>(1) 20].

Jeffreys, M. R. & Smodlaka, I. (1999). Construct validation of the Transcultural Self-
    Efficacy Tool. *Journal of Nursing Education, 38,* 222-227.

Jeffreys, M. R. & Smodlaka, 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.

Nawaz, H. & Brett, A. S. (2009). Mentioning race at the beginning of clinical case
    presentations: A survey of US medical schools. *Medical Education 2009, 43,*
    146-154.

Reece, S., Mawn, B. & Scollin P. (2003). Evaluation of faculty transition into a
    community-based curriculum. *Journal of Nursing Education, 42*, 43-47.

Smedley, A. & Smedley, B. D. (2005). Race as biology is fiction, racism as a social
    problem is real: Anthropological and historical perspectives on the social
    construction of race. *American Psychologist, 60*(1), 16-26.

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). <u>Development and testing of the b</u>lueprint for
    integration of <u>cultural competence in the curriculum q</u>uestionnaire. *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

Diversity Web
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

Nursing Graduate 2008 Assessment Report
http://www.uhm.hawaii.edu/assessment/update/extras2008/NURSING_assessrept08_GradProgram_FNL.pdf

Tool Kit 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):

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/

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

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

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

- **Other Websites Related to Research**

Agency for Healthcare Research and Quality (AHRQ). *INNOVATIONS*
EXCHANGE: Innovations and Tools to Improve Quality and Reduce Disparities.
http://www.innovations.ahrq.gov

Diversity Web
 http://www.diversityweb.org/research_and_trends/political_legal_issues/index.cfm

- **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.

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

  California Health Interview Survey (CHIS).
  Use *Ask*CHIS, 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 Tool Kit)
  A Tool Kit 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/aspx/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

  U.S. Department of Health and Human Services (USDHHS). (2000). *Healthy people
  2010.* Washington D.C.: USDHHS. http://www.healthypeople.gov/

- **Resources for Conducting Culturally Competent Research**

  Agency for Healthcare Research and Quality (August, 2004).
  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

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

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

- **Research Recommendations by Ethnic Nurses: Project supported by National Institute of Nursing Research (NINR)**

Louie, K. B. (2001). White paper on the health status of Asian Americans and Pacific Islanders and Recommendations for research. *Nursing Outlook, 49*(4), 173-178.

Bolton, L. B., Bennett, C., Richards, H., Gary, F., Harris, L., Millon-Underwwod, S. & Williams, B.S. (2001). Nursing research priorities of the National Black Nurses Association, *Nursing Outlook, 49*(6), 258-262.

Portillo, C., Villarruel, A., de Loen Siantz, M. L., Peragallo, N., Calvillo, E. R. & Eribes, C. M. (2001). Research agenda for Hispanics in the United States: A nursing perspective. *Nursing Outlook, 49*(6), 263-269.

dela Cruz, F. A., McBride, M. R., Compas, L. B., Calxto, P. R. & Van Derveer, C. P. (2002). White paper on the health status of Filipino Americans and recommendations for research. *Nursing Outlook, 50*(1), 7-15.

Parker, J. G., Haldane, S. L., Keltner, B. R., Strickland, C. J., & Tom-Orme, L. (2002). National Alaska Native American Indian Nurses Association: Reducing health disparities within American Indian and Alaska Native populations. *Nursing Outlook, 50*(1), 16-23.

- **Methodology for Culturally Competent Research**

Books, Manuscripts, and Reports:

Anderson, E. T. & McFarlane, J. (Eds) (2008)**.** *Community as partner: Theory and practice in nursing*, (5th ed.). Philadelphia, PA: Wolters Kulwer: Lippincott.

Behling, O., & Law, K. S. (2000). *Translating questionnaires and other research instruments - Problems and solutions.* Thousand Oaks, CA: Sage.

Israel, B. A. Eng, E., Schulz, A. J. & Parker, E. A. (Eds.) (2005). *Methods in community-based participatory research for health*, San Francisco,CA: Jossey-Bass.

Minkler, M, & Wallerstein, N. (Eds.). (2008). *Community-based participatory research for health: From process to outcomes.* San Francisco, CA: Jossey Bass.

