**Roxanne Amerson, PhD, RN, CTN-A, CNE**  
Assistant Professor  
Clemson University  
University Center of Greenville  
225 S. Pleasantburg Dr., Suite B-5  
Greenville, SC 29607  
Mailing address:  
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Simpsonville, SC 29681  
Phone: 864-349-1836  
FAX: 864-250-6711  
E-mail: roxanna@clemson.edu

**Expertise Areas:**  
- **Transcultural Topics**  
  - International Service-Learning  
  - International Health in Low-Income Countries  
  - Cultural Competence with Nursing Students

- **Cultural Groups**  
  - Latino  
  - Guatemalan (Ladino and Maya)  
  - African Americans

- **Clinical Topics**  
  - Community Health  
  - Health Promotion with Promotoras  
  - Homelessness  
  - Intimate Partner Violence

- **Research Methodology**  
  - Qualitative  
  - Reflexive Photography  
  - Case Study Research

- **Other**  
  - Nursing Education  
  - Educational Theory

- **Languages spoken, read/write**  
  - English (spoken, read/write)  
  - Spanish (read, basic conversation skills)

**Select Publications**  
**Journal Articles**  


1. What Sparked my Interest in Transcultural Nursing

I was introduced to transcultural nursing during the senior year of my BSN-completion program. Later that year I moved to the Republic of Panama. Suddenly everything I had learned in that nursing course became very real to me as I experienced living and working in a new culture. I began to see life through a completely different lens! I have grown up in a small, rural town in northern Louisiana with very little exposure to people who were different from me. Now, I was living in a foreign country and I was the minority. Dr. Leininger’s Theory of Culture Care Diversity and Universality applied not only to my work, but to my personal life as well. I was surrounded by people who spoke another language, had different lifestyles, participated in different family routines, and practiced health in different ways. These cultural encounters sparked my interest and desire to learn more about culture and to help others experience these cultural encounters. Since moving into an academic role, I have steadily sought opportunities to expose my students to cultural encounters while improving the health of vulnerable populations. Much of my research has involved increasing cultural competence in baccalaureate nursing students through international service-learning. The bulk of my work has been in Guatemala, although I have worked in Ecuador, Costa Rica, and Mexico.

2. Present/Future Directions

I recently completed an NIH-funded research project in Guatemala using promotoras (community health workers) to educate families about oral rehydration therapy. I have spent the last decade building a body of scholarly work related to international service-learning. Now, I would like to use my expertise to mentor other faculty who are interested in implementing study abroad or immersion programs within their own institutions.

3. Favorite Transcultural Story

During one of my service-learning trips to Guatemala, my students and I had planned to teach women in a rural village about vital signs, specifically how to count the pulse and respirations. We anticipated that women would not have a watch, so we brought watches along for everyone. To our surprise, some of the women had never seen a watch before! My students were momentarily stunned, but they rose to the occasion and found a large wall clock with a second hand. The students dug through their suitcases until they found a battery that would fit the clock. Of course, the battery had died long ago since no one really used clocks in their culture. The students proceeded to use this to teach the women how to count the pulse and respirations for one full rotation (1 minute) using the second hand of this clock. While I had lectured many times about understanding the patient’s view of time orientation, this concept was now forever imprinted in those students’ memories. They would never forget how important it is to understand time from the patient’s point of view.
<table>
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<tr>
<th>Expertise Areas:</th>
<th>Selected Publications</th>
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</thead>
</table>

**Margaret M. Andrews, PhD, RN, CTN-A, FAAN**

Director and Professor of Nursing, School of Health Professions and Studies, University of Michigan-Flint

2180 William S. White Bldg.
303 E. Kearsley Street
Flint, MI 48502-1950

Phone: (810) 762-3420
FAX: (810) 766-6851
E-mail: mmandrew@umich.edu
Website: rest of the content remains the same.
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 7th 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.
**Martha B. Baird**, PhD, APRN/CNS-BC, CTN-A
Assistant Professor
University of Kansas Medical Center (KUMC)
School of Nursing
3901 Rainbow Blvd. MS: 4043
Kansas City, KS 66160
Phone: 913-588-3351
Email: mbaird@kumc.edu
www.kumc.edu

**Expertise Areas:**
- **Transcultural Topics**
  - Cultural competence
  - Literacy
  - Health disparities
  - Migration
  - Trauma
- **Cultural Groups**
  - African- (Sudanese & Ugandan)
  - Mexican-American
  - Haitian
  - Bhutanese
  - American Indian
- **Clinical Topics**
  - Community engagement
  - Mental health & well-being
  - Health literacy
  - Psychiatric nursing
- **Research Methodology**
  - Ethnography
  - Qualitative
  - Community-based participatory action
  - Instrument & document translation for use in healthcare and research
  - Theory development
- **Other**
  - Associate editor & reviewer for the *Journal of Transcultural Nursing*
  - President Kansas City Area Networking Chapter of the Transcultural Nursing Society
  - Reviewer *Online Journal of Cultural Competence in Nursing and Healthcare*
- **Languages spoken**
  - English
  - Spanish (small)

**Select Publications**

**Journal Articles**


1. What Sparked my Interest in Transcultural Nursing

After 35 years working as a psychiatric mental health nurse, I realized my patients were not being treated with sensitivity to their beliefs and explanatory models of health and well-being. I realized that the mentally ill in the United States were marginalized, stigmatized, and treated with a lack of dignity and respect, much like individuals from minority and impoverished backgrounds. I sought experiences and education to help me to better understand and treat those with different perspectives from my own and that of the established health care institutions. I did this by:

- Participating and leading medical mission trips to the Dominican Republic to work with Haitian cane cutters and their families. My focus was training health promoters, Promotores de Salud.
- Teaching English in China.
- Teaching mental health and research skills to nursing students in northern Uganda & conducting a qualitative research project with nurse midwives.
- Exposing students to other cultures in the provision of healthcare.

2. Present/Future Directions

Current funded research projects:

- **Promoting Refugee Women’s Mental Health in Resettlement: Healthy Sudanese Families**
  (Heartland Institute for Clinical and Translational Research NCATS #UL1TR000001)
- **Translation of the Hopkins Symptom Checklist-25 (HSCL-25 into Dinka: A South Sudanese Tribal Language).** (Jean Johnson Grant Office of Grants and Research KUMC School of Nursing)
- **Translation of the Hopkins Symptom Checklist-25 (HSCL-25) and Harvard Trauma Questionnaire (HTQ) into Nepalese: A Bhutanese Language.** (MacArthur Interprofessional Collaboration Award University of Kansas Endowment).
Carol Bloch, PhD, RN, CNS, CTN-A, TNS

Faculty
LAC + USC Medical Center
Ambulatory Care Services
Los Angeles, California

Mailing Address:
6672 Danny Boyar Avenue
West Hills, CA 91307
Phone: (818) 883-8433
Email: CarolynBloch09@apu.edu

**Expertise Areas:**

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<thead>
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<tr>
<td>Cultural Competence with healthcare staff</td>
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<tr>
<td>Diversity education in the healthcare workforce</td>
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<td>Curriculum design with focus on transcultural nursing and healthcare in a healthcare delivery system</td>
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| Cultural Groups |
|-----------------
| Hispanics |
| Diverse cultural groups |

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<tr>
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<td>Physical assessment from transcultural perspective</td>
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<td>Healthcare beliefs of various ethnic groups</td>
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<td>Cultural mentorship</td>
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<td>Cultural perspective of the disabled</td>
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<td>Translational</td>
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**Other**

| Educational and advisory roles in Hispanic countries |
| Nursing theory |

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<tr>
<td>English*</td>
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**Select Publications**

**Book Chapter**

**Journal Articles**


Completing the Circle, Minority Nurse, Fall 2001

**Radio Presentation**
Carol and Carolyn Bloch, Keynote address for National Association of Hispanic Nurses 34th Annual Conference in San Antonio, Texas broadcasted on NPR on Friday, July 31, 2009. The address was called “A Call to Arms – Hispanic Nurses Unite: Enhancing Our Understanding as Cultural Brokers, Colleagues, and Political Partners.”

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

I was teaching in Mexico and sharing with the nurses in the hospital the healthcare practices and beliefs of the Mexican patients. An assistant director of nursing at Women’s Hospital asked me to prepare a class for nurses on how to provide care to our Mexican patients. This was in the 1970s.

I had a distinct feeling that once nurses have mastered their nursing skills and techniques, there was something more to learn in nursing. It was cultural nursing care.

Then, I came upon an article written by Dr. Leininger and after reading this article, I said to myself, “That’s me; that is what I am.” I am a transcultural nurse, and my journey continues.

2. **Present/Future Directions**

The transcultural nurse is best positioned to be the cultural broker for the patient. There is a need to apply the theory to clinical practice, so nurses can actualize the rich researched knowledge of transcultural nursing.

3. **Favorite Transcultural Story**

My favorite transcultural story is when I’m sharing the cultural beliefs of diverse groups and someone from the audience will say, “We believe in the same practice” or when someone says, “Is that why…” There is that moment of universality that we are linked together more than we think.
**Carolyn Bloch**, PhD, RN, CNS, CTN-A, TNS

Faculty
LAC + USC Medical Center
Ambulatory Care Services
Los Angeles, California

Mailing Address:  
6672 Danny Boyar Avenue  
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**End-of-Life Care Issues Need Culturally Sensitive Approaches**

**Completing the Circle, Minority Nurse, Fall 2001**

**Radio Presentation**
Carol and Carolyn Bloch, Keynote address for National Association of Hispanic Nurses 34th Annual Conference in San Antonio, Texas broadcasted on NPR on Friday, July 31, 2009. The address was called “A Call to Arms – Hispanic Nurses Unite: Enhancing Our Understanding as Cultural Brokers, Colleagues, and Political Partners.”

