

SOLUTIONS MANUAL



Fundamental



Nursing Care

Second Edition

Ramont • Niedringhaus



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Chapter 2

Promoting Culturally Proficient Care

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Case Study: Communicating and Translating

Working with Interpreters

IMAGE LIBRARY

Figure 2.1 Leininger's "Sunrise" model, depicting the cultural care diversity and universality theory.

Box 2.2 Twelve Domains of Culture

Box 2.3 Reviewing Your Attitudes Toward Cultural Diversity

Box 2.4 Working with Interpreters

Box 2.5 Discharge Planning

Learning Outcome 1

Understand the history and terminology of transcultural nursing.

Concepts for Lecture

1. -The goal of cultural awareness and cultural sensitivity is to end prejudice and discrimination. The culturally competent professional must acquire a set of practice skills, knowledge, and attitudes to provide culturally competent care. Culturally competent care begins with the nurse's own cultural self-awareness.

While cultural awareness was expected to end prejudice and discrimination, the results have often focused on differences, with the nurse unprepared to meet cultural needs.

Having cultural sensitivity enables the nurse to be aware of the needs and feelings of one's own culture and of other cultures.

A culturally competent nurse has developed a set of practice skills, knowledge, and attitudes that encompass awareness and acceptance of differences, awareness of one's own cultural values, an understanding of cultural knowledge, an understanding of the dynamics of differences, and the ability to adapt practice skills to fit the cultural context of the client or patient.

2. -Dr. Madeleine Leininger studied and developed theories about the influences of culture on health and illness.

Ethnocentrism, or interpreting the beliefs and behaviors of others in terms of one's own cultural values and traditions, is a common tendency.

Nurses must guard against stereotyping their clients. There can be many differences in individuals within a culture.

Concepts for Lecture continued

Nurses need to develop knowledge of different cultures, especially cultures of the clients that will be served in areas where the nurse lives and works.

Larry Purnell and B. J. Paulanka developed an assessment tool that identifies ethnocultural attributes of an individual, family, or group.

Healthy People 2010 is dedicated to the principle that every person deserves equal access to culturally competent healthcare systems.

The American Nursing Association developed a position statement that relates to cultural diversity in nursing practice.

PowerPoint Lecture Slides

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Transcultural Nursing
 - Cultural awareness
 - Cultural sensitivity
 - Culture competence
 - Ethnocentrism
 - Stereotyping
- 1a Transcultural Nursing (continued)
 - Prejudice
 - Segregation
 - Discrimination
- 1b Transcultural Nursing (continued)
 - Intercultural communication
 - Cultural empathy
 - Acculturation
 - Biocultural ecology
- 2 History of Transcultural Nursing
 - Leininger's Culture Care, Diversity and Universality Theory
 - Dorothy Orem's Self Care Theory
 - Larry Purnell and B.J. Paulanka Model for Cultural Competence
 - Healthy People 2010
- 2a History of Transcultural Nursing (continued)
 - Four basic concepts of nursing theories:
 - Nursing

- Person/client
 - Health
 - Environment
- 2b History of Transcultural Nursing (continued)
- 1991 position statement on cultural diversity in nursing practice:
 - Developed by the American Nursing Association
 - Cultural assessment by the nurse is an expectation
 - Knowledge of cultural diversity is required

Suggestions for Classroom Activities

- Ask the students to review their attitudes using the review in Box 2-3 (found in the student textbook). Have them reflect on their interactions with other cultures and discuss how the interactions might be different with additional knowledge.
- Discuss cultural variations in personal hygiene, personal space, sleep patterns, and response to pain.
- Invite an interpreter to the classroom to demonstrate common words and phrases using American Sign Language.
- Divide the students into groups. Assign each group a different transcultural theory to research. Have each group do a short presentation for the class.
- Divide students into groups. Have the students prepare short skits in which one student is the client of a different culture and the others are healthcare personnel. Have them demonstrate the appropriate and inappropriate ways to interact with cultural sensitivity and competence.