Journal Articles:

Abma, T. A. (2006). Patients as partners in a health research agenda setting: The feasibility of a participatory methodology. *Evaluation and the Health Professions, 29*(4), 424-439.

Andrews, J. O., Felton, G., Wewers, M. E. & Heath, J. (2004). Use of community health workers in research with ethnic minority women. *Journal of Nursing Scholarship, 36*(4), 358-365.

Aronson, R. E., Wallis, A. B., O'Campo, P. J. & Schafer, P., (2007), Neighborhood mapping and evaluation: A methodology for participatory community health initiatives. *Maternal Child Health Journal* 2007 *11*(4), 373-383.

Ashing-Giwa, K. & Kagawa-Singer, M. (January-February, 2006). Infusing culture into oncology research on quality of life. Current approaches to quality of life in patients with cancer. *Oncology Nursing Forum, 33*(1), 31-36.

Baker, T. A. & Wang, C. C. (2006). Photovoice: Use of a participatory action research method to explore the chronic pain experience of older adults. *Qualitative Health Research, 16*(10), 1405-1413.

Belansky, E. S., Cutforth, N., Chavez, R. A., Waters, E. & Bartlett-Horch, K. (2009). An adapted version of intervention mapping (AIM) is a tool for conducting community-based participatory research. *Health Promotion Practice. OnlineFirst,* published June 10, 2009. Retrieved 08/03/09.

Brathwaite, A. C. (2003). Selection of a conceptual model/framework for guiding research interventions. *The Internet Journal of Advanced Nursing Practice,* 6(1) http://www.ispub.com/ostia/index.php?xmlFilePath=journals/ijanp/vol6n1/research.xml Retrieved August, 2009.

Bushy, A. (2008). Conducting culturally competent rural nursing research. *Annual Review of Nursing Research, 26*, 221-236.

dela Cruz, F. A., Padilla, G. V. & Agustin, E. O. (2000). Adapting a measure of acculturation for cross-cultural research. *Journal of Transcultural Nursing, 11*(3), 191-198.

Esposito, N. (2001). From meaning to meaning: The influence of translation techniques on non-English focus group research. *Qualitative Health Research, 11*(4), 568-579.

Evans, B. C. (2004). Cultural and ethnic differences in content validation responses. *Western Journal of Nursing, 26*(3), 321-339.

Friedemann, M., Pagan-Coss, H. & Mayorga, C. (July, 2008). The workings of a multicultural research team. *Journal of Transcultural Nursing, 19*(3): 266-273.

Hendrickson, S.G. (2003). Beyond translation…cultural fit. *Western Journal of Nursing Research, 25*(5), 593-608.

Hunt, L. M., Schneider, S. & Comer, B. (2004). Should "acculturation" be a variable in health research? A critical review of research on US Hispanics. *Social Science and Medicine, 59,* 973-986.

Knobf, M. T., Juarez, G., Lee, S., Sun, V., Sun, Y. & Haozous, E. (November, 2007). Challenges and strategies in recruitment of ethnically diverse populations for cancer nursing research. *Oncology Nursing Forum, 34*(6), 1187-94.

Saltus, R. (2006). The benefits and challenges of voluntary-academic-sector research partnerships: A critical reflection rooted in the Meleis criteria for culturally competent research. *Journal of Research in Nursing, 11*(6), 531-450.

Sawyer, L., Regev, H., Proctor, S., Nelson, M., Messias, D., Barnes, D., et al. (1995). Matching versus cultural competence in research: Methodological considerations. *Research in Nursing & Health, 18,* 557-567.

Sperber, A. D. (2004). Translation and validation of study instruments for cross-cultural research. *Gastroenterology, 126*, S124-128.

Willgerodt, M. A. (2003). Using focus groups to develop culturally relevant instruments. *Western Journal of Nursing Research, 25*(7), 798-814. (Chinese instrument)

Williams S. (Fall, 2008). Lessons from my father. *Minority Nurse*, 40-44.

Internet Websites:

Agency for Healthcare Research and Quality (AHRQ)
Setting the Agenda for Research on Cultural Competence in Health Care
http://www.ahrq.gov/research/cultural.htm

Community Campus Partnerships for Health
http://depts.washington.edu/ccph/commbas.html. and www.cchp.info

Diversity Web
http://www.diversityweb.org/research_and_trends/research_evaluation_impact/curriculum_development/index.cfm

Rand Health: Survey Tools
http://www.rand.org/health/surveys_tools.html

Southeast Community Research Center (Atlanta Georgia).
www.cbpr.ort/AboutCBPR.htm.