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

   My twin sister read an article from *Nurse and Health Care* in 1989 by Dr. Madeleine Leininger. After reading the article myself coupled with my experiences teaching in Mexico and Venezuela and with my own cultural background, I knew this was my life’s work and journey as a Certified Transcultural Nurse.

2. **Present/Future Directions**

   Cultural competence training/education is paramount in this millennium, as diversity will continue to be reflected in U.S. demographics. To prepare healthcare workers, professionals, and providers to treat multicultural patients, medical and nursing curriculums, healthcare organizations, and agencies must provide the education and continued self-growth in cultural competence.

3. **Favorite Transcultural Story**

   I taught a conversational medical Spanish class for physicians, and when all sessions were completed, a doctor stated to me, “I can always learn to speak Spanish, but what you told me about the Hispanic culture, I will remember the rest of my life.” It was a moment I will never forget for the impact one can have on another by imparting culture in all dimensions.
Joyceen S. Boyle, PhD, RN, FAAN
Adjunct Professor, College of Nursing, University of Arizona
Tucson, AZ
Adjunct Professor, College of Nursing, Georgia Health Sciences University, Augusta, GA
Place of Employment: Retired
E-mail: jboyle@nursing.arizona.edu

Expertise Areas
Transcultural Topics
- International Health
- Women’s Health
- Transcultural Health Care
- Cultural Theories and Models

Cultural Groups
- Hispanic-Mexican
- Guatemalan-Ladino and Maya
- Middle Eastern
- African American
- Native American

Clinical Topics
- Public Health/Community Nursing
- Transcultural Nursing
- International Health
- Women’s Health
- Immigrant/Refugee Health

Research Methodology
- Qualitative methods
- Ethnography
- Discourse Analysis
- Historical methods

Languages spoken
- English
- Spanish

Select Publications
Book

Journal Articles


Name and Credentials:  
Karen Burkett, PhD, RN, PPCNP-BC

Current Title  
Pediatric Nurse Practitioner, Developmental and Behavioral Pediatrics  
Assistant Clinical Professor, College of Nursing

Place of Employment (up to 3)  
1. Cincinnati Children’s Hospital Medical Center  
2. University of Cincinnati, Adjunct Professor, College of Nursing

Contact Information  
Mailing address: Cincinnati Children’s Hospital Medical Center  
3333 Burnet Ave. ML4002  
Cincinnati, Ohio 45229  
Phone:513-675-2883  
FAX:513-636-8100  
Email:Karen.burkett@cchmc.org

Expertise: Transcultural Topics
- Clinical practice as nurse practitioner providing culturally congruent care of children with developmental disabilities and their families  
- African American family care of children with autism spectrum disorder  
- Family navigator interventions for African American, Hispanic American and Euro American low-income preschoolers at risk for developmental delay  
- Training Promotoras de Salud to Increase Awareness of Autism Spectrum Disorder in Spanish-speaking Communities  
- Culturally congruent interventions with African American adolescents to decrease violence

Cultural Groups (up to 5)  
- Urban African American Families  
- Hispanic American, Euro American and African American children with disabilities  
- Low income Hispanic American, Euro American and African American families

Clinical Topics (up to 5)  
- Developmental disabilities (including autism spectrum disorder, developmental delay, intellectual disabilities, genetic syndromes, complex ADHD)  
- Developmental Assessment  
- Pediatric neurosurgical disorders

Research Methodology (up to 5)  
- Ethnonursing Research  
- Community-based participatory research (CBPR)  
- Mixed qualitative methods  
- Intervention research

Select Publications (up to 5)  
(Indicate Books, Book Chapters, Journal Articles, Videos)

Published online: August 10, 2016  
doi.org/10.1177/1043659616662316


1. What Sparked my Interest in Transcultural Nursing: It was the mentorship of Dr. Edie Morris, (a Nurse Practitioner/Nurse Researcher at Cincinnati Children’s Hospital and former-doctoral program faculty at the University of Cincinnati), who introduced me to Culture Care Diversity and Universality Theory and the Transcultural Nursing Society in 2008. I continued my return annually to TCNS meetings due to ongoing welcoming and caring experiences from the TCNS membership. My interest in transcultural nursing has blossomed among members who share scholarship in studying and providing culturally congruent care to patients and their families.

2. Present/Future Directions: Continue my research trajectory of reducing health disparities for culturally diverse children at-risk for developmental delay, and those experiencing developmental disabilities and their families.

3. Favorite Transcultural Story: Meeting Dr. Madeline Leininger at my first Transcultural Nursing Conference in 2008 in one of the transcultural scholar roundtables, where she challenged my thinking on cultural diversities and universalities. Then again in 2012 having the opportunity to consult with Dr. Leininger and Dr. Edie Morris on my research work at the opening of the Caring Archives at Florida Atlantic University’s Christine E. Lynn College of Nursing, where Dr. Leininger’s research work on caring is archived. (see below picture).
Josepha Campinha-Bacote, PhD, MAR, PMHCNS-BC, CTN-A, FAAN
President Transcultural C.A.R.E. Associates

Place of Employment:
- Private practice
- Educational settings
- Inpatient and outpatient clinic/hospital settings

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Phone: 513-469-166
FAX: 513-469-1774
E-mail: meddir@aol.com
Website: www.transculturalcare.net

Expertise Areas:

Transcultural Topics
- Cultural competence and the health professions
- Transcultural Psychiatry
- Cultural Assessment tools
- Model development in transcultural health care
- Cultural competence and theology

Cultural Groups
- African Americans
- Latinos
- Cape Verdeans
- Multiracial
- Indian

Clinical Topics
- Psychiatric and mental health issues
- Health law and social justice
- Healthcare disparities
- HIV/AIDS
- Ethnic psychopharmacology

Research Methodology
- Qualitative
- Focus groups
- Mixed methods
- Triangulation

Other
- Ethno-humor therapy
- Ethno-music therapy

Languages spoken, read/write:
- English (speak, read, write)
- Cape Verdean/Kriolu (speak)
- French (speak, read, write)
- Greek /Koine (speak, read, write)

Select Publications:

Books


Journal Articles


1. What Sparked my Interest in Transcultural Nursing?

Being of Cape Verdean descent and grouping up in an exclusively Cape Verdean community in New England during the 1960’s, it was difficult to maintain my cultural identity when I ventured off to college in the 1970’s. During the 1970’s, one was forced to identify as being either Black” or “White”--- there was no “in-between.” I saw myself as being a “Cape Verlean;” and not as “Black.” Being of dark skin, this posed internal and external challenges. These challenges resulted in my studying the fields of transcultural psychiatry, cross-cultural psychology, transcultural nursing, medical anthropology, and theology.

2. Present/Future Directions

I will continue to explore, develop, and expand upon my model’s construct of cultural desire, with an emphasis on social justice and healthcare equity.
Lenny Chiang-Hanisko, PhD, RN

Associate Professor
Florida Atlantic University, Christine E. Lynn College of Nursing
777 Glades Rd, NU84-323, Boca Raton, FL 33431

Phone: 561-297-2937
FAX: 561-297-2416
E-mail: lchiangh@fau.edu

Expertise Areas:
Transcultural Topics
- Older adults immigrant health
- Diversity in health and education
- Culture care theory

Cultural Groups
- Taiwanese
- Chinese

Clinical Topics
- Gerontological nursing
- Polypharmacy
- Pain managements
- Hospice and palliative care

Research Methodology
- Ethnonursing
- Grounded Theory
- Phenomenology
- Q-Method
- Mixed methods

Select Publications


Languages spoken, read/write
- Chinese Mandarin
- Taiwanese
- English
**Expertise Areas**

**Transcultural Topics**
- Cultural competence in nursing education
- Social determinants of health
- Variation in feeding and eating patterns of children and youth across cultural and disability groups

**Cultural Groups**
- Mexican immigrants and Mexican Americans

**Clinical Topics**
- Public health and community health interventions
- Obesity and overweight
- Introduction of complementary foods and early childhood feeding
- Social support and disability

**Research Methodology**
- ethnography
- mixed methods (qualitative/quantitative)
- community-based and community-partnered research

**Current Projects**
- Health promotion for people with intellectual disabilities using curricular and social media resources
- Cultural aspects of childhood overweight/obesity in specific cultural groups

**Languages spoken, read/write**
- English
- Spanish

---

**Select Publications**

**Journal Articles**


Ruth Davidhizar, DNS, RN, ARNP-BC, FAAN
Deceased 2008

Last Employment:
Professor and Dean of the School of Nursing at Bethel College, Mishawaka, IN.

Adjunct Professor and consultant at Ball State University, Muncie, IN.

Research consultant to the graduate programs at Andrews University in Berrien Springs, MI.

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<td>• Nursing Students</td>
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<td>• Older Adults</td>
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| Select Publications                    |                              |
| Books                                  |                              |
| Giger, J. & Davidhizar, R.             |                              |

| Journal Articles                       |                              |

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Cultural story featuring Dr. Ruth Davidhizar as narrated by Rick Becker, MS, MA, RN, CNE, previous student and nursing instructor at Bethel college, Mishawaka, IN:

I knew Ruth Davidhizar from afar my first years at Bethel College. She was the dean and a nationally known scholar and accomplished author; I was a second-career pre-licensure nursing student with a bunch of kids and very little self-confidence. She was the big cheese; I was a condiment at best. In time, however, Ruth took me under her wing, and I came to see her as a mentor and even friend. After receiving my ADN and RN in 2000, Ruth had me come back to Bethel and tutor undergraduates in chemistry—not that I was a chemistry wiz, mind you, but only because I seemed to have a knack for helping people at least pass the class.

