**Book Review:**

*Transcultural Nursing Theory and Models: Application in Nursing Education, Practice, and Administration*

Reviewed by:
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*Transcultural Nursing Theory and Models: Application in Nursing Education, Practice, and Administration* by Priscilla Sagar is a distinctive book that blends the historical context of transcultural nursing with the current application of transcultural theory and models. Leininger’s Culture Care theory, the models of Purnell, Campinha-Bacote, Giger and Davidhizar, and Andrews and Boyle’s assessment guide are applied to the areas of nursing education, practice and nursing administration. This book makes a worthwhile contribution to the field of transcultural nursing by complementing texts that introduce theory and models (Andrews & Boyle, 2012) or delve into them individually and more deeply (Andrews & Boyle, 2012, Campinha-Bacote, 2005; Giger, 2012; Leininger & McFarland, 2006; Purnell & Paulanka, 2008). Sagar contributes her expertise as a Transcultural Nursing Scholar by focusing on how to use the models and guide. She explains and shows the reader how transcultural nursing theory can be disseminated and implemented.

The review of each theory, model and guide is enhanced with resources for use in nursing ed-
ucation, practice and administration. As an example, Leininger’s Theory of Culture Care Diversity and Universality is applied in academia with a sample role play scenario of the three action modes of preservation, accommodation, and repatterning. The scenario offers a way for students to comprehend the theory through critical thinking, debriefing and reflection. The incorporation of Purnell’s Model of Cultural Competence into didactic and clinical nursing courses is demonstrated with an assignment that utilizes the 12 domains of culture in nursing assessment. Campinha-Bacote’s Model of the Process of Cultural Competence in the Delivery of Healthcare Services is put into practice in a sample workshop module that guides nurses through the steps of cultural awareness, cultural knowledge, cultural encounter, cultural skill, and cultural desire. Giger and Davidhizar’s Transcultural Assessment Model is applied to nursing practice with a case scenario to help nurses utilize language access services. Spector’s Health Traditions Model is implemented in nursing administration with a plan to orient new nurses with a survey on communication, social organizations, health maintenance, health protection, and health restoration. Finally, components of the Andrews/Boyle Nursing Assessment Guide are evident in a case scenario showing how nurse administrators can support nursing staff to address the cultural needs of patients.

Each chapter concludes with fifteen NCLEX-type questions. These questions can be used by the reader to appraise their recall and understanding of the content as well as providing prototypes of test questions for transcultural nursing education.

Endorsements by Madeleine Leininger and Marge Andrews support the credibility of Sagar’s presentation of transcultural nursing. Emerging new models and trends in transcultural nursing education, practice and administration are energetically discussed. The reality of growing cultural diversity and widespread health disparities in healthcare are addressed as Sagar calls for nurses to become cultural activists.

The timeliness of this book is emphasized by a closing poem which is a fitting tribute to Dr. Leininger who recently passed away. In the poem, Sagar depicts culture care and transcultural nursing as the movement of water throughout the “villages of the world” (p. 161).

References

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Ms. Tweedie is adjunct nursing faculty for Hawai‘i Pacific University, Honolulu, Hawai‘i (USA) and Western Governors University, Salt Lake City, Utah (USA). She serves as a peer reviewer for the Online Journal of Cultural Competence in Nursing and Healthcare and is an accomplished reviewer of manuscripts as well as textbooks.