

The Giger and Davidhizar Transcultural Assessment Model

Joyce Newman Giger and Ruth Elaine Davidhizar, authors of the 4th edition of *Transcultural nursing: Assessment and Intervention* (2004) provide a model for assessing individuals and for providing culturally competent care. The 4th edition has a companion book that addresses Canadian ethnic groups, *Transcultural nursing: Assessment and intervention* (Davidhizar and Giger, 1998). In addition, a smallpocket guide is also available and published by Mosby that provides a user-friendly format to understand various cultural groups. These books provide chapters on the six cultural phenomena of the model and specific chapters that address cultural groups in relation to each of the six cultural phenomena. The Giger and Davidhizar Transcultural Model postulates that each individual is a culturally unique person and should be assessed according to six cultural phenomena: a) communication, b)time, c)space, d)social organization, e)environmental control, and f.)biological variations. This model is particularly useful in nursing education since it provides students with a easy to understand model for assessing clients encountered in practice. The textbooks provide specific assessment and intervention strategies needed for providing care for clients from a variety of cultural backgrounds. It is ideal for use with clients in diverse clinical settings. The 2004 edition of the book provides a holistic overview of genetics that helps students and nurses understand genetics and genetic-based diseases that are racially and ethnically based. Additionally an expansion of the spiritual component is featured throughout the book, with a focus on various religions including Islam practiced by Muslims. There are critical thinking questions at the end of each chapter and this helps students, nurses, and health professionals to apply the assessment and framework in practice. Clarification is offered on the biological variations for each cultural group.

The 2004 publication has new chapters on Afghans and Afghan Americans and provides culturally sensitive content on this very important cultural group. A new chapter is provided on Puerto Ricans which augments understanding of this cultural group. Content has been updated throughout to emphasize new genetic and biological variations. Information from the Joint National Committee Detection on Hypertension VII (2003) is included along with pre-hypertension guidelines. Summary Files I through 4 2000 Census data is included on race and Hispanic origin, housing, poverty, education, income, geographical location, etc. Information regarding the *Institute of Medicine, Unequal Treatment: Confronting racial and ethnic disparities in health care* is illuminated throughout the text. Additionally there are new chapters on the internet related to Nigerian Americans, Ugandan Americans, Jordanian Americans, Cuban Americans, Amish Americans, and Irish Americans. The Evolve website has tools designed to help faculty publish class syllabi, outlines, and lecture notes. Evolve allows the faculty to set up virtual office hours, email communication, and share important dates and information through the online class calendar. Evolve encourages student participation through chat rooms and discussion boards and provides links to other cultural websites. Finally a 78 item cultural competency test is provided to test knowledge of the text content. An answer key is available on line to faculty who use the test for validation of student knowledge.