After two years of working in oncology nursing and hospice homecare, I came back to Bethel to work on my BSN. Ruth made appearances in all undergraduate classes back then, presenting her rich insights regarding transcultural nursing and cross-cultural competence. At a school dedicated to missions and missionary training, Ruth’s expertise in this area was especially valuable, but it was really valuable to everyone, regardless of their destinations post-graduation. For, as you know, every family system—every individual—is a culture unto itself, and Ruth prepared us all to view our nursing service as a cross-cultural encounter, whether it happened in the jungles of Asia, the steppes of Russia, or the med-surg floor at the local hospital.

And she was kind. Ruth was tireless in seeking out resources—i.e., money—for her nursing school and, especially, her beloved nursing students. Ruth, who had no children of her own, really did see us all as her family. She loved the art and science of nursing, and she was truly dedicated to instilling in her students—her heirs—a love for it as well.

When I was preparing to graduate a second time from Bethel with my BSN, I had some time to chat with Ruth during my exit interview, and she asked me what my intentions were in the future. I told her then that I hoped to begin a master’s program in nursing education and then someday come back to Bethel to teach. Pretty much at that moment, the exit interview concluded because I saw Ruth’s eyes go glassy, and the wheels in her head start to churn.

Within a day or two, she called me to ask if I’d consider taking a teaching post right away—with the proviso that I’d make steady progress on my master’s and graduate within a reasonable amount of time. I was floored and flattered, but I said I’d certainly think about it. Ruth then told me that she’d set up an appointment for me with Bethel’s president so that I could get additional information. This appointment turned out to be a pre-employment interview—something I only discovered at its conclusion when the president mentioned to me the starting salary for new associate faculty.

Ruth shepherded me through the application process and additional interviews, and she hired me to teach that next fall—and I’ve been at Bethel ever since, going on ten years. What a privilege it was to serve under and with Ruth in this tremendous profession—to have her feedback as I learned how to teach, to receive her encouragement and support, to know she had my back as it were.

I continued work on my M.A. throughout my first years as an instructor at Bethel, and I managed to complete it the same summer Ruth fell gravely ill. The last time I saw her, she was at home and a number of faculty visited her to express our love and gratitude. Given how important Ruth was to me, both professionally and personally, it was hard for me to think of an appropriate token to present her, but in the end, I decided on a copy of my final master’s research project. Anyone else would’ve (understandably) politely received such a “gift,” and set it aside to be disposed of at a convenient time. Ruth, though, recognized it for what it was: a milestone in an individual’s career for which she was hugely influential.

Her expression of gratitude at that moment, I believe, was heartfelt and genuine. I miss my colleague and friend. Rest in peace, Ruth.
Lydia Gordón de Isaacs
PhD, MSN, BSN

Titula(tenure) Professor
Universidad de Panamá
Panamá

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Phone: (507) 261-7632
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Expertise Areas:
Transcultural Topics
- Culture care theory
- Ethnonursing method
- Culturally congruent nursing practice
- Culturally congruent community interdisciplinary programs

Cultural Groups
- Gunas (indigenous group of the Republic of Panamá)
- Panamanians of African descent
- Panamanian colonial black people

Clinical Topics
- Culturally competent nursing assessment
- Culturally competent international health promotion

Research Methodology
- Ethnonursing
- Phenomenology
- Case study research
- Quantitative research: experimental and non experimental designs

Other
- Interdisciplinary project for improving quality of life in the indigenous community of Koskuna using Leininger’s theory

Select Publications
Journal Articles

Isaacs, L.G. (2013). Cultural competence in a country called “crisol de razas:” Panamá. Enfoque Revista Científica de Enfermería,


Languages spoken, read/write*
- Spanish*
- English*
1. What Sparked my Interest in Transcultural Nursing

A few years ago, my interest in transcultural nursing began in my role as the Coordinator of the academic committee to create a Doctor of Nursing program at the University of Panama. Since the committee decided the emphasis of the program on International Health, I considered Madeleine Leininger’s Culture Care Theory as a theoretical foundation for the examination of international health phenomena. As Director of this program I am proud to announce that six of our doctoral candidates in nursing are using Leininger’s Culture Care Diversity and Universality Theory for their research.

2. Present/Future Directions

At the present I am a researcher in Transcultural Nursing researcher and Director of five doctoral dissertations in this field. I am also involved in a community project to improve the quality of life of the Gunas, one of the seven indigenous groups in Panamá. This project uses the culture care theory as its framework. As the founder and President of the Panamanian Transcultural Nursing Association, I look forward to our Third Annual Conference in July 2015 aimed at promoting transcultural nursing in the Province of Los Santos, in the central area of the Republic of Panamá.

3. Favorite Transcultural Story

I will always remember our first Transcultural Conference in Panamá last July 2013. At this event, the board members of the Transcultural Nursing Association agreed to wear traditional Panamanian attire which created a folkloric atmosphere showcasing Panamanian culture. Participants felt a sense of cultural pride which began the tradition of wearing traditional attires during succeeding conferences.

From left to right: Yenitza Moya, Lydia de Isaacs and Ana de Russo, members of the Panamanian Transcultural Nursing Association at the first Transcultural Conference, July 2013
Lydia DeSantis, PhD, RN, FAAN, CTN-A  
Professor Emeritus, University of Miami, School of Nursing & Health Studies  
Retired, University of Miami  
136 1/2 Chess Street  
Monongahela, PA 15063  
Phone: (724) 258-9507  
FAX: (724) 258-9507  
E-mail: desantis136@comcast.net

<table>
<thead>
<tr>
<th>Expertise Areas:</th>
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<tbody>
<tr>
<td><strong>Transcultural Topics</strong></td>
<td><strong>Journal Articles</strong></td>
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<tr>
<td>• Cultural competence in nursing education</td>
<td>Lipson, J. G., &amp; DeSantis, L. (2007). Current approaches to integrating elements of cultural competence in nursing education. <em>Journal of Transcultural Nursing, 18</em>(1S), 10S-20S.</td>
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<td>• Haitian</td>
<td>Book Chapter</td>
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<th>Clinical Topics</th>
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<td>• Public Health/Community Health</td>
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<td>• International Health</td>
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<td>• Immigrant &amp; Refugee Health</td>
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<th>Research Methodology</th>
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<td>• Qualitative Research Methods</td>
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<td>• Mixed Methods</td>
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<td>• Rapid Assessment Techniques</td>
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<td>• English*</td>
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Expertise Areas:

**Transcultural Topics**
- Cultural variations in pain behaviors and pain management
- Cultural competence “Standards of Practice”
- Cultural issues in end-of-life decisions and nursing care
- Coordination of multinational research studies, i.e. translation issues, validity & reliability of instruments, data integrity

**Cultural Groups**
- Colombian
- Mexican
- Peruvian
- Slovenian (Central European)
- Japanese

**Clinical Topics**
- Cardiovascular critical care
- COPD- exercise training
- Symptom management: Pain management; dyspnea
- Women’s health
- Oncology

**Research Methodology**
- Quantitative:
  - Experimental & Quasi-experimental designs
  - Regression & correlational designs & comparative designs
  - ANOVA/MANOVA
- Qualitative: exploratory & descriptive designs
- Mixed methods with triangulation

**Other**
- Scientific writing publication
- Basic and advanced statistics

**Languages spoken, read/write**
- English - native speaker
- Spanish (read/write & speak)

Select Publications

**Book**

**Journal Articles**


**Video**
1. What Sparked my Interest in Transcultural Nursing?

I was born into the Slovenian neighborhood that was part of a patchwork quilt of ethnic neighborhoods on Cleveland’s east side. All four grandparents were immigrants from Slovenia, which was part of Yugoslavia until recently. Neither of my grandmothers ever learned to speak English. Slovenian was the 1st language of both of my parents, who were sent off to elementary school to learn English. From this early experience, and from the childhood joys of making the annual rounds of summer bazaars at all the ethnic neighborhood churches, I learned to appreciate, love and value the variety and richness of our city’s cultural mosaic.

As soon as my college debts were paid off I signed up for the U.S. Peace Corps, which assigned me to Colombia, South America. Since I had never studied Spanish in school, I arrived in-country with only the 2 months of Peace Corps language training. This gave me a deep appreciation for the difficulty experienced by immigrants when they do not speak the language of their newly adopted country. I was assigned as head nurse of the intensive care units of the only hospital specializing in cardiac care. I also did community health nursing once a week at an “invasion barrio”, and at a girls’ orphanage on the outskirts of town. Later I was assigned to set up the nursing portion of an intensive care unit and train its nursing staff at a university hospital in the 2nd latest city. All of these experiences taught me that the “American” way of doing things --the way I was taught—was not always the best for either the patients or the nursing staff. This piqued my interest in exploring transcultural nursing. I went on to Minor in Anthropology during my master’s degree studies and then obtain a PhD in International and Cross Cultural Nursing.

2. Present/Future Directions

Now that I am retired, I continue to write on the topic, as well as serve as a volunteer faculty member. I work with international students who are not native English speakers and who are having difficulty in writing their comprehensive exams, qualifying exam papers and dissertations. It is in this area of scientific writing that I can help relieve the full time faculty of this time-consuming aspect of mentoring these international students.

