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

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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/


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.


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/


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

Spector’s Health Traditions Model

- **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](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/](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.


**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](http://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](http://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](http://www.aamc.org/meded/tacct/culturalcomped.pdf)

<table>
<thead>
<tr>
<th>Model/Clinical Mnemonics</th>
<th>Reference</th>
</tr>
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<tbody>
<tr>
<td>Affect: How do you feel about what is going on?</td>
<td></td>
</tr>
<tr>
<td>Trouble: What troubles you most?</td>
<td></td>
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<tr>
<td>Handling: How are you handling that?</td>
<td></td>
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<tr>
<td>Empathy: This must be very difficult for you.</td>
<td></td>
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<tr>
<td>Beliefs (about health)</td>
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<tr>
<td>Explanation</td>
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<td>Learn</td>
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<td>Impact</td>
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<td>Empathy</td>
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<td>Feelings</td>
<td></td>
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<tr>
<td>ESFT Model for Communication and Compliance:</td>
<td>Betancourt, J. R., Carrillo, J. E., &amp; Green,</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Fears and concerns about the medication</td>
<td><a href="http://erc.msh.org/aapi/tt2.html">http://erc.msh.org/aapi/tt2.html</a></td>
</tr>
</tbody>
</table>

| Explanation | http://erc.msh.org/aapi/tt2.html |
| Treatment | |
| Healers | |
| Negotiate | |
| Intervention | |
| Collaboration | |

| Listen | |
| Explain | |
| Acknowledge | |
| Recommend treatment | |
| Negotiate | |

| Respect | |
| Explanatory (model) | |
| Social and Spiritual | |
| Power | |
| Empathy | |
| Concerns | |
| Trust | |

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

*Books, Manuscripts, and Reports: Classics included.*


Journal Articles:


cultural competence to eliminate health disparities in ethnic minorities and other vulnerable populations. *Journal of Transcultural Nursing, 18*(2), 95-102.


**Internet Websites:**

Anthropology and Cultural Theory
http://jahsonic.com/Anthropology.html
http://www.jahsonic.com/CultureTheory.html


Culture and Cognition
http://sociology.rutgers.edu/gradculture.html


Freire

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

Theory of Change

Theory of Reasoned Action
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:**


  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


  **Journal Articles:**


**Internet Websites:**

Cross-cultural communication in health care: Building organizational capacity

Designing programs that address linguistic and cultural barriers to health care
[http://www.diversityrx.org/HTML/MODELS.htm](http://www.diversityrx.org/HTML/MODELS.htm)

Development Communication - Family Tree of Theories, Methodologies and Strategies in Development Communication

DiversityRX
[http://www.diversityrx.org/HTML/MOVERA.htm](http://www.diversityrx.org/HTML/MOVERA.htm)


[nnlm.gov/outreach/consumer/hltlit.html](nnlm.gov/outreach/consumer/hltlit.html)

Health Literacy and Health Outcomes

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

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


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

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

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:


*Journal Articles:*


*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

Multimedia:
Intercultural Communication for Healthcare at Home & Abroad - Real Expectations for Real Encounters: Closing the Social Distance

Intercultural Communication - Healthcare at Home

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:


Journal Articles:


**Internet Websites:**

Association of American Colleges and Universities  
[http://www.aacu.org/american_commitments/curr_fac_dev_network.cfm](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/taect/start.htm](http://www.aamc.org/meded/taect/start.htm)

Cultural Competency Training Curriculum.  

Diversity Innovations  
[http://www.diversityweb.org/diversity_innovations/institutional_leadership/index.cfm](http://www.diversityweb.org/diversity_innovations/institutional_leadership/index.cfm)  
A section within Diversity Web: [http://www.diversityweb.org/](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

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:


Journal Articles:


**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  

Nursing Graduate 2008 Assessment Report  

Tool Kit of Resources For Cultural Competent Education for Baccalaureate Nurses  
Has listing of nursing textbooks and teaching strategies  

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_cccc/

College of Nurses of Ontario (2005). Practice guideline:  
http://www.cno.org/docs/prac/41040_CulturallySens.pdf

Cultural Competency Case Studies
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

HRET – Special PSA video, Cultural competence: What can you do?