- **Research of Culturally Competent Interventions**

  Books, Manuscripts, and Reports:

  Estrada, A. L. Deriving Culturally Competent HIV Prevention Models Mexican
  American Injection Drug Users.
  http://latino.sscnet.ucla.edu/research/aids/conf/druguser.htm

  Focal Point. (Summer, 2003). Implementing Culturally Competent Research
  Practices: Identifying Strengths of African-American Communities, Families, and
  Children. Focal Point, 17, (1).
  http://www.rtc.pdx.edu/PDF/fpS0303.pdf

  Organista, K. C. (1998). Culturally Competent HIV Prevention With
  Mexican/Chicano Farmworkers, JSRI Occasional Paper #47, The Julian Samora
  Research Institute, Michigan State University, East Lansing, Mich., 1998.
  http://www.jsri.msu.edu/RandS/research/ops/oc47.html

  Journal Articles:

  Danner, C. C., Robinson, B. E., Striepe, M. I. & Rhodes, P. F. Y. (2007). Running
      from the demon: Culturally specific group therapy for depressed Hmong women
      in a family medicine residency clinic. *Women & Therapy, 30*(1-2), 151-176.
  Frable, P. J., Dart, L. & Bradley, P. J. (2006). Healthy Weigh (El camino saludable)
      Phase 1: A retrospective critical examination of program evaluation. *Preventing
      Chronic Disease,* 3(3), 1-11.

Jones, C. P. (2000). Levels of racism: A theoretic framework and a gardener's tale. *American Journal of Public Health, 90*(8), 1212-1215.

Julliard, K., Vivar, J., Delgado, C., Cruz, E., Kabak, J. & Sabers, H. (2008). What Latina patients don't tell their doctors: A qualitative study. *Annals of Family Medicine, 6*(6), 543-549.

Kamble, S. & Boyd A. S. (2008). Health disparities and social determinants of health among African-American women undergoing percutaneous coronary interventions (PCI). *Journal of Cultural Diversity, 15*(2), 132-142.

Kardong-Edgren, S. & Campinha-Bacote, J. (April, 2008). Cultural competency of graduating US Bachelor of Science nursing students. *Contemporary Nurse: A Journal for the Australian Nursing Profession, 28*(1-2), 37-44.

Kumas-Tan, Z., Beagan, B., Loppie, C., MacLeod, A. & Frank, B. (June, 2007). Measures of cultural competence: Examining hidden assumptions. *Academic Medicine, 82*(6), 548 – 557.

Lowe, J. (2007). The Need for Historically Grounded HIV/AIDS Prevention Research Among   Native Americans. *Journal of the Association Nurses in AIDS Care, 18*(2): 15-17.

Reininger, B. M., Barroso, C. S., Mitchell-Bennett, L., Cantu, E., Fernandez, M. E., Gonzalez, D. A., Chavez, M., Freeberg, D. & McAlister, A. (2009). Process evaluation and participatory methods in an obesity-prevention media campaign for Mexican Americans. *Health Promotion Practice OnLine First***,** published January 8, 2009. Retrieved 08/03/09.

Salman, A., McCabe, D., Easter, T., Callahan, B., Goldstein, D., Smith, T. D., White, M. T. & Fitzpatrick, J. J. (May-June, 2007), Cultural competence among staff nurses who participated in a family-centered geriatric care program. *Journal for Nurses in Staff Development, 23*(3), 103-113.

Simpson, J. L. & Carter, K. (2008). Muslim women's experiences with health care providers in a rural area of the United States. *Journal of Transcultural Nursing, 19*(1), 16-23.

Thibodeaux, A. G. & Deatrick, J. A. (July-August, 2007). Cultural influence on family management of children with cancer. *Journal of Pediatric Oncology Nursing*, *24*(4), 227-233.

- **Evidence-Based Practice**

  Journal Articles:
Engebretson, J., Mahoney, J., & Carlson, E. D. (2008). Cultural competence in the era of evidence-based practice. *Journal of Professional Nursing, 24*(3), 172-178.

