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Expertise Areas:

Transcultural Topics

- Cultural competence in nursing and health care, especially in health professions education
- Integration of TCN into nursing curricula
- Academic success for students from diverse backgrounds
- International nursing & health
- Religion, spirituality, and healing

Cultural Groups

- Traditionally underrepresented U.S. cultural groups
- Urban low income groups
- Organizational cultures

Clinical Topics

- Pediatric nursing
- Diversity in the healthcare workforce
- Leadership and organizational cultural change

Research Methodology

- Qualitative methods, especially ethnography & ethnoscience
- Mixed or multiple methods

Other

- Editor, *Online Journal of Cultural Competence in Nursing and Healthcare* (<http://www.ojccnh.org>)

Languages spoken, read/write

- English
- Studied French, Igbo, Arabic, and Hebrew

Selected Publications

Andrews, M. M., & Boyle, J. S. (2015 in press). *Transcultural concepts in nursing care*, 7<sup>th</sup> edition. Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.

Andrews, M. M., Friesen-Lynn, L. (2011). Finding electronically available information on cultural competence in health care. *Online Journal of Cultural Competence in Nursing and Healthcare*, 1(3), 2-23.

Andrews, M., Thompson, T. C., Wehbe-Alamah, H., McFarland, M. R., Hanson, P. A., Hasenau, S., Horn, B., Leuning, C., Miller, J. E., & Vint, P. (2011). Developing a culturally competent workforce through a collaborative partnership. *Journal of Transcultural Nursing*, 22(3), 300-306.

Dunagan, P. B., Kimble, L. P., Gunby, S. S., & Andrews, M. M. (2014). Attitudes of prejudice as a predictor of cultural competence in baccalaureate nursing students. *Nursing Education*, 53(6), 320-328.

Mixer, S. J., McFarland, M. R., Andrews, M. M., & Strang, C. W. (2013). Exploring faculty health and wellbeing: Creating a caring scholarly environment. *Nurse Education Today*, 33(12), 1471-1476.

Contributed to Chapter 3, Theoretical Foundations of Transcultural Nursing and Health Care. In Douglas, M.K., and Pacquiao, D.F.(Eds). (2010). Core curriculum for transcultural Nursing [supplement], *Journal of Transcultural Nursing*, 21(Supplement 1), 53S-136S); and Chapter 5, Culturally based health and illness beliefs across the life span. In Douglas, M.K., and Pacquiao, D.F. (Eds.). (2010). Core curriculum for transcultural Nursing [supplement], *Journal of Transcultural Nursing*, 21(Supplement1), 152S-235S.

## **1. What Sparked my Interest in Transcultural Nursing**

A native of the 'burbs of Cleveland', I've lived in multicultural urban areas for most of my life. From a very young age my parents taught me to respect people from all racial and ethnic backgrounds and to expect to find goodness in the hearts of people from diverse backgrounds wherever I went in the U.S. or abroad. Shortly after completing my MSN degree in pediatric nursing (pediatric nurse practitioner) at Case-Western Reserve University, I went to West Africa. After working in a rural region of the Igbo-dominated East Central State of Nigeria as a pediatric nurse practitioner and as a nurse educator at the adjacent school of nursing, I was suddenly Peter-principled into the position of acting director of the nursing school when the person in charge unexpectedly became ill.

Prior to my arrival in Nigeria, the anthropologist Simon Ottenberg from the University of Washington lived in Afikpo, the same village where I lived. Dr. Ottenberg studied the Igbo tribe and subsequently published *The Masked Rituals of Afikpo: The Context of an African Art*, an illustrated volume describing the styles, usages, aesthetics, and cultural contexts of this African society's masked rituals. When initiated male members of the village wear one of these masks, they are believed to be spirits rather than people. I was mesmerized by the masked rituals used in dances, plays, parades, games, and various ceremonies. I became determined to learn more about the cultural beliefs and practices of the Igbo, especially those related to health and illness.

My three years in Nigeria were transformational, and upon returning to the U.S., I matriculated into the University of Utah's PhD in Nursing program where I took courses in both the nursing educational administration and transcultural nursing tracks. Under the mentorship of Dr. Joyceen Boyle, several anthropologists, psychologists, and other outstanding faculty with whom I had the privilege of studying, I conducted my doctoral research on international consultation by U.S. nurses.

In collaboration with Dr. Boyle and several of my doctoral classmates at the University of Utah, the book *Transcultural Concepts in Nursing Care* had its genesis. Given that, collectively, the nursing faculty and students associated with the TCN doctoral program had formal academic preparation and clinical practice experience in all of the major nursing specialties, we decided to craft the first transcultural nursing textbook that mirrored a typical BSN curriculum, included a developmental emphasis across the life span, and had a clinical focus. The first edition was published in 1986. The 7<sup>th</sup> edition of the book is now being updated and revised and will be available in 2015.

## **2. Present/Future Directions**

My present and future directions are focused on 1) the preparation of a culturally competent and diverse nursing workforce that is educationally and clinically prepared to deliver quality, accessible, affordable, theoretically and evidence-based care to people from diverse backgrounds around the world; and 2) contribute to the academic success of nursing students from diverse and traditionally underrepresented populations.