Suggestions for Clinical Activities

- Assign students to care for culturally diverse clients during their clinical experience. Discuss with the students the cultural-specific care necessary for the client prior to delivering care. Have the students share their learning experiences in postconference.
- Assign a student to accompany a translator and ask the student to share the experience with the class.

Learning Outcome 2

Identify the importance of intercultural communication in today's world.

Concepts for Lecture

1. A client may speak English on a social level, but be unable to communicate on a more technical level. The nurse needs to identify the language the client normally uses. When assessing a client, the nurse needs to consider the client's cultural values, beliefs, and practices related to health and health care.
2. Healthcare professionals must be aware of cultural differences in verbal and nonverbal communication.

Multilingual nurses have the ability to improve communication with clients from other cultures. They should inform the facility where they work that they possess this ability.

3. When the goal is to provide culturally sensitive care, it is important for the nurse to learn to work effectively with interpreters (refer to Box 2-4 in the student textbook).

Concepts for Lecture continued

4. A therapeutic relationship can be promoted or hampered by the nurse's understanding or lack of understanding of transcultural communication. The healthcare profession, which includes all nurses, has its own subculture that affects the nurse's views and actions.

PowerPoint Lecture Slides

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Culturally Based Communication
 - Verbal communication
 - Determine the client's dominant language
 - Dialects within the language that can hamper obtaining accurate information
- 2 Culturally Based Communication (continued)
 - Nonverbal communication:
 - Eye contact
 - Touch
 - Personal space
 - Facial expressions
 - Hand gestures
- 3 Working with Interpreters
 - Confidentiality
 - Speak to the client, not the interpreter
 - Speak at a pace that will give interpreter time to interpret
 - Interpreters can be a source of cultural information
- 4 Transcultural Communication and Client Concerns
 - Preventing errors and noncompliance
 - Ensuring informed consent
 - Reducing client stress and anxiety
 - Providing customer satisfaction
 - Subculture of health care
 - Cultural empathy

Suggestions for Classroom Activities

- Arrange for a guest speaker from another culture. Discuss ways to communicate with a person from another culture.
- Have each student research an assigned culture on the internet. Have the students identify problems that might arise with providing care if the care provider was not culturally competent, and present this information to the class.

Suggestions for Clinical Activities

- Assign bilingual students to care for clients who speak the same language. Have the students discuss the cultural differences during postconference.

Learning Outcome 3

Describe the 12 domains of culture.

Concepts for Lecture

1. Larry Purnell and B.J. Paulanka developed a Model for Cultural Competence describing the 12 domains of culture. They identified the ethnocultural attributes of an individual, family, or group (refer to Box 2-2 in the student textbook).

PowerPoint Lecture Slides

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Domains of Culture
 - Overview, inhabited localities, and topography
 - Communication
 - Family roles and organization
 - Workforce issues
 - Biocultural ecology
 - High-risk behaviors
- 1a Domains of Culture (continued)
 - Nutrition
 - Pregnancy
 - Death rituals
 - Spirituality
 - Healthcare practices
 - Healthcare practitioners

Suggestions for Classroom Activities

- Have students identify the different cultures in the area where they live and work. Identify the 12 domains of culture for each one (refer to Box 2-2 in the student textbook).

Suggestions for Clinical Activities

• Have students interview clients from different cultures to obtain information about the 12 domains of their culture. Provide time during post-conference for them to share the information with each other.

Learning Outcome 4

Identify the role of the nurse in delivering culturally proficient care to hospitalized clients and their families.

Concepts for Lecture

1. Understanding one's own culture is necessary to provide proficient transcultural care. The first step for a nurse to overcome biases that can negatively impact the provision of care is recognizing those biases.
2. To provide holistic care the client must receive holistic assessment that includes cultural status. This may require an interpreter (refer to Box 2-4 in the student textbook).
3. The client should perceive the nurse as supportive, effective, competent, and empathetic.
4. The nurse needs to establish an open nurse–client relationship that includes respect, genuineness, and warmth.