Jones, K. R., Fink, R., Vojir, C., Pepper, G., Hutt, E., Clark, L., Scott, J., Martinez, R., Vincent, D., & Mellis, B. K. (2004). Translation research in long-term care: Improving pain management in nursing homes. *Worldviews on Evidence-Based Nursing*, 3rd Quarter; 1: Supplement 1: S13-20.

Sobralske, M., & Katz, J. (September, 2005). Culturally competent care of patients with acute chest pain. *Journal of the American Academy of Nurse Practitioners, 17*(9), 342-349.

Internet Websites:

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.
http://www.commonwealthfund.org/usr_doc/Goode_evidencebasecultlinguistic comp_962.pdf

VI. ADDITIONAL TOPICS, REFERENCES AND RESOURCES

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

Books, Manuscripts, and Reports:

Andrews, M. M. & Boyle, J. S. (2008). *Transcultural Concepts in Nursing Care* (5th ed). Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.

Champlain Valley Area Health Education Center – Numerous Immigrants/Refugees http://www.cvahec.org/documents/CulturalComptencyforHeatlhCareProviders200 7_11.8.07.pdf

National Institutes of Health (NIH, 2002). Strategic research plan and budget to reduce and ultimately eliminate health disparities: Volume 1: Fiscal years 2002-2006. U.S. Department of Health and Human Service.

University of Texas List of References on Cultural Competency http://www.utexas.edu/nursing/chpr/docs/CulturalCompetenceReferencelist.pdf

Wright, D. (2005). *The ultimate guide to competency assessment in health care* (3rd ed.). Minneapolis, MN: Creative Healthcare.
http://www.chcm.com/conferences/competency.asp

Journal Articles:

Betancourt, J. R., Green, A. R., Carrillo, J. E. & Ananch-Firempong, O. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public health Reports, 118*, 293-302.

Brewer, R. M. (2006). Thinking critically about race and genetics. *Journal of Law Medical Ethics, 34*(3), 513-519, 480.

Cho, M. K. (2006). Racial and ethnic categories in biomedical research: there is no baby in the bathwater. *Journal of Law Medical Ethics, 34*(3), 497-499, 479.

Douglas, M. K., Uhl Pierce, J., Rosenkoetter, M., Clark Callister, L., Hattar-Pollara, M., Lauderdale, J., Miller, J., Milstead, J., Deena A. Nardi, D.A. & Pacquiao, D. (2009). Standards of practice for culturally competent nursing care: A request for comments. *Journal of Transcultural Nursing, 20*, 257-269.

Edge, R (2002). One middle-age white male's perspective on racism and cultural competence: A view from the bunker where we wait to have our privilege stripped away. *Mental Retardation, 40*(1), 83-85.

Puzan, E. (2003). The unbearable whiteness of being (in nursing). *Nursing Inquiry, 10*(3), 193-200.

Schim, S. M., Doorenbos, A., Benkert, R. & Miller, J. (2007). Culturally congruent care: Putting the puzzle together. *Journal of Transcultural Nursing, 18*(2), 103-110.

Stein, K. (May, 2009). Cultural *c*ompetency: Where it is and where it's headed. Supplement. *The Journal of the American Dietetic Association*, S13 – S19.

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.

Warner, J. R. (2002). Cultural competence immersion experiences: Public health among the Navajo. *Nurse Education, 27*(4), 187-90.

Internet Websites:

Association for Utah Community Health
http://www.auch.org/Resource%20Center/cultural_competency.html

Center for Cross-Cultural Health
http://www.crosshealth.com/ccch/whatwedo.html
http://www.crosshealth.com/ccch/publications.html

Culturally Competent Care Concept Paper
https://www.thinkculturalhealth.org/Documents/CCNMConceptPaper_Barnes.pdf

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

Culture Vision
This site offers a user-friendly computer database enabling healthcare professionals and facilities to provide culturally competent patient care.
http://www.crculturevision.com/

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

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/irhtp/studentw/cultural_module.htm

National Center for Cultural Competence
Georgetown University Center for Child and Human Development
www//.georgetown.edu/research/gucchd/nccc

National Consortium for Multicultural Education for Health Professionals
http://culturalmeded.stanford.edu/teaching/publications.html
http://culturalmeded.stanford.edu/teaching/culturalcompetency.html