3. Favorite Transcultural Story

One of my favorite stories is actually very personal. My husband had been awarded a Fulbright scholarship to Japan. I had arrived in Tokyo seven months pregnant and with a toddler in hand. When I explored hospitals for delivery, I was told that all four of the large hospitals in town that served English-speaking patients were already completely “booked” for the month of my expected delivery. (Apparently, one must “reserve” a maternity bed long before one’s due date.) I ultimately found a small maternity hospital—one delivery room, 3 post-partum rooms—with a doctor who spook a few words of English. None of the nursing staff, however, spoke any English. On the morning after my delivery, the night nurse came into my room. She stood at the foot of my bed, and in very halting English, she read off of a piece of paper “Good Morning. How are you?” The pronunciation was barely understandable. But it drew tears to my eyes. She must have spent a good portion of the night shift looking up the words in the dictionary and practicing those few lines. And she probably wouldn’t have understood anything that I would have replied to her. But it was the EFFORT that I most appreciated, a few words of poorly pronounced English was a melody after cacophony of Japanese of the previous day. It was this example that I relate to students and staff when they resist even trying to speak a few words to a non-native English speaking patient. Just TRY to say a few words in their language. It will be music to their ears.
Elizabth Moran Fitzgerald EdD, APRN, PMHCNS-BC, C-TEFL, CTN-B, LMFT, LPCC

Associate Professor of Clinical Nursing, Graduate Studies, College of Nursing, The Ohio State University

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Office: (614) 292-7026
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Expertise Areas:
Transcultural Topics
- Cultural competence and humility
- Health disparities
- Mental Health
- Migration

Cultural Groups
- Latino/a persons
- African Americans

Clinical Topics
- Community Outreach and Engagement
- Mental health and well-being
- Child and Adolescent Psychiatric Nursing
- Leadership

Research Methodology
- Community-based participatory action
- Qualitative

Other
- Reviewer for the Journal of Nursing Education
- Certified as a Teacher of English as a Foreign Language

Languages spoken, read/write*
- English
- Spanish

Select Publications Journals


Selected Presentations:
1- What Sparked my Interest in Transcultural Nursing:

My interest in Transcultural Nursing was sparked through my involvement as a volunteer in English Conversation Club at the Louisville Free Public Library where I taught English as a Foreign Language to immigrants and refugees. I interacted with many people who were not able to access health care and they experienced health disparities. I also met Dr. Josepha Campinha-Bacote, who agreed to serve as a Transcultural Nurse Mentor.

I traveled to Mexico and completed a certificate in Cultural Awareness offered through Via Lingua. I worked with nurses and physicians at the Ciudad Guzman Regional Hospital and helped them develop a tool for psychosocial screening of women in labor and delivery. Since my journey began in Transcultural Nursing in 2006, I have traveled to many different countries and interacted with health care professionals in China, Mexico, Peru, Ecuador, Honduras, and Nicaragua. I have also volunteered with refugees and immigrants in Louisville, KY and Columbus, OH to help them improve their English language skills and obtain better access to health care services. I hope that my journey inspires other nurses to become active in the Transcultural Nursing Society and practice cultural humility.

2- Present/Future Directions:

Presently, I am involved in a Learning Community sponsored by the University Center for the Advancement of Teaching (UCAT) at OSU to redesign the Nursing in Nicaragua Study Abroad Program to add a service learning designation to attract more students, to serve the people of Nicaragua during our time in country, and to create sustainable programs of service delivery.

A future goal is to work with the nurse educators in Nicaragua to help them explore development of a chapter in Sigma Theta Tau, International. I am collaborating with colleagues at OSU to help re-establish the Free Clinic for Latino/a persons who lack insurance. Finally, I plan to continue to publish my work in peer-reviewed journals, to present my work at international conferences, and to network with nurses throughout Latin America.

3. Favorite Transcultural Story:

I was invited to participate in a conference in China and accepted the invitation. However, I had not been to China previously and I did not speak the language. I arrived in Guangzhou after a 17-hour flight, tired and in culture shock. Many of the conference participants were on the same flight and we all had the same information about transportation to our hotel. After an hour of negotiation, we all encountered different fare amounts and took interesting routes to our hotel. Once we arrived at the hotel, we were greeted warmly and treated to a wonderful stay. Our sponsors made sure that we were well fed and comfortable and went out of their way to entertain us, make us feel at home, and help us set up our presentations. I met nurses, physicians, and psychologists from all around the world. We were together 24/7, as we shared all of our meals together, interacted in the lobby of the conference center, and ventured out together to explore the city. The workers in the hotel and people we met on the street were curious about us and eager to practice English with us. Everyone was patient, kind, friendly and eager to learn about one another. It was an amazing 4 days of cultural exchange and this experience strengthened my desire to practice cultural humility.
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<th>Expertise Areas: Transcultural Topics</th>
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<td>Biocultural Basis of Health</td>
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<td>Transdisciplinary</td>
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<td>Ethnopsychiatry</td>
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<td>Structural Violence</td>
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<th>Cultural Groups</th>
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<td>Hispanic</td>
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<td>Southwest Native American</td>
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<td>Mainland Chinese (Mental Illness)</td>
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<td>Incarcerated People</td>
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<th>Clinical Topics</th>
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<td>Forensic</td>
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<td>Correctional Health</td>
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<td>International Nursing</td>
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<th>Research Methodology</th>
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<td>Ethnography</td>
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<td>Participatory Action Research</td>
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<td>Transdisciplinary</td>
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1. What Sparked my Interest in Transcultural Nursing

I grew up in a tri-cultural rural family in which three languages were spoken: English, German, and Danish. Interacting with those groups seemed a natural experience for me. As a child, I heard stories of early emigrants to the New World, and how, as a first priority, they had to overcome language barriers. Throughout my life, each cultural group continued to retain many of its treasured cultural beliefs and rules. I learned early to assimilate these differences and adapt them into my own generational values. In 1950, my roommate in nursing school was a Black American which exposed me to my first experience with seeing racism & prejudice. I learned how to scout out where she and I COULD eat or even travel by bus. This was my first real impression of cultural bias, which sparked my desired to learn more.

2. Present/Future Directions

As a Professor Emerita I am fully engaged in two goals: 1) to serve as a mentor to aspiring transcultural nurses and the general nursing population; and 2) to become more politically active on various public boards involving care aspects of the mentally ill in jails and prisons. For the future, I want to continue writing stories for trade books and magazines about the cultures of valiant and courageous diverse people. I want to encourage other transcultural nurses to do the same as a way of instructing and mobilizing a more culturally sensitive country and world.

3. Favorite Transcultural Story

As a young, stay-at-home mom with two little kids, teaching piano to about 25 students and making about $40 a month, I attended a lecture by Madeleine Leininger at the University of Colorado University School of Nursing. After she presented her paper on anthropology and nursing to about 500 people, my question, “What could nursing bring to anthropology?” made an impression on her and she sought me as “the person who asked that brilliant question!” This was followed by an invitation to dinner at her home the day after. Our dinner affirmed Madeleine’s generosity and piano playing.

A week later, she called to offer me a Career Teacher Award involving a year of study under her and a stipend of $500 a month! I began a lifelong study under our Founder. Madeleine left the University of Colorado shortly after to become the Dean of Nursing at the University of Washington. I went on to obtain a PhD in Cultural Anthropology in 1976 from the University of Colorado. My studies were different from those espoused by Madeleine, so we did not always agree on various topics of transcultural nursing, but we remained friends. Madeleine was the most generous mentor-friend, who sought to build the science and practice of transcultural nursing. I was extremely fortunate for her mentorship and encouragement.
Jehad O. Halabi, PhD, RN

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Expertise Areas
Transcultural Topics
- International Health and Exchange Programs
- Women’s Health
- Transcultural collaboration in health and education
- Cultural Assessment
- Use of drama and innovative pedagogical tools in education (cross-cultural education)

Cultural Groups
- Middle Eastern
- Arab
- Muslims
- Refugee Women

Clinical Topics
- Women’s Health
- Quality of Life
- Chronic Illnesses
- Refugee Health
- International Health/ Nursing

Research Methodology
- Qualitative methods
- Comparative studies
- Descriptive studies

Languages spoken/Written
- Arabic
- English

Select Publications
Journal Articles


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

When I started my higher education in the US, my interest in culture and exchange has deepened and made me very inspired and motivated to explore culture and related matters. I met many international students who lightened my may and broadened my horizon. It was so inspiring how all these different human beings can come together and discuss and share their values and experiences. Sometime back in the mid of 1980’s and after my Master’s degree and going back home, I was invited to participate at a conference where Madeleine Leininger was the keynote speaker in western New York and share my experience, that was really a special light that motivated me to go for it. When I joined the PhD program years later, I participated in many activities with international students and the community at large where I learned how much similar we are. I did my thesis on Palestinian refugee women, and as a refugee myself, this special cultural group humanized me more to immigrants and refugee problems. I was asked by some journals to review articles that has cultural component from Arab/Muslim background which opened for me a great opportunity to deeply become Transcultural person. Over the years and since then, I became the coordinator for different international collaboration projects especially with Sweden which lasted for 15 years and resulted in other exchange projects and introduced me to the TCN journal and became a reviewer and later on an editorial board member and more recently a Transcultural scholar. I am proud of being Transcultural by all means.

2. **Present/Future Directions**

Planning to continue working with research groups to conduct more cross-cultural studies related to international phenomena that could be of interest to large audience. I was invited by a publisher to be an editor for an open-access e-book. I started the process for writing the e-book about the ethical and cultural considerations and experiences from an Islamic perspective. Ten authors were invited to take part and the process is in place. Furthermore, I am planning to do similar book about the experiences gained from various international programs implemented across countries by contacting authors/researchers who have experienced international collaboration and exchange programs to take part in sharing their experiences and the lessons learned.

