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The INE profile in English

Training Intercultural Nursing Educators and Students



# **Profile Validation of an Intercultural Nursing Educator**

Executive summary



## Introduction

Interculturally competent health professionals are essential in our increasingly multicultural societies in order to provide effective and safe care. The failure to provide care adapted to a culturally diverse society has contributed to widening health care disparities (Smallwood, 2018). LaVeist, et al (2011) determined that between 2003 and 2006 the combined direct and indirect costs of health disparities due to cultural diversity in the United States (US) was 1.24 trillion dollars.

Given the effect that training in intercultural competence has on professionals and on patient populations, some institutions highlight the importance of developing educational programs to increase this competence in nurses (National League for Nursing, 2005; AACN, 2008; USDHHS, 2011). In 2018, the Organisation for Economic Co-operation and Development (OECD) proclaimed the need to foster global competence in students for more inclusive societies, and within this competence they include aspects related to the development of intercultural competence.

Campinha-Bacote (1998) defines cultural competence in nursing as “the process in which the healthcare professional continually strives to achieve the ability and availability to effectively work within the cultural context of a client” (family, individual or community). This model of cultural competence presents cultural awareness, cultural knowledge, cultural skill, cultural encounters and cultural desire as the five constructs of cultural competence. As the author points out, intercultural competence should be understood as a process more than a final product. In that sense, the Developmental Model of Intercultural Sensitivity (DMIS) created by Milton Bennett (1986;1993;2013) presents a continuum that explains different stages in the development of intercultural competence. This continuum extends from ethnocentrism, the experience of one’s own culture as “central to reality,” to ethnorelativism, the experience of one’s own and other cultures as “relative to context.”

The development of intercultural competence is a complex process, so training in intercultural competence requires transformative pedagogical strategies that are active and innovative, intellectually stimulating, emotionally rewarding and adequate in order to develop intercultural competence in nursing students (Jeffreys, 2010; Clingerman, 2011; Jeffreys and Dogan, 2011; Larsen and Reif, 2011; Andrews and Boyle, 2012). Due to the complexity involved in these training processes, nurse educators should be interculturally competent and prepared pedagogically to facilitate intercultural learning and growth.

However, Baghdadi and Ismaile (2018) indicate that nurse educators have moderate levels of intercultural competence. Long (2012), for instance, criticized the lack of training of their faculty members, as only one out of 94 nursing faculty members held a certificate in intercultural nursing. Kardong-Edgren et al., (2005) also reported that half of the lecturers teaching intercultural competence do not have any notable academic preparation. Therefore, it is important to develop programs for nurse educators, so that they can train student nurses to become interculturally competent. In order to develop those programs, it is important to have a clear definition of the requisite competencies for those educators.

## Aim

The aim of this publication is to develop a profile of an interculturally competent nurse educator who will facilitate the development of intercultural competence of nursing students.

## Methodology

The development of the profile was initiated by an exhaustive literature review of the pedagogical competences of intercultural educators. The profile was validated using the Delphi method. The Delphi enabled us to transform opinions into group consensus (Dalkey & Helmer 1963) and was applied through an iterative, multi-stage process. The sample involved experts on the disciplinary areas related to the profile topics. Both qualitative and quantitative approaches were used to analyze the data in the different phases/rounds (Hsu, 2007).

## The profile

This profile classifies the competences of an educator who trains nursing students to develop intercultural competence into three dimensions: The Personal, the Professional and the Pedagogical.

The personal dimension of intercultural competence presents the aspects of intercultural competence that form the basis for both a professional interculturally competent nurse and a nurse educator training intercultural competence. In order to perform competently, this person needs to be ethnorelative, or in other words, has the ability to operate appropriately and effectively in culturally diverse situations.

The professional dimension features the additional attributes required to be an interculturally competent nurse. This dimension is relevant, as nurse educators who train intercultural competence, need to ensure that students learn to communicate and provide effective and appropriate care adapted to the cultural background of the patient, groups or communities within their professional context. This also includes the ability to work in multicultural teams.

The pedagogical dimension describes the characteristics of a nurse educator who teaches intercultural competence. This dimension is divided into two sub-dimensions. One sub-dimension concentrates on the necessity for all nurse educators to teach students in an interculturally competent way. The second sub-dimension focuses on the competence to train and foster the development of intercultural competence of nursing students.

The dimensions of this profile are intertwined and there will be some overlap; for example, the pedagogical dimension contains aspects of the professional and the personal dimensions. However, in this paper, the three dimensions are presented separately.

In addition, the competences in these dimensions have been categorized into knowledge, attitudes/values and skills required by the nurse educators. We have chosen this taxonomic approach taking into account the previous treatments of the topic by the OECD Global Competence Framework (2018) and the WHO Nurse Educator Core Competencies (2016). We expect this common description will facilitate the development of educational programs and facilitate the creation of assessment tools and methods.

