Research Questions

1. What are BSN graduates' views, beliefs, and practices of culturally competent care within the context of their work place environment?
2. In what ways has the BSN curriculum influenced their practice of culturally competent nursing care?
3. What are the generic and professional care factors of BSN graduates that promote their ability to give culturally competent care?

Preliminary Findings

Theme I The BSN curriculum influenced nursing graduates a solid foundation in the knowledge and practice of culturally competent care.

“I think those kinds of courses [culture] teach you to be open to others values and beliefs and that you need to try to incorporate them into your care.”

Theme II The generic and professional care factors of BSN graduates promoted their ability to give culturally competent care.

“To bridge gaps… I make myself available to patients and families seeking translators when appropriate.”

Theme III BSN graduates views, beliefs and practices of culturally competent care include being open minded, allowing families to participate in care and not making assumptions or generalizations about specific cultures.

“I think actually visitors, especially close family members, do have a big impact on helping the patient heal.”

“I have learned never to judge because you do not know how people have been raised and what they believe in.”

Implications for Culturally Competent Care

Culture Care Preservation/Maintenance
Continue to require the transcultural nursing course (NUR 369) as a requirement for BSN program completion.

Culture Care Accommodation or Negotiation
Negotiate with healthcare institutions to provide enhanced, ongoing education related to culturally competent care.

Culture Care Repatterning and Restructuring
Recommend requiring a service learning course locally and/or abroad as a requirement for BSN program completion.

Selected References