3. **Favorite Transcultural Story**

Almighty Allah says in the Holy Quran Surah closets “O people, we created you from a male and a female, and made you into nations and tribes so that the sight of God that God knows expert. The great truth of God” [closets: 13]. The words of nations and tribes in this verse mean: human beings, are people of various groups and subcultures and the best of whom is those who have good deeds and have mercy to all humankind.
Naohiro Hohashi, PhD, RN, PHN, LSN, HS
Professor and Department Director
Division of Family Health Care Nursing, Department of Nursing, Faculty of Health Sciences, Kobe University Graduate School of Health Sciences
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Phone: +81-78-796-4519
FAX: +81-78-796-4519
E-mail: naohiro@hohashi.org
Website: http://www.hohashi.org/

Expertise Areas:
Transcultural Topics
- Clinical applications of the Concentric Sphere Family Environment Theory
- Cultural Assessment
- Transcultural intervention to families living on remote islands

Cultural Groups
- Japanese
- Chinese
- Japanese American
- Urban and rural groups

Clinical Topics
- Family health care/caring
- Pediatric Health Care
- Transcultural Nursing

Research Methodology
- Quantitative
- Qualitative (Ethnography)
- Mixed methods

Other
- Theory Development

Languages spoken, read/write*
- Japanese - Native speaker
- English - Good written, intermediate spoken

Select Publications


1. What Sparked my Interest in Transcultural Nursing

As a frontrunner in family nursing studies in Japan, I have been pursuing research into family nursing. The family's existence is affected by the culture, values and beliefs of the country and region where it exists. Consequently, it is believed that intervention toward Japanese families has a high requirement for development of Japan's unique family nursing theory and model. Over approximately 15 years, I have worked on the development of the Concentric Sphere Family Environment Theory (CSFET) and have published papers on development in the Journal of Transcultural Nursing. With regard to the development, I have targeted families in Japan, the United States and Hong Kong with the aim of producing a middle-range family nursing theory that is applicable to families all round the world.

2. Present/Future Directions

From my current fields of research, I am covering not only macro culture in Japan, North America and Hong Kong, but also micro culture encompassing rural and urban areas in Japan, and single-parent and two-parent families. Also in the future I will continue to refine the Concentric Sphere Family Environment Theory (CSFET) to be within range of the multicultural family system unit. In addition, I would hope, through consideration of national and regional culture, values, etc., to engage in transcultural family nursing research, practice, education and contributing to society.

3. Favorite Transcultural Story

The late Dr. Madeleine M. Leininger is also well known as a theorist in Japan. The last time I saw Dr. Leininger was at the 35th Annual Conference of the Transcultural Nursing Society in Seattle. On October 14, 2009, while seated in chairs, I conversed with Dr. Leininger and photographed her. At that time, she asked me whether I wanted to photograph her seated or standing. When I replied that I preferred a photograph of us standing, she stood up for the photo, despite the fact that she was not in good physical condition at the time. It was at that moment that I gained an actual sense of the need, in transcultural nursing, to have the spirit of caring toward others.
Carol Holtz, PhD, RN
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Kennesaw State University
WellStar School of Nursing
520 Parliament Garden Way
Kennesaw, GA. 30144
Phone: 470-578-6184
E-mail: choltz@kennesaw.edu

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<td>• Health of Mexicans in Oaxaca, Mexico</td>
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<td>• Teaching cultural competence in undergraduate and doctoral education</td>
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<td>• Integration of TCN into nursing curriculum</td>
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<td>• Jewish (global)</td>
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<th>Journal Articles &amp; Book Chapters</th>
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Beverly M. Horn, PhD, RN, CTN-A
Executive Director, The Transcultural Nursing Society

Associate Professor Emerita, University of Washington, School of Nursing, Seattle

Retired

Mailing address: 1001 Kenwood Avenue, Duluth, MN 55811
Phone: (218)723-6525
E-mail: beverlyhrn@aol.com, bhorn@css.edu and behorn@u.washington.edu

Expertise Areas:
Transcultural Topics
- Education in Transcultural Nursing
- Research and theory development in transcultural nursing
- Cultural Competence in health care
- Multicultural community-based participatory action research
- Homelessness

Cultural Groups
- Urban Americans
- Immigrants/refugees
- African-Americans (U.S.)
- Native Americans
- Aging

Clinical Topics
- Adult health and gerontology
- Childrearing, culture and health
- Ethics and health care
- Spirituality and health
- Family and community health

Research Methodology
- Translational research
- Qualitative research methods
- Triangulation of methods
- Ethnography
- Leininger research methodology

Other
- Member of 2 Health Care Systems Board of Trustees
- Member of 1 Hospital Board of Trustees.

Languages spoken, read/write
- English*

Select Publications
Book/Book chapters


Journal articles

1. What Sparked my Interest in Transcultural Nursing

Early in my nursing career I became aware of inequities in health care, especially for Native Americans and for African Americans in the United States.

2. Present/Future Directions

I believe that transcultural nursing and health care will flourish as the need is increasing incrementally in our global world.

3. Favorite Transcultural Story

My favorite times were accompanying Dr. Leininger to meetings of nurses in a variety of settings. Her charismatic manner and passion for transcultural nursing was easily communicated, and one could see in the faces of the listeners each time that it was truly an “aha” moment for them.
**Ann O. Hubbert**, PhD, RN, CTN-A

Director, School of Nursing, College of Health Sciences, Boise State University

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Mailing address:
1802 S. Leadville Ave
Boise, Idaho 83706
Phone: 208-426-3404
FAX: 208-426-1370
Email: annhubbert@boisestate.edu

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<td>• Homelessness</td>
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<td>• Urban Homeless</td>
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<td>• Nurse Managers/Administrators</td>
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<td>• Inter-professional teams</td>
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</table>
1. What Sparked my Interest in Transcultural Nursing

I was a nursing administrator in a southwestern hospital system in the 1980s, when I was approached by an Apache RN who asked if we could have a staff development session focused on caring for the patients who were Native Americans. What began quietly as a way to bring sensitive, culturally specific care to patients, was becoming a way for hospital employees and conference attendees to learn “the way of living” of Traditional Indian Medicine (TIM) philosophy, a spiritual way of living. One day workshops quickly became 7 day conferences, which by 1990, were attended by over 6000 people from 16 countries and over 45 tribes from the United States and Canada. As St. Mary’s staff learned Traditional Indian Medicine philosophy, many changes in providing care emerged including: language boards with pictures and symbols meaningful to the clients, native dialect audio tapes describing the hospital rooms and routines, Indian music tapes were available on all units, the translators made daily rounds of all Indian clients and were allowed into any area of the hospital, and information was relayed back to families without phones and transportation through the translators’ “network” on the reservations. A large expansion of care became the “welcome” St. Mary’s gave to any medicine people to come to the hospital, and their ceremonies were recognized as part of the care patients needed. I had the honor to study with Dr. Leininger in my doctoral work, and as I participated in her first seminar, I experienced a true excitement of “coming home”......the theory was what pulled together the work I had done in the past, and offered direction for the future!

2. Present/Future Directions

I know that transcultural nursing can be a lifelong education, passion, and work for me! I will always continue to work with the cultures that have truly become a part of my way of life. The universal care values as shown by ethnonursing research have been an integral part of my administrative behaviors and attitudes since the 1980s, and I believe I have used my leadership skills to advance transcultural nursing knowledge and practice within a large health care system, and internationally through the Traditional Indian Medicine conferences, “Spirituality in Healing” taught by Native medicine people. Through this work, I was sponsored as a Comanche.

3. Favorite Transcultural Story

While completing my doctoral studies at the University of Nebraska Medical Center, I was privileged to work directly with Dr. Leininger on my ethnonursing research being conducted with a homeless shelter. One day, she asked me if she could bring guests from Norway to visit the shelter. The shelter staff were excited to have this visit and provided a tour. When we were in the family center, the staff and visitors were actively engaged in a discussion but I noticed that Dr. Leininger was not in our group. I found her across the area sitting on the floor with a 5 year old boy. Both of them had toy cars in their hands and were “driving their cars” around and around on a circle rug complete with sounds of “Varoooom.” As I watched, Dr. Leininger began to say, “Varoooom, what is it like here? Varoooom, how did you come here? Varoooom, etc, etc, as a true ethnonursing assessment was beginning with a 5 year old resident in the homeless shelter! Slowly others from the group joined me to watch and I saw the social worker with tears streaming down her face. She said, “He has not spoken a word since his family arrived here and we have all been so worried. He is talking and having fun!” Dr. Leininger truly “walked her talk” and I saw “caring in action” from her behaviors exhibiting the Transcultural Care Constructs of Respect, Attention, and Presence. Everyone who witnessed this was humbled and I was so proud of my teacher and mentor, Dr. Madeleine Leininger! Thank you, Dr. Leininger!!
Marianne R. Jeffreys,
EdD, RN

Professor
The City University of New York (CUNY) Graduate College
CUNY College of Staten Island
Nursing Department
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Staten Island, NY 10314
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Office FAX: 718.982.3813
E-mail: marianne.jeffreys@csi.cuny.edu
marianne.jeffreys@gmail.com
Website: www.mariannejeffreys.com

Expertise Areas:
Transcultural Topics
- Cultural competence education and evaluation
- Teaching diverse learners
- Nontraditional nursing student retention and success

Cultural Groups
- Multiple heritage (multiracial/multiethnic)

Clinical Areas
- Adult health
- Oncology

Research Methodology
- Longitudinal
- Cross-sectional
- Survey design
- Instrument testing

Other
- Model development
- Curriculum

Languages spoken, read/write*
- English*

Select Publications
Books


Digital Toolkits


Journal Article
<table>
<thead>
<tr>
<th><strong>Genevieve A. Lehanani Kinney</strong> PhD, MEd, CTN-A, TNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer and Retired Director and Associate Professor, Department of Nursing, University of Hawaii at Hilo</td>
</tr>
<tr>
<td>Mailing address: 549 Auwae Road Hilo, Hawaii 96720 Phone: (808) 959-0070 E-mail: <a href="mailto:Kaiopuna@gmail.com">Kaiopuna@gmail.com</a></td>
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<td>- Hawaiian caring values</td>
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<td>- Transcultural concepts in nursing curriculum</td>
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<td>- O’hana: Family</td>
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<td>- Aumakua: ‘Ohana Protectors</td>
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<td>Book Chapter</td>
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</table>
1. What sparked my interest in Transcultural Nursing

Having Dr. Madeline Leininger as a mentor was a life changing experience. In the beginning, her Type A personality was intimidating - asking many questions and demanding satisfactory responses: “What is the Hawaiian word for caring”? Do you believe in Pele? When she told me I had to follow three Hawaiian families for one year, I thought I will never finish the project. After three years of mentorship, transcultural nursing became my life. I especially appreciated her genuine passion for Transcultural nursing and caring practices of different cultures.