## Summary of the Proposed Profile

Personal Intercultural Competence	
Knowledge	<ul style="list-style-type: none"> <li>Identify culture and cultural features which affect intercultural interaction</li> <li>Explain the influence that perception plays on the attribution of meaning</li> <li>Identify sociolinguistic constituents, specifically intercultural communication styles</li> <li>Describe deep cultural knowledge of oneself and cultural others</li> <li>Recite cultural frameworks for exploring cultural value differences</li> <li>Know models to develop intercultural competence</li> </ul>
Attitudes/Value	<ul style="list-style-type: none"> <li>Be open to and respect the cultural other</li> <li>Value human dignity and diversity</li> <li>Be interested in and seek intercultural interactions</li> <li>Be empathic and humble</li> <li>Tolerate ambiguity</li> <li>Show patience and flexibility</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Challenge own cultural assumptions, seek other and shift perspectives</li> <li>Communicate appropriately and effectively with cultural others</li> <li>Seek differentiation and use stereotypes/generalisations as hypothesis</li> <li>Behave appropriately based on cultural context and the desired outcome</li> <li>Seek engagement and cooperation with cultural other</li> </ul>

Professional Intercultural Competence	
Knowledge	<ul style="list-style-type: none"> <li>Know different health belief models</li> <li>Explain the diversity of health beliefs of patient, family and nurse roles and their mutual expectations</li> <li>Understand culture shock, migratory and acculturation processes and their diverse impact on humans</li> <li>Describe ethical dilemmas about cultural diversity and the determinants in health inequalities</li> <li>Describe models of (inter)cultural competence in nursing</li> <li>Understand relevant laws and human rights related to migrants</li> </ul>
Attitudes/Value	<ul style="list-style-type: none"> <li>Accept and respect the role of diverse cultures in care, especially of health- and healing beliefs</li> <li>Show interest in the diverse life-worlds of the patients</li> <li>Be aware of stereotypes, prejudices and cultural biases</li> <li>Demonstrate motivation to increase cultural competence</li> <li>Demonstrate cultural empathy</li> <li>Demonstrate commitment to provide culture-sensitive care</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Provide culturally congruent and sensitive care based on individual, family and community needs</li> <li>Communicate in an interculturally competent manner according to diverse values and individual, family and community expectations</li> <li>Manage ethical dilemmas and conflict with appropriate strategies that satisfy all people involved</li> <li>Apply social equity in care</li> <li>Work inclusively in a multidisciplinary and multicultural team</li> </ul>

<b>Pedagogical Intercultural Competence: Interculturally competent teacher</b>	
Knowledge	<ul style="list-style-type: none"> <li>Identify the cultural diversity factors that condition learning</li> <li>Formulate the impact of the own culture and the culture of the learning material on the subject taught</li> <li>Identify risk factors, challenges and barriers that learners might surface during teaching and learning activities</li> <li>Describe educational strategies to lead a culturally diverse group</li> </ul>
Attitudes/Value	<ul style="list-style-type: none"> <li>Acknowledge, accept and integrate cultural differences among students or teachers and various ways of learning</li> <li>Feel cultural empathy for students' need for safety and trust</li> <li>Display honesty and fairness in all monitoring activities</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Provide educational interventions adapted to cultural diversity</li> <li>Model and encourage perspective shifting / multiperspectives in the teaching and learning process</li> <li>Use intercultural communication skills in the teaching and learning process</li> </ul>

<b>Pedagogical Intercultural Competence: Educator who trains intercultural competence</b>	
Knowledge	<ul style="list-style-type: none"> <li>Identify effective goals, objectives, and content for educational programs for the development of cultural competence in nursing</li> <li>Explain the purpose, advantages and disadvantages of the different training strategies according to students' stage of intercultural sensitivity</li> <li>Describe the principles of coaching for students in cultural immersions</li> </ul>
Attitudes/Value	<ul style="list-style-type: none"> <li>Show commitment towards continuous adaptation of the training strategies to individualise the learning process to develop intercultural competence</li> <li>Show a positive attitude to apply active, effective methods aimed at reflective and critical thinking</li> <li>Demonstrate commitment towards the ethics of culture in teaching and learning, and the ethics of cultural contact</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Design integrated training programs with the appropriate mix of experiential and didactic methods, culture-specific and culture-general content, cognitive-affective-behavioural learning activities</li> <li>Utilize specific strategies for each developmental stage to enhance intercultural development</li> <li>Foster reflection on differences and commonalities, and foster analysis of these to understand the impact of culture, and the dangers of ethnocentrism in nursing</li> <li>Employ counselling strategies that help students to deal with cultural challenges</li> </ul>