National Policy & Resource Center on Nutrition & Aging
http://www.fiu.edu/~nutreldr/Ask_the_Expert/Cultural_Diversity.htm

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/

Think Culture Health: Bridging the Health Care Gap Through Cultural Competency Continuing Education Programs
https://www.thinkculturalhealth.org/ccnm/concept_papers.asp

Think Culture Health: Culturally Competent Nursing Modules
https://www.thinkculturalhealth.org/Documents/CCNM_FocusGroupRpt.pdf

Transcultural C.A.R.E. Associates
http://www.transculturalcare.net/

University of Texas List of References
http://www.utexas.edu/nursing/chpr/docs/CulturalCompetenceReferencelist.pdf

- **Health Disparities and Diversity**

Books, Manuscripts, and Reports:

Perez, M. A., & Luquis (Eds.) (2008). *Cultural competence in health education and health promotion.* Hoboken, NJ: John Wiley & Sons.
Krotoski, D. M., Nosek, M. A. & Turk, M. A. (1996). Women with physical disabilities. Baltimore: Paul H. Brookes Publishing Co.

Journal Articles:

Abrums, M. E. & Leppa, C. (2001). Beyond cultural competence: Teaching about race, gender, class, and sexual orientation. *Journal of Nursing Education, 40*(6), 70-75.

Giger, J., Davidhizar, R. E., 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.

Jones, D. S. (2006). The persistence of American Indian health disparities. *Public Health Then and Now, 96*(12), 2122-2134.

Lancellotti, K. (2008). Culture care theory: A framework for expanding awareness of diversity and racism in nursing education. *Journal of Professional Nursing, 24*(3), 179-183.

 Internet Websites:

Administration on Aging. "The many faces of aging: Resources to effectively serve minority older persons." http://www.aoa.gov/minorityaccess/default.html. U.S. Department of HHS: Washington, DC.

Agency for Healthcare Research and Quality. (2007). *Key Themes and Highlights from the National Healthcare Disparities Report.* January 2007. Retrieved April 2007 from www.ahrq.gov/qual/nhdr06/highlights/nhdr06high.htm

Agency for Healthcare Research and Quality (2003, 2004). National healthcare disparities report. www.ahrq.gov/qual/nhdr03/nhdrsum03.htm

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_

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

National Center on Physical Activity and Disability (NCPAD)
University of Illinois

http://www.ncpad.org/

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:
http://www.kaisernetwork.org/health_cast/hcast_index.cfm?display=detail&hc=2287

- **Health Promotion**

  Journal Articles:

  Srof, B. J. & Velsor-Friedrich, B. (2006). Health promotion in adolescents: A review of Pender's health promotion model. *Nursing Science Quarterly, 19*(4), 366-373.

  Pender, N. J. (1975). A conceptual model for preventive health behavior. *Nursing Outlook, 23*, 385-390.

  Lach, H. W., Kelly M., Everard, K. M., Highstein, G. & Brownson, C. A. (2004). Application of the transtheoretical model to health education for older adults. *Health Promotion Practice, 5*(1), 88-93.

  Shin, Y. H., Yun, S. K., Pender, N. J. & Jang, H. J. (2005). Test of the health promotion model as a causal model of commitment to a plan for exercise among Korean adults with chronic disease. *Research in Nursing and Health, 28*(2),117-125.

  Internet Websites:

  Current Nursing. Health Promotion Model
  http://currentnursing.com/nursing_theory/health_promotion_model.htm

  Current Nursing. A Portal for Nursing Professionals
  http://www.currentnursing.com/

  University of Twente Netherlands
  http://www.cw.utwente.nl/theorieenoverzicht/Theory%20clusters/Health%20Communication/Health_Belief_Model.doc/

- **Racial Issues**

  Books, Manuscripts, and Reports:

  Center for Disease Control. (2006). *Racial and ethnic approaches to community health (REACH) 2010, Addressing Disparities in Health.* Retrieved April 2007 at http://www.cdc.gov/reach2010.

Slifkin, R. T., Goldsmith, L. J., & Ricketts, T. C. (2000). *Race and place: Urban-rural differences in health for racial and ethnic minorities.* Chapel Hill: University of North Carolina.