At the Star of the Sea Church in Kalapana, District of Puna one of Father Damien’s first parishes, she played a few jazzy tunes on the organ. Joyful music filled the church and spilled outside, attracting the Keli‘iho‘omalo ‘ohana (family) to the front steps of their hale o pule (house of prayer) awed by the haole wahine (white woman) playing the organ on a week day. Indeed, Dr. Leininger was a legendary influence in my life as well as others who came to know her.

2. Present/Future Directions

I hope to continue to inspire nurse educators, nursing students and health care providers to practice culturally congruent and competent care. I would like to encourage people to collectively accept a simple global mantra “tolerate the differences in others and aim to understand cultural imposition.” In addition, I would love to spread the concept of caring not only to humans but also to animals, plants, land, oceans and the heavens. Let’s imagine the earth embraced by a circle of caring.

3. Favorite Transcultural Story

On my first clinical day as a nursing student I was assigned to a male patient post-hernia repair. After introducing myself, he asked me to lower the head of his bed. I said, “Okie dokie” and began lowering the bed as the patient began screaming: “Don’t you call me an okie dokie. I am not an oke doke! I am not an oke doke!” The patient was angry so I ran out of the room in tears thinking I was going to be expelled from the diploma nursing program. I also feared that my parents may not have the money to send me back to Hawaii. In Hawaii where I grew up, oke doke is an affirmative expression. I had no idea that oke doke may have different meanings.
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<tr>
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<tr>
<td>• Promoting culturally congruent nursing care and</td>
<td>Lauderdale, J. (2012).</td>
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<td>• Mentoring minority students in three focused areas:</td>
<td>Transcultural Perspectives in Childbearing. In Andrews, M. &amp; Boyle, J., (Eds.),</td>
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<td>(a) American Indian (AI) students American Indian health, especially in the areas of cancer and diabetes,</td>
<td>Transcultural Concepts in Nursing Care (6th ed., pp. 91-122). Lippincott</td>
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<td>(b) Leadership in transcultural nursing, and</td>
<td>William &amp; Wilkins.</td>
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<td>(c) Recruiting to increase diversity in the nursing workforce.</td>
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**Rebecca C. Lee,**  
PhD, RN, PHCNS-BC, CTN-A  
Associate Professor  
University of Cincinnati  
College of Nursing  
212 Procter Hall  
College of Nursing  
University of Cincinnati  
P.O. Box 210038  
Cincinnati, OH 45221-0038  
Phone: (513) 558-5498  
E-mail: rebecca.lee@uc.edu

**Expertise Areas:**  
**Transcultural Topics**  
- Influence of culture on experience of homelessness  
- Social determinants of health  
- Cultural competence  
- Interprofessional education, research, & practice  
- Transcultural caring  

**Cultural Groups**  
- Appalachians  
- African Americans living in urban communities  

**Clinical Topics**  
- Public health and health disparities  
- Homelessness & Poverty  
- Food insecurity  
- Chronic disease management  
- Vulnerable populations  

**Research Methodology**  
- Ethnonursing  
- Ethnography  
- Grounded Theory  
- Mixed Methods  
- Community-based participatory research  

**Other**  
- Community-Academic Partnerships to promote community health and enhance cultural competence of students  

**Select Publications**  
**Journal Articles**  

**Book Chapter**  

**Languages spoken, read/write**  
- English
1. What Sparked my Interest in Transcultural Nursing

My original interest in transcultural health began at an early age growing up in the Appalachian region of our country. I “lived” and “witnessed” transcultural health as a member of a large Appalachian family, and as the daughter of a Southern Baptist minister whose churches were nestled within the Appalachian mountains. Many years later, I discovered a professional context for these early passions. As a 1st year PhD student, I attended my first TCSN conference, held in Annapolis, MD. I was thrilled to learn that there were so many fascinating individuals who “spoke” my language of human and transcultural caring. During that trip, I was blessed to meet and receive encouragement from so many giants of transcultural nursing. Dr. Marilyn McFarland attended the session during which I presented my research on pregnancy and infant care among African American women living in a low-income community. I still remember her words of support and encouragement as she left the session. Later that evening, while on a waterway cruise, I met Dr. Marilyn “Dee” Ray, one of the most caring individuals I have ever known. It came as no surprise to learn of Dee’s involvement with both TCNS and the International Association for Human Caring. The following day, I met another great scholar of caring, Dr. Josepha Campinha-Bacote. From that first meeting, Dee and Josie provided me with immeasurable support. Josie served on my dissertation committee and last year both Dee and Josie served as external reviewers of my dossier as I successfully sought promotion and tenure as an Associate Professor of Nursing. Along my professional journey, I have also been honored to meet and receive encouragement from the foundress of our organization, Dr. Madeleine Leininger, and numerous other caring individuals who enrich and inspire this wonderful area of nursing.

2. Present/Future Directions

Currently, I am continuing my program of research which focuses on the development and testing of culturally congruent interventions to promote health among vulnerable populations, including those experiencing homelessness and poverty. In addition, I am engaged in ongoing efforts to develop interprofessional education, practice, research, and service strategies at my university in order to enhance cultural competence in caring for vulnerable populations.

3. Favorite Transcultural Story

Many of my favorite transcultural memories come from the period of time during which I was conducting my first ethnonursing research for my dissertation. As part of my research, informed by Culture Care Theory, I lived in a family homeless shelter with a group of black and white Appalachian mothers and their children. One of my favorite of Leininger’s guides for engagement with participants is the Stranger to Trusted Friend Enabler. I took great care to journal about my early experiences with the mothers, awaiting the sign that I had “arrived” and was now considered a trusted friend. One day when I entered the shelter, a young mother, 7 months pregnant with her second child, approached and asked if I could talk with her privately. Sitting in a dark room of the shelter, she told me that she had decided to give up her baby daughter upon her birth so that she would have a better life and not experience homelessness. We sat in silent caring for a moment, holding hands and shedding a few tears as mothers, and human beings. She went on to share with me that she had been awaiting my arrival and the sharing of her decision with me, because she knew she could trust me, and that I cared.
**Madeleine M. Leininger**, PhD, LHD, RN, CTN, FAAN

Deceased 2012.

Last Employment:

Professor Emeritus of Nursing and Anthropology, College of Nursing, Wayne State University, Detroit, MI

Adjunct Professor, College of Nursing, University of Nebraska Medical Center, Omaha, NE

Founder of the Transcultural Nursing Society and Board Member from inception until 2010.

Leader in the Society for Human Caring Research.

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Languages spoken, read/write*

English

Pidgin of New Guinea

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**Journal Articles:**


**Books:**


**Archives**

Florida Atlantic University Christine E. Lynn College of Nursing, Archives of Caring in Nursing. The Madeleine M. Leininger Collection on Human Caring and Transcultural Nursing, circa 1950-2012. [nursingarchives@fau.edu](mailto:nursingarchives@fau.edu)
My mentorship journey with Madeleine was always very much a shared and reciprocal experience. I remember my days at Wayne State in the early 90s as the Golden Years of work with the culture care theory with that famous Sunrise and qualitative methods. From the middle 80s to the mid-90s, we were a community of committed scholarly graduate students working on our dissertation studies guided by Dr. Leininger and her theory with the use of the ethnonursing method. Madeleine was a strong leader, and she cared for us and she inspired us to develop our research within the qualitative paradigm. In fact, her leadership was so strong that we grad students who worked with her often compared her entrance into a room of faculty, administrators, and students with all of us trailing behind her to Moses parting the Red Sea. All of us knew how important a strong dissertation chair was (and still is) for the successful completion of a doctoral study. Well, we had Madeleine and there was no stopping her students at the water’s edge; we all finished our dissertations and graduated according to plan!

Transcultural Nursing scholars began with Dr. Beverly Horn who conducted the very first transcultural nursing study under Dr. Leininger on the care of Muckleshoot people. Then the late Dr. Fran Wenger studied caring and the Amish was the first student at Wayne to finish her PhD with Madeleine; I still consider her dissertation the outstanding exemplar of those early studies. Dr. Linda Luna did her study on care with the Lebanese-American community, and I view her study the best example using Leininger’s phases of ethnonursing analysis of qualitative data. Dr. Joan McNeil traveled to Uganda to study the Bagandan grandmothers who were caring for orphan children whose parents had died of AIDS; the late Dr. Marjorie Morgan studied the prenatal care of African Americans in the urban north and rural south of the United States. Dr. Edie Morris, Madeleine’s last graduate student at Wayne, wrote about her discovery of the unique caring and compassion of urban gang members. Under Madeleine’s guidance, over 40 doctoral and master’s students at Wayne discovered caring knowledge of diverse cultures and contributed that knowledge to our discipline and made that knowledge known for nurses and other healthcare professionals to use in their practices.