PowerPoint Lecture Slides

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Delivering Culturally Proficient Care
 - The nurse must:
 - Understand own culture
 - Identify and overcome own biases
 - Identify philosophical point of view
 - Identify moral and ethical perspectives
- 2 Delivering Culturally Proficient Care (continued)
 - Complete a holistic assessment:
 - Physical
 - Emotional
 - Psychosocial
 - Spiritual status
 - Cultural status
 - Ability to work with an interpreter
- 3 Nurse–Client Relationship
 - Client should perceive the nurse as:

- Supportive
 - Effective
 - Competent
 - Empathetic
- 4 Nurse–Client Relationship (continued)
- The nurse–client relationship should demonstrate:
 - Respect
 - Genuineness
 - Warmth
 - Collaboration with RN and physician

Suggestions for Classroom Activities

- Have the students perform holistic assessments on assigned clients from different cultures.
- Have the class research how the local healthcare facilities provide interpretive assistance for the clients who speak a different language.

Suggestions for Clinical Activities

- Have the students review the assessment document used by the assigned facility to identify the parts that provide cultural information.
- Divide the class into four or five groups. Have each group make a list of “slang” terms for health conditions that they have observed in use in their own culture or another dominant culture.
- Have the students identify ritual objects that belong to clients in their care; encourage the students to discuss the personal significance of these objects with the client as a means of conveying cultural sensitivity.

Learning Outcome 5

List the components of a cultural assessment.

Concepts for Lecture

1. A client’s healthcare practices and the use of health practitioners is an important part of the cultural assessment.

There are four basic elements in the cultural assessment including the cultural identity of the client, cultural factors that relate to the client’s psychosocial environment, the cultural elements of the relationship between the healthcare provider and the client, and the cultural explanation of the client’s illness.

2. Culture impacts how a client experiences pain. Perception of pain is culturally based and unique to each individual.

3. The nurse can increase the opportunities for clients to cooperate in health promotion, health maintenance, and disease prevention by being aware of the geographic location of a cultural group.

Acculturation or the modification of a group's or individual's culture as the result of contact with another culture can be enhanced or hindered by the area in which they relocate.

Learning styles may vary in individuals from different cultures.

A client's current employment and past work history can influence the focus of evaluations.

Dominant family roles determine who will make healthcare decisions.

Biological factors must be considered by the nurse when evaluating the data that has been gathered.

4. Cultural factors must be considered when evaluating a discharge plan (refer to Box 2-5 in the student textbook).

PowerPoint Lecture Slides

(NOTE: The number on each PPT Lecture Slide directly corresponds with the Concepts for Lecture.)

- 1 Cultural Assessment
 - Cultural identity of the client:
 - Identify the native culture or host culture
 - Identify language preference
- 1a Cultural Assessment (continued)
 - Factors related to psychosocial environment:
 - Environmental stressors
 - Religion
 - Support systems
- 1b Cultural Assessment (continued)
 - Past and present experiences with healthcare providers
 - Differences between provider's and client's culture and social status
- 1c Cultural Assessment (continued)
 - Cultural explanation of client's illness by the client
 - Name or category used by the client's family or community to identify condition
- 2 Impact of Culture on Pain Expression
 - Stoic versus emotive clients
 - Personal and cultural meanings of pain
 - Impact of understanding cultural meaning of pain on care

- 3 Cultural Factors
 - Heritage and residence
 - Acculturation
 - Educational status
 - Occupation
 - Family roles and organization
 - Biocultural ecology
- 3a Cultural Factors (continued)
 - Risk factors
 - High-risk behaviors
 - Healthcare practices
 - Use of health practitioners
 - Pain and pain expression
- 4 Discharge Planning
 - Begins at first contact
 - Use an interpreter as necessary
 - Assess support system
 - Holistic approach
 - Collaborate with other disciplines
 - Follow-up

Suggestions for Classroom Activities

- Pair students together and have them perform cultural assessments on each other using the cultural factors.

Suggestions for Clinical Activities

- Have students perform a cultural assessment on a client and report their findings in postconference.

- Have each student plan the discharge for their assigned transcultural client. Discuss the cultural specific planning that was required.