

Transcultural Concepts in Nursing Care

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Margaret M. Andrews and Joyceen S. Boyle, coauthors of Transcultural Concepts in Nursing Care, provide a comprehensive framework for providing culturally competent nursing care for individuals, families, groups, communities, and institutions. The book is divided into four parts: Part 1 introduces the theoretical foundations of TCN and cultural competence. Part 2 uses a developmental approach in providing culturally competent care across the life span from infancy to old age. Part 3 examines the application of transcultural concepts in selected settings. Part 4 critically analyzes contemporary TCN challenges related to nutrition, pain, religion, ethics, the multicultural health care workforce, and international nursing. Transcultural Concepts in Nursing Care has received the American Journal of Nursing Book of the Year Award and Sigma Theta Tau International's Best Pick Award.

Our major contribution to transcultural nursing is a synthesis of transcultural theories, models, and research studies compiled and published in a textbook titled *Transcultural Concepts in Nursing Care* (Andrews & Boyle, 1999). Our primary goal is to advance the use of transcultural knowledge in nursing practice. Although we hope that every reader will draw his or her own conclusions, we believe that we have made a significant contribution to incorporating cultural knowledge in nursing care.

Initially published in 1989, *Transcultural Concepts in Nursing Care* began as a collegial effort among faculty and doctoral students at the University of Utah College of Nursing to help us expand and clarify our understanding of transcultural nursing. Because the majority of our contributors had strong clinical backgrounds and an interest in solving practice problems, we wanted a book that would explicate the application of transcultural nursing concepts to clinical practice. In

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particular, we wanted a text that undergraduate students would find interesting, challenging, and, above all, helpful in solving problems in patient care.

We have a strong commitment to theory development in nursing that helped us develop an evidence-based theoretical framework for transcultural nursing practice. As we prepare for our fourth edition (to be published in early 2002), we have many of the same contributors but have been pleased to have other transcultural nursing experts from various parts of the United States and Canada join us.

Many contributors teach in baccalaureate, master's and/or doctoral programs. Over the years, we have explored ways to creatively and effectively teach our students how to apply transcultural concepts to practice with the goal of developing their knowledge and skill in providing culturally competent and culturally congruent nursing care. The Commission on Collegiate Nursing Education, National League for Nursing, most state boards of nursing, and other accrediting and certification bodies require or strongly encourage the inclusion of cultural aspects of care in nursing curricula. This underscores the importance of the purpose, goal, and objectives for *Transcultural Concepts in Nursing Care*.

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

Goal: To increase 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 the

humanities to provide culturally competent and culturally congruent nursing care.

We believe that cultural assessment skills, combined with the nurse's critical thinking ability, will provide the necessary knowledge on which to base transcultural nursing care. Using this approach, we are convinced that nurses will be able to provide culturally competent and contextually meaningful care for clients—individuals, families, groups, communities, and institutions.

Given that nurses are likely to encounter people from literally hundreds of different cultures, we believe this approach is more effective than simply memorizing the esoteric health beliefs and practices of a litany of different groups. Thus, we believe that nurses must acquire the knowledge and skills needed to assess and care for clients from virtually any and all cultural groups that they encounter throughout their professional careers.

TEXT ORGANIZATION

Transcultural Concepts in Nursing Care is divided into four parts. Part 1, "Foundations of Transcultural Nursing," focuses on the historical and theoretical aspects of transcultural nursing. The development of a transcultural nursing framework that includes concepts from the natural and behavioral sciences is described as it applies to nursing practice, along with Leininger's *Theory of Culture Care Diversity and Universality*. Because nursing perspectives have been used to organize the content of the book, there is no chapter purporting to describe the nursing care of a specific cultural group. Rather, the authors hold the philosophical position that a comprehensive cultural assessment is the foundation for culturally competent nursing care, and we recommend using the Andrews/Boyle Transcultural Nursing Assessment Guide (see Appendix A, Andrews & Boyle, 1999) to gather relevant data from clients from diverse cultures. Chapter 2, for example, discusses domains of cultural knowledge that are important in cultural assessment and describes how this cultural information can be incorporated into all aspects of nursing care. Although we use the nursing needs of culturally diverse groups to illustrate cultural concepts used in nursing care, we make every effort to refrain from sweeping generalizations and cultural stereotypes.