Journal Articles:

Abrums, M. E. & Leppa, C. (2001). Beyond cultural competence: Teaching about race, gender, class, and sexual orientation. *Journal of Nursing Education, 40*(6), 70-75.

Burnes-Bolton, L. Giger, J. N., & Georges, C. A. (2004). Structural and racial barriers to health care. *Annual Review of Nursing Research, 22,* 39-58.

Ferraro, K. F., Thorpe, R. J., McCabe, G. P., Kelley-Moore, J. A. & Jiang, Z. (2006). The color of hospitalization over the adult life course: Cumulative disadvantage in Black and White? *Journal of Gerontology: Social Sciences, 61B*(6), S299-S306.

Gardner, J. (2005). Barriers influencing the success of racial and ethnic minority students in nursing programs. *Journal of Transcultural Nursing, 16*(2), 155-162.

Green, N. L. (1996). Development of the perceptions of racism scale. Image: *Journal of Nursing Scholarship, 28*(1), 141-146.

Jeffreys, M.R. & Zoucha, R. (2001). The invisible culture of the multiracial, multiethnic individual: A transcultural imperative. *Journal of Cultural Diversity*, *8*(3), 79-83.

Johnson, R. L., Saha, S., Arbelaez, J. J., Beach, M. C. & Cooper, L. A. (2004). Racial and ethnic differences in patient perceptions of bias and cultural competence in health care. *Journal of General Internal Medicine, 19*, 101-110.

Lancellotti, K. (2007). Culture care theory: A framework for expanding awareness of diversity and racism in nursing education. *Journal of Professional Nursing, 24*(3), 179-183.

Porter, C. P. & Barbee, E. (2004). Race and racism in nursing research: Past, present, and future. *Annual Review of Nursing Research, 22,* 9-37.

Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review, 62*, 1-24.

Internet Websites:

Disparities Solutions
http://www2.massgeneral.org/disparitiessolutions/contact.html

Office of Cultural Affairs.
http://www.etsu.edu/oca/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/?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* Tool Kit (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

- **Professional Organizations**

  National Coalition of Ethnic Minority Nurse Associations (NCEMNA)
  access major professional minority nursing organizations: www.ncemna.org

  Transcultural Nursing Society: www.tcns.org

To view the graduate cultural competencies, entitled, ***Establishing a Culturally Competent Master's and Doctorally Prepared Nursing,*** go to:
http://www.aacn.nche.edu/Education/cultural.htm

Competencies Endorsed by the American Association of Colleges of Nursing (AACN) Board of Directors, April 2009.
Other endorsements include (as of October 1, 2009):
American Association of Critical-Care Nurses (AACN)
American Nurses Association (ANA)
Asian and Pacific Islander Nurses Association (APINA)
Hospice and Palliative Nurses Association (HPNA)

National Alaska Native American Indian Nurses Association (NANAINA)
National Association of Hispanic Nurses (NAHN)
National Association of Pediatric Nurse Practitioners (NAPNAP)
National Coalition of Ethnic Minority Nurse Associations (NCEMNA)
Oncology Nursing Society (ONS)

Cultural Competency Advisory Group
Preparing a Culturally Competent Master's- and Doctorally-Prepared Nursing Workforce

Evelyn Calvillo, DNSc, RN (Co-Chair)
Acting Director, Academic Advisement Center
California State University, Los Angeles

Lauren Clark, PhD, RN, FAAN (Co-Chair)
Professor, College of Nursing
University of Utah

Felicitas dela Cruz, DNSc, RN
Professor and Director of the Family Nursing Practitioner and Second Careers Nursing Programs
Azusa Pacific University (CA)

Marie Fongwa, PhD, MPH, MSN, RN
Assistant Professor, School of Nursing
University of California, Los Angeles

Susan Kools, PhD, RN, FAAN
Professor, School of Nursing
University of California, San Francisco

John Lowe, PhD, RN, FAAN
Associate Professor, School of Nursing
Florida Atlantic University

Beth Mastel-Smith, PhD, RN
Associate Professor, School of Nursing
University of Texas, Tyler

AACN Staff

Polly Bednash, PhD, RN, FAAN
Pam Malloy, MN, RN, OCN, FPCN
Horacio Olivera