I think back to those late nights working in Madeleine’s office both as her teaching and her research assistant. She convinced her secretaries and office assistants and any graduate students she could entice to put in long hours. We all have many fond memories of the famous regulated and limited breaks (Madeleine was never one to condone the waste of time!), late night adventures of scurrying across the street to the local greasy spoon to get a bite to eat, getting a TCN Journal to press, and working on analyzing research data into the wee hours of the morning. In fact, that rising sun in her theory was often viewed out of the east windows of her corner office after a long night’s work! We even worked Sundays; she told us it was okay because it was the Lord’s work, and we bought it! One faculty member at Wayne declared that when everyone else went to lunch, Madeleine wrote another book! It was sort of true. She was the most productive of all the faculty: She taught more classes, chaired more dissertation committees, spoke at more events, conducted more research, and published more than anyone else!

Well, after I celebrated my graduation and earning my PhD in May 1995, in the same month we celebrated Madeleine’s retirement from Wayne State, but there was no rest. The work continued! Somehow she talked me into being the editor of the Journal of Transcultural Nursing: We wrote together and published articles, books, and DVDs; we traveled the world together (Sweden, England, Australia, Canada and all over the U.S.) speaking and spreading the transcultural word and her culture care theory and ethnonursing method for nursing practice, education, and research.

Madeleine gave us “the light” to see in the form of the culture care theory and her famous Sunrise that depicts the theory and informs our practice! I offer my caring theme that “Care is continuing the important work of Dr. Madeleine Leininger.” The sun rises and just as predictably her work continues; we stand on her shoulders. She taught, inspired, nurtured, and cared for us and now we do the same for others. That was her plan all along and it is working! Thank you, Madeleine!

Marilyn R. McFarland, PhD, RN, FNP-BC, CTN-A
<table>
<thead>
<tr>
<th>Cheryl J. Leuning, RN, PhD</th>
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<tbody>
<tr>
<td><strong>Professor and Chair</strong></td>
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<tr>
<td>Department of Nursing</td>
</tr>
<tr>
<td>Augsburg College</td>
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<tr>
<td>2211 Riverside Ave. S.</td>
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<tr>
<td>Minneapolis, MN 55454</td>
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<tr>
<td>Phone: 612-330-1214 (office)</td>
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<td>Fax: 612-330-1676</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:leuning@augsburg.edu">leuning@augsburg.edu</a></td>
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<td><a href="http://www.augsburg.edu">http://www.augsburg.edu</a></td>
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### Expertise Areas:

**Transcultural Topics**
- TCN curricular development
- Collaborative models of teaching & learning across cultures
- Transcultural pedagogies:
  - Appreciative inquiry
  - Critical reflection
  - Praxis—reflection & action
- Theoretical foundations for transcultural practice
- Ethical issues, gender & health

**Cultural Groups**
- Indigenous cultural groups—Lakota & Ju/'Hoansi San
- Adult & non-traditional students

**Clinical Topics**
- Community health nursing
- Public health
- Immersion in local cultural contexts

**Research Methodology**
- Ethnonursing method
- Grounded theory
- Case study
- Critical theory

**Languages spoken, read/write**
- English
- Spanish (a little)

### Select Publications


Carol O. Long, PhD, RN, FPCN, FAAN
Principal
Capstone Healthcare
Phoenix, Arizona 85044

Adjunct Faculty
Arizona State University
College of Nursing and
Health Innovation
Phoenix, Arizona 85004

Visiting Professor
Chamberlain College of
Nursing

Contact Information:
E-mail: carollong@cox.net or carollongphd@gmail.com
Phone: (480) 893-3685
LinkedIn:
www.linkedin.com/pub/carol-
o-long-phd-rn-fpcn-
faan/6/b3/279/

Expertise Areas:
Transcultural Topics
- Global health
- Cultural competence training in community-based settings
- Internationally educated nurses
- International palliative Care

Cultural Groups
- Asian
- Middle Eastern

Clinical Topics
- Palliative care
- End-of-life care
- Dementia care
- Community-based nursing
- Home health care

Research Methodology
- Qualitative
- Quantitative
- Instrument design
- Longitudinal research

Languages spoken, read/write
- English

Select Publications:
Journal Articles


Book Chapters

1. What Sparked my Interest in Transcultural Nursing
My interest in transcultural nursing was fueled by my desire to learn more about the cultures of the world, my interest in traveling, and my aspiration to provide education, conduct research, and improve the status of nursing and care of older adults abroad. As such, I have been actively engaged in learning and applying research findings and theory in my international work, largely in the areas of palliative and end-of-life care, successful aging, pain management and advanced dementia care. For me, I was fortunate to meet Dr. Leininger for the first time in Manila, Philippines at the annual meeting of the Philippine Nurses Association of America and Philippine Nurses Association. It was January, 2004. She spoke of her journey in transcultural nursing and I learned very quickly that knowledge, compassion, caring and holistic care were essential skills necessary for all nurses. From there my journey escalated to a group of us forming the Arizona Chapter of the Transcultural Nursing Society.

2. Present/Future Directions
My initial and continuing work centers on the delivery of culturally congruent quality palliative care practice and the care of older adults in select Asian, Middle-Eastern, Latin American countries, Australia and the US. One of my efforts in the adaptation of my instrument Questionnaire of Palliative Care for Advanced Dementia (qPAD) which continues to be tested and included in palliative care research across numerous countries. As I continue to build my consulting practice here and abroad in these areas, it is essential to incorporate essential elements of culture in all aspects of palliative care; in my writing, grants and providing education to others.

3. Favorite Transcultural Story
I have many favorite transcultural nursing stories! They all center on the deep and profound relationships that I have developed with nursing colleagues around the world, joined together to advance evidence-based nursing care that addresses the individual and collective society. To me, there is nothing more special than to be invited into a group or colleagues world as ‘one of them’. I am humbled by the extensive network of nurses internationally who have advanced transcultural and palliative care nursing.

This picture is with the chief hospital administrator, Chief of Medicine and nursing staff at Priest Hospital, Bangkok, Thailand. Priest Hospital was established in 1949 to care for ailing Buddhist monks and novices. Up to this day, the hospital still cares for monks, as well as conducting medical research and providing a support system for medical care of the monastic order throughout Thailand.
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<th>Expertise Areas:</th>
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<td>Transcultural Topics</td>
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<tr>
<td>• Diverse healthcare workforce</td>
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<td>• Culturally competent organization</td>
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<td>• Cultural aspects of pain</td>
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<td>Cultural Groups</td>
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<td>• Nurses</td>
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<td>• Healthcare workforce</td>
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<td>Clinical Topics</td>
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<td>• Adult Health</td>
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<td>• Population Health</td>
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<td>• Continuum of Care</td>
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<td>Research Methodology</td>
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<td>• Assorted qualitative and quantitative methodologies</td>
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<td>Other</td>
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<tr>
<td>• Quality improvement</td>
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<td>• High reliability organizations</td>
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<td>Languages spoken, read/write*</td>
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<th>Select Publications</th>
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<tr>
<td>Books and Book Chapters</td>
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<td>Journal Articles</td>
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1. What Sparked my Interest in Transcultural Nursing

As a new graduate from a diploma school, I realized that my interactions with and the teaching I provided for patients and their families were not always effective. One of the first classes I took when I returned to school was anthropology, and the missing link clicked for me. Shortly after, I attended a conference where Dr. Madeleine Leininger provided the key note address. I was thrilled to see how she blended anthropology and nursing, and I’ve been hooked ever sense.

2. Present/Future Directions

The sky is the limit for nurses prepared in transcultural nursing. Practice, education, administration, and research are all fertile grounds. Creating culturally-competent organizations has never been more important.

3. Favorite Transcultural Story

My first “up close” interaction with Dr. Leininger was at a Transcultural Nursing Society Conference in Arizona. By that time, I was a doctoral student at University of Utah. Dr. Leininger invited all of the doctoral students (about six of us) to her suite after dinner. We sat around on the floor, and she asked us to tell her about our research interests. Then she regaled us with stories of her research and theory development. We didn’t leave until nearly 2 AM. I had not realized she was such a night owl.
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http://www.tc.edu/o%26l/NurseExec/

Expertise Areas:
Transcultural Topics
- Organizational Cultural Competence
- Language Assistance Services
- Cultural Competence Assessment
- Regulatory Compliance

Cultural Groups
- Arabs
- Muslims
- Italians
- Italian Americans

Clinical Topics
- Critical Care Nursing
- Peri anesthesia Nursing
- Perioperative Nursing

Research Methodology
- Quantitative
- Qualitative
- Ethnography

Other
- Survey Instrument Development
- Model Development
- Transcultural Theory Application
- Concept Analysis

Languages spoken, read/write*
- English*

Select Publications
Book Chapters & Contributions


Journal Articles

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Expertise Areas
Transcultural Topics
- Maternal Child Health
- Family Violence (child and partner)
- Cultural Implications for Health and Health Care
- Cultural diversity in staffing
- Global Health of Women

Cultural Groups
- Mexican American
- Southeast Asian
- American Indian

Clinical Topics
- Maternal Child Health/Women’s Health
- Community Health
- Pediatrics, growth & development

Research Methodology
- Survey
- Focus groups

Languages spoken, read/write*
- English

Select Publications
Chapter contributions


Journal Articles


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

In my master’s program for nursing, I took a class in medical anthropology and it really “spoke” to me. I pursued an MA in anthropology immediately upon finishing my MS. That degree gave me some tools to more actively investigate the impact culture had on health and health care, at first particularly devoted to maternal child nursing. After teaching for a number of years and while living and working in Southern California with many Vietnamese immigrants, I obtained a PhD and expanded my research to other cultural groups and other clinical areas.

