

TRANSCULTURAL HEALTH CARE

A Culturally Competent Approach



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KEY TO THE MAP

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Preface

The idea for this textbook, *Transcultural Health Care: A Culturally Competent Approach*, evolved in response to the trend toward a global society, with increasing diversity among health-care clients, students, and staff. Students and providers in all health disciplines need to expand their worldview and explore cultural diversity from a global perspective. Health-care providers, and ultimately their clients, benefit from knowledge of cultural concepts and ethnicity. Individual caregivers must integrate an understanding of their own culture with the institutional culture in which they work in order to gain some perspective on how this interaction affects staff and health-care delivery to clients, families, and the community. As people begin to accumulate knowledge about specific ethnic and cultural groups, they are challenged to look at both the differences and similarities that exist across cultures. By demonstrating an active interest in learning cultural concepts, people increase their respect and sensitivity for diversity, minimize their potential for violating cultural norms, and improve health-care and working relationships among individuals from similar and dissimilar cultures. This book is designed to:

- Introduce a new and evolving conceptual model for learning about culture
- Provide a macroapproach and microapproach to the study of culture
- Describe characteristics of selected ethnocultural groups

Within North America, there are more than 500 American Indian tribes; numerous Asian, Pacific Islander, and Indochinese groups; dozens of Hispanic groups; diverse African-American groups; and numerous northern, central, southern, eastern, and western European groups as well as many others. Space and cost concerns imposed limits on the number of groups selected for inclusion in this textbook and on the accompanying electronic disk. Specific criteria were used for identifying the 16 groups represented in the book and the 11 included in electronic format. Groups included in the book fulfill any of these five criteria:

- The group has a large population in North America, such as Mexican, Irish, and African-Americans.
- The group is relatively new in its migration status, such as Vietnamese, Cubans, and Arabs.
- The group is widely dispersed throughout North America, such as Iranians and Appalachians.
- The group has little written about it in the health-care literature, such as Egyptians and Koreans.
- The group holds minority status, such as the Navajo, a large American Indian group.

Educators who adopt the book for course instruction receive free of charge the 11 chapters that are on disk. These electronic chapters can be used to explore health-care issues relating to cultures not included in the book without leaving the classroom or going to the library. The electronic chapters may be printed out and photocopied (for instructional purposes only) for each student in the class or downloaded in a computer learning lab for students to access. Additionally, students

can use the disk on their personal computers; faculty members can create a listserve of students and use the chapters for discussion or course credit. Students can be provided with hard copies of specific chapters to give class presentations or enhance class discussions, or for writing required papers or fulfilling extra credit options. Clinical instructors can have fingertip access to these chapters, using their portable computers to assist in making culturally competent clinical decisions. Because it is impossible to cover all cultures in a small, readily available textbook, this option is both economical and efficient for teaching students on clinical units that provide care to clients from a wide variety of cultures. Those who purchase the book for personal use can obtain the additional chapters in electronic format for a nominal charge by calling the publisher, F. A. Davis, at 1-800-323-3555.

Most chapter authors come from the culture about which they write, others have been selected on the basis of their extensive research on a particular cultural group, and some meet both of these criteria; thus, they write from empirical evidence, ethnographic research, and personal experience. Some of the chapter authors have significant publications to their names, whereas, for others, this is the first publication. A special thanks is extended to all of the authors and to the numerous content reviewers who are from a specific ethnic background or teach cultural content in a college or university setting.

We have strived to portray each culture without stereotyping. The book is now yours. We hope you enjoy it and are as excited about it as we are.

*Larry D. Purnell
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Chapter 1: Transcultural Diversity and Health Care

Chapter 2: Purnell's Model for Cultural Competence

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Chapter 4: The Amish

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Marion R. Wenger, PhD, is a language and culture specialist, Stone Mountain, Georgia. Dr. Wenger has taught college German and linguistics in Indiana and Ohio, near two of the three largest Amish settlements. His doctoral dissertation was based on descriptive research into the German dialect stock, which provides the basis for the first language of most Amish. His views on Amish communication are drawn from personal observation and language teaching among the Amish.

Chapter 5: Appalachians

Larry D. Purnell, RN, PhD, is Associate Professor, College of Health and Nursing Sciences, University of Delaware, Newark, Delaware, where he teaches nursing administration and culture in the undergraduate and graduate programs. Dr. Purnell spent his formative years in Northern Appalachia, where he lived with several families from differing socioeconomic backgrounds. He later returned to Appalachia, where he held positions in nursing service administration and nursing education.

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Baltic-Americans (*chapter on disk*)

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Brazilian-Americans (*chapter on disk*)

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Chapter 7: Chinese-Americans

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Mahmoud Meleis, PhD, PE, is a nuclear engineer. Born in Egypt, he came to the United States in the early 1960s to complete graduate education. Dr. Meleis was Vice President for the Egyptian Cultural Club of the San Francisco Bay Area for 2 years and has been very involved in the Egyptian-American community in Los Angeles and San Francisco.

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Zen Spangler, RN, PhD, is the Director of Nursing Research and Education at the Robert Packer Hospital in Sayre, Pennsylvania. She has conducted several transcultural

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Chapter 11: French Canadians

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Homeyra Hafizi, RN, MS, an Iranian immigrant, is Director of Medical/Surgical and Behavioral Health Services, Wuesthoff Memorial Hospital, Rockledge, Florida. She has experience working with culturally diverse clients in San Francisco and at the Mid-East S.I.H.A. Project as language and cultural interpreter for Middle-Eastern immigrants. She has a degree in cross-cultural nursing from the University of California–San Francisco.

Chapter 14: Irish-Americans

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Italian-Americans (*chapter on disk*)

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Korean-Americans (*chapter on disk*)

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Puerto Ricans (*chapter on disk*)

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Timur Arslanoglu, BSME, CVT, MSBA (candidate), has worked as a business consultant for the medical community in the United States and in Turkey. He has served as president of the Turkish-American Association of Northern California. Currently, he is collaborating on a cardiovascular research project in Turkey for the Gladstone Institute at the University of California—San Francisco.

Chapter 18: Vietnamese-Americans

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Hindu-Americans

Jayalakshmi Jambunathan

Italian-Americans

Sandra M. Hillman

Japanese-Americans

Nancy C. Sharts-Hopko

Korean-Americans

Lauren Regan Sabet

Polish-Americans

Martha A. From

Puerto Ricans

Teresa C. Juarbe

Turkish-Americans

Cara B. Towle and Timur Arslanoglu