A peacock in the land of the penguins.

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
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.

  *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/global/index.cfm)
  [http://www4.uwm.edu/nursing/centers/research_projects.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](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/pilot06.html)
  [http://www.utexas.edu/nursing/chpr/pilot_archives.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/)
  [http://www.uic.edu/nursing/crrvp/pilotstudies.shtml](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

http://www.innovations.ahrq.gov

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

• Ethics in Research


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

*California Health Interview Survey (CHIS).*  
Use AskCHIS, free and a quick and easy online tool that enables anyone to search and compare health statistics by county, region, or across California.  

*Health Research & Educational Trust (HRET Tool Kit)*  
A Tool Kit for collecting race, ethnicity, and primary language information from patients.  

*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.  

*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/](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.  

*Pan American Health Organization*  
Monitoring the attainment of health goals and compliance with mandates.  


**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*
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/

Census bureau guideline for the translation of data. Collection instruments and supporting materials.

*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)**


• **Methodology for Culturally Competent Research**

*Books, Manuscripts, and Reports:*


*Journal Articles:*


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:

http://latino.sscnet.ucla.edu/research/aids/conf/druguser.htm

http://www.rtc.pdx.edu/PDF/fpS0303.pdf

http://www.jsri.msu.edu/RandS/research/ops/oc47.html

Journal Articles:


Evidence-Based Practice

Journal Articles:


**Internet Websites:**


**VI. ADDITIONAL TOPICS, REFERENCES AND RESOURCES**

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

**Books, Manuscripts, and Reports:**


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


http://www.chcm.com/conferences/competency.asp

**Journal Articles:**


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.


**Internet Websites:**

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

Center for Cross-Cultural Health  

Culturally Competent Care Concept Paper  

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

Health Sciences Library  
Highlights resources that help nursing faculty and other interested professionals incorporate cultural competence skills into nursing curricula and practice.  

Indicators of Cultural Competence in Health Care Delivery Organizations: An Organizational Cultural Competence Assessment Profile  
Health Disparities and Diversity

*Books, Manuscripts, and Reports:*


*Journal Articles:*


**Internet Websites:**


Agency for Healthcare Research and Quality (2003, 2004). National healthcare disparities report. [www.ahrq.gov/qual/nhdr03/nhdrsum03.htm](http://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/](http://www.bcm.edu/crowd/)

Community Partnerships for Older Adults. Cultural competence vs. cultural humility. [http://www.partnershipsforolderadults.org](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](http://www2.massgeneral.org/disparitiessolutions/contact.html)

Office of Cultural Affairs. [http://www.etsu.edu/oca/resources.aspx#Racial_and_Ethnic](http://www.etsu.edu/oca/resources.aspx#Racial_and_Ethnic)

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

National Center on Physical Activity and Disability (NCPAD) University of Illinois
http://www.ncpad.org/


• Health Promotion

Journal Articles:


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:


**Journal Articles:**


**Internet Websites:**

Disparities Solutions
[http://www2.massgeneral.org/disparitiessolutions/contact.html](http://www2.massgeneral.org/disparitiessolutions/contact.html)

Office of Cultural Affairs.
[http://www.etsu.edu/oca/resources.aspx#Bias_and_Discrimination](http://www.etsu.edu/oca/resources.aspx#Bias_and_Discrimination)

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.

Association of Community Health Nursing Educators (ACHNE)
Graduate Education for Advanced Practice Public Health Nursing

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.tens.org

The American Association of Colleges of Nursing (AACN) is grateful for the support of
The California Endowment and for their provision of funds to develop the competencies
and Tool Kit for graduate nursing faculty and students.

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)

American Association of Colleges of Nursing

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Preparing a Culturally Competent Master's- and Doctorally-Prepared Nursing Workforce

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The American Association of Colleges of Nursing (AACN) is grateful for the support of The California Endowment (CAE) and their provision of funds to develop the competencies and Tool Kit for graduate nursing faculty and students. In addition, AACN wants to thank The CAE for their generosity in extending an invitation to all graduate Schools of Nursing across the state of California to attend the workshop on implementing and disseminating cultural competency in order to enhance nursing education, research, and practice.