

Transcultural Concepts in Nursing Care

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Purpose: To contribute to the development of theoretically based transcultural nursing and the advancement of transcultural nursing practice.

Goal: To include the delivery of culturally competent care to individuals, families, groups, communities, and institutions.

Objectives:

1. To apply a transcultural nursing framework to guide nursing practice in diverse health care settings across the life span;
2. To analyze major concerns and issues encountered by nurses in providing transcultural nursing care to individuals, families, groups, communities, and institutions;
3. To expand the theoretical basis for using concepts from the natural and behavioral sciences and from humanities to provide culturally competent and culturally congruent nursing care.

This text provides a comprehensive framework for providing culturally competent nursing care to individuals, families, groups, communities and institutions. We begin with a synthesis of transcultural theories, models, and research studies. It is our intent to provide transcultural knowledge that can be useful in nursing care. The text actually began in 1989 as a collegial effort by novice transcultural scholars to expand and apply transcultural knowledge to practice or clinical problems. Although we have a strong commitment to theory and theory development, at the time of the first edition, most of us were involved in clinical practice and were teaching in undergraduate programs.

We believe that cultural knowledge is the basis of a cultural assessment and such data, when combined with the nurse's critical thinking ability will provide the knowledge on which to base transcultural nursing care. It has always been our belief that generalized theory or theories are the foundation needed to assess and care for clients from virtually any and all cultural groups. Our textbook and other writings provide examples of how to apply such theoretical knowledge to practice.

Part I *Foundations of Transcultural Nursing* focuses on the historical and theoretical aspects of transcultural nursing. We include concepts from the natural and behavioral sciences as applied to cultural care. We provide a brief account of Leininger's *Theory of Culture Care Diversity and Universality*. A Transcultural Nursing Assessment Guide was developed to serve as a framework for nurses to use as they gather relevant

data from clients of diverse cultures. Domains of cultural knowledge that are important to assess are described and examples are provided of how to incorporate this knowledge into all aspects of nursing care.

Part 2 *A Developmental Approach to Transcultural Nursing* discusses transcultural concepts across the life span. The care of childbearing women and their families, children, adolescent, adults and the elderly is discussed and information from various cultural groups is used to illustrate transcultural nursing care.

In Part 3 *Application of Transcultural Concepts in Nursing Care Delivery* focuses on clinical topics that are relevant to the current health care delivery system. In many ways, this is the most unique focus of the textbook as the application of concepts to situations commonly encountered by nurses demonstrates the utility of applying transcultural knowledge to practice in a broad sense. Transcultural mental health is explored and cultural knowledge is applied to nursing situations. Pain management across cultures is discussed and the final section concludes with information on the application of transcultural concepts to the care of families and communities.

Part 4 *Contemporary Challenges in Transcultural Nursing* illustrates the use of cultural concepts in various practice settings. The selection of clinical topics is broad and reflects the interests of the authors as well as the changing health care delivery system. Religious beliefs, ethical decisions and issues and diversity in the health care workforce are all explored. The text concludes with a presentation on global health issues and the role of nurses in international settings. Chapter pedagogy includes learning activities, boxes with summaries of evidence-based practice and case studies with each chapter.

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