In Part 2, "A Developmental Approach to Transcultural Nursing," we use a developmental framework to discuss transcultural concepts across the life span. The care of child-bearing women and their families, children, adolescents, middle-aged adults, and the elderly is discussed, and information about various cultural groups is used to illustrate common transcultural nursing issues, trends, and problems.

In Part 3, "Application of Transcultural Concepts in Nursing Care Delivery," we have selected clinical topics and issues to illustrate the application of cultural concepts in nurs-

ing practice. The clinical application of concepts throughout this section uses situations commonly encountered by nurses and describes how transcultural nursing principles can be applied in diverse settings. The chapters in this section are intended to illustrate the application of transcultural nursing knowledge to nursing practice. In this section, transcultural mental health situations are explored, and the use of cultural concepts in interpersonal aspects of nursing care is described. Transcultural aspects of pain and how cultural knowledge can help nurses in pain management are discussed. Community-based transcultural care is highlighted throughout this section and a chapter is included that examines cultural aspects of families and communities.

In Part 4, "Contemporary Challenges in Transcultural Nursing," specific topics are used to illustrate the importance of transcultural nursing concepts in the provision of culturally competent care in various practice settings. The selection of clinical topics varies widely and reflects the interests and diversity of the contributing authors as well as the changing health care systems in the both United States and Canada—though we believe that nurses in other nations will also find relevant information here. The interrelationship between religion and culture is highlighted in one of the chapters in this section. Also included are chapters on culture and nutrition and ethical issues in transcultural nursing practice. Cultural diversity in the health care workforce is described with an emphasis on helping nurses anticipate and solve problems that arise in diverse workforce settings. Specifically, problems arising from prejudice, racism and ethnoviolence are discussed. Finally, the book ends with a chapter that explores global health issues and the role of nurses in international practice settings.

Contained in the three appendices are the "Andrews/Boyle Transcultural Nursing Assessment Guide," information about organizations and agencies that serve as resources in transcultural health and nursing, and selected agencies that employ nurses in international settings.

Chapter Pedagogy

The chapter pedagogy includes learning activities, boxes with summaries of current research studies emphasizing evidence-based practice in transcultural nursing, and case studies based on the clinical experiences and research studies of the authors. The text also includes chapter objectives, end-of-chapter review questions, and references that the reader is encouraged to pursue for further information on topics.

Learning Activities

All of the chapters include brief summaries of key content, review questions, and learning activities to promote critical thinking. Each chapter also includes objectives and key terms to help readers understand the purpose and focus of the chapter content.

Evidence-Based Practice

Current research studies related to the content of the chapter are presented as appropriate for the topic. Research boxes describe clinical applications derived from the research findings.

Case Studies Based on Actual Clinical Experiences and Research-Based Studies

Case studies based on the authors' actual clinical experiences and research studies are presented to make conceptual linkages and to illustrate how concepts are applied in health care settings. In addition, the case studies provide useful information about health beliefs and behaviors of diverse cultural groups. The case studies use pseudonyms to protect the confidentiality and anonymity of authors' clients and research participants.

In this book, we have provided an overview of transcultural nursing that is intended to demonstrate clinical applications of transcultural concepts, theories, and research across the life span and in a variety of health care settings. The book is designed to provide a comprehensive overview of transcultural nursing for an introductory undergraduate transcultural nursing course and/or as a complement to the standard specialty nursing texts used in undergraduate nursing programs. We hope that it also will be a useful reference for

nurses whose formal academic preparation did not include transcultural nursing. Although the text contains numerous schematic diagrams and figures illustrating the interconnections among concepts, it is not intended to be a theory, conceptual model, or theoretical framework for transcultural nursing. The authors respectfully refer to Leininger for a comprehensive explication of transcultural nursing theory. This book emphasizes the application of transcultural theories, models, and research findings to nursing practice.

REFERENCES

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