Working with master’s students in nursing who also had an interest in cultural groups different from their own, my own interests expanded as well, and I have continued to look at other cultural groups and how their health is affected by their culture. My latest research before retiring was that of intimate partner violence in the Latino community, how it is influenced by culture, and its effects on children.

2. **Present/Future Directions**

I am retired now, but have continued doing “medical mission” work with faith-based organizations to Vietnam and Kenya. I have written about and explored global nursing as a concept different from transcultural nursing care in the U.S. I wrote the chapter on perinatal diversity for the 5th edition of the *Core Curriculum for Maternal Newborn Nursing*, which I co-edit.
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<th>Joanna Maxwell (Basuray)</th>
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<tr>
<td>PhD, RN</td>
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<tr>
<td>Professor, Nursing</td>
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<tr>
<td>Department of Nursing</td>
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<tr>
<td>Linthicum Hall, Room 201-B</td>
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<tr>
<td>Towson University</td>
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<tr>
<td>8000 York Road</td>
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<tr>
<td>Towson, MD 21252</td>
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<td>Phone: Tel: 410-704-4210</td>
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<tr>
<td>E-mail: <a href="mailto:JMaxwell@towson.edu">JMaxwell@towson.edu</a></td>
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**Expertise Areas:**
- Transcultural Topics
  - Refugees & Immigrants
  - Children and family

**Cultural Groups**
- Asian Indian
- Bhutanese

**Clinical Topics**
- Child Health
- Adult Health
- Community
- Leadership
- Global Health

**Research Methodology**
- Ethnography
- Phenomenology
- Case study
- Descriptive methods
- Historical

**Languages spoken, read/write**
- English
- Urdu
- Spoken Pushto
- Spoken Punjabi

**Select Publications:**

**Book**

**Book chapters**


1. What Sparked my Interest in Transcultural Nursing:
As an immigrant, I became very interested in learning about other cultures, their religions and traditions. Early on during my undergraduate nursing program, I began focusing on learning about the native American cultures in Oklahoma and continued my non-formal and formal education when I lived in North Dakota for 10 years. In 1980, my interest in transcultural care practice and teaching deepened and inspiration came from meeting nurses at the annual Transcultural conferences and Dr. Leininger as my role model. I continued to develop my self towards understanding culture care through my doctoral dissertation on seeking the meaning of caring in nurse educators and designing transcultural courses that are being taught at the university of North Dakota and Towson University, Maryland. In the community, I provide free health screening and education to targeted immigrant populations.

2. Present/Future Directions
I present and write on the transcultural health care issues for nurses and other health professionals. I am currently developing a handbook on immigrants for health professional. I would like to continue to reach the uninsured and immigrant populations, seek funding, do research and involve students into these projects.

3. Favorite Transcultural Story
There are numerous stores. One I am about to recall is from my early days as a nurse. The realization or awakening moment occurred during my practice as an ER nurse. One wintery, icy night, a local young policeman accompanied a middle aged, slight built, slender man into the ER. I was asked to check for a break on the victim’s arm since his hand appeared cyanotic (bluish hue). The policeman was concerned that since during the arrest, the victim slipped on ice and could have injured his arm. He was walking on an icy path, drunk; thus unsafe. When I removed the outer clothing and the victim’s shirt for an assessment and x-ray, I discovered a bandana scarf, twisted and tightly knotted on his right upper arm. The tourniquet effect was causing lack of circulation and numbness to his hand. When asked why he has it there. He answered that he was shot during his tour in the Vietnam war and since then gets muscle cramping and pain for which his sister always places the scarf to “cut the pain’. The victim was from a nearby Indian reservation in the Fort Totten, ND area, a Sioux who would travel during the weekends to the nearby town (where the hospital was located) to visit his sister and her family.
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FAX: 989-684-1248
E-mail: mmcf@umflint.edu

Expertise Areas:
Transcultural Topics
- Elder care
- Underserved populations
- Ethnonursing research

Cultural Groups
- Polish elders
- African American elders
- Anglo American elders
- German American elders
- Mexican American elders

Clinical Topics
- Elder care
- Obesity
- Integration of TCN into primary care by nurse practitioners
- Women’s Health

Research Methodology
- Ethnonursing
- Meta-ethnonursing
- Ethnomethods
- Phenomenology
- Translational research

Other
- Scholarship of Teaching and Learning (SOTL)

Languages spoken, read/write*
- English

Select Publications
Books


Journals

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

My interest was sparked by Madeleine herself! She was serendipitously assigned to me as my dissertation committee chairperson when I was admitted to the PhD nursing program at Wayne State University in Detroit, Michigan. I did not at that time have a clear vision of what I wanted to study or what theory to use in my work. Madeleine asked me a few questions and then talked to me about her Culture Care Theory and its unique fit for nursing practice and research. I was hooked! The rest, as the saying goes, is history!

2. **Present/Future Directions**

Currently, I teach nursing at the graduate level focusing on transcultural health care, advanced practice nursing role development, and graduate translational research projects. I recently co-participated in a metasynthesis of culture care theory research studies guided by the Theory of Culture Care Diversity and Universality. In addition, I continue to serve on many nursing doctoral research committees at the University of Michigan-Flint. My scholarly interests include the Scholarship of Teaching and Learning (SOTL), the translation of evidenced-based research into clinical practice, and the use of the Culture Care Theory to guide nurse practitioner practice in diverse settings.

3. **Favorite Transcultural Story**

While waiting for my PhD convocation ceremony to begin at Wayne State University in Detroit, Michigan, my mother was seated in the auditorium reading the program. After finding my name and dissertation title, she leaned over to my sister and said (in an off-stage whisper heard by many seated nearby), “I didn’t know that Marilyn was getting her degree in transsexual nursing!”
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Junemiller62@gmail.com

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<th>Expertise Areas:</th>
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<tbody>
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<td>- Cultural Assessment</td>
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<td>- Arab American</td>
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<td>- African American</td>
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| Clinical Topics | Miller, J. (1997).  
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<tr>
<td>- Community Health</td>
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<td>- Transcultural Health Care</td>
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<td>- Nursing Theory</td>
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<td>- Family Assessment</td>
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<td>- Ethnonursing</td>
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<tr>
<th>Other</th>
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<tbody>
<tr>
<td>- Fulbright Scholar</td>
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<tr>
<td>- Amman, Jordan 2000</td>
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<td>- President Transcultural Nursing Society 2004-2008</td>
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*English is the primary language.*
1. What Sparked my Interest in Transcultural Nursing

As a graduate student (MSN) at the University of Connecticut in 1977, I spent a summer working in Las Cruces, New Mexico with migrant workers. I was studying the role of the nurse practitioner in this setting, but came away with the overwhelming need to learn more about the role of culture in health care, especially in community settings. I worked with both migrant groups as well as Native American groups that summer, and was struck by the impact of cultural values on health and well-being, and the need to incorporate these values in care provided by health care workers in this setting. Four years later, when I moved to Michigan and began teaching Community Nursing in Detroit at Wayne State University (WSU), I met Dr. Madeleine Leininger. After several years working with her, I enrolled in the PhD program at WSU and studied Transcultural Nursing with a minor in Anthropology. Dr. Leininger was my research chair and a major influence in my life and career for over twenty-five years. My dissertation study of Czech Americans started with a preliminary study in Prague, Czechoslovakia in the summer of 1991. Dr. Leininger was my advisor for that study as well.

2. Present/Future Directions

I am currently retired, having taken my transcultural experience to Johns Hopkins, where I taught for several years. Because of a study in Michigan within the Arab American population there, I was invited to teach as a Fulbright Scholar at Hashemite University in Jordan in the fall of 2000. While there I conducted a study with Jordanian women, and taught nursing at the University. It was a life changing experience. The students and faculty, as well as neighbors and friends I met while there, were very welcoming and helpful. It was convenient that the science classes in Jordan are all taught in English. However, there were always some phrases and words which were difficult to translate, but I always had students to help me along the way!!

3. Favorite Transcultural Story

You can imagine how difficult it was to teach physical assessment skills to a mixed group of Jordanian students. Ninety percent were male, and the genders did not mix. The girls were covered, huddled in a corner of the lab and very shy. In the lab, it was difficult to even listen to heart sounds because the boys were so embarrassed if I asked if they would serve as patients. (I had one student who agreed to model if I gave extra points, which I definitely did!). We did most of the exams behind curtains. The dilemma was how to teach the reproductive exams! BUT, I was just fortunate enough to have my husband urologist along for the trip (recently retired). I put him to work with the boys, and we had excellent models to work with, so he came in and pinch hit for me for part of the lectures. He ended up being their favorite teacher!!
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<tr>
<td>• Teaching cultural competence and culturally congruent care in academic and practice settings</td>
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<tr>
<td>• Culture care theory and Ethnonursing research</td>
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<td>Cultural Groups</td>
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<td>• Children &amp; families</td>
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<td>• Culturally diverse nursing students and faculty in urban and rural settings</td>
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<td>Clinical Topics</td>
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<td>• Nursing Administration</td>
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<td>• Qualitative - Ethnonursing</td>
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<td>• Mixed Methods</td>
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<td>• Translational research</td>
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<td>Current Projects</td>
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<tr>
<td>• Community-academic partnership for end-of-life care in rural Appalachia (Funded)</td>
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<td>Languages spoken, read/write*</td>
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1. What Sparked my Interest in Transcultural Nursing

Dr. Marilyn McFarland and I began teaching together in 1996. As we taught students transcultural nursing and using the culture care theory, Marilyn mentored me. Dr. Leininger mentored me through a course and critiquing my work. Over the years, Marilyn and I have worked together on grants, publications, teaching, and research together. Mentoring is the key! Dr. Leininger mentored her and she mentored me and now I mentor others. So many other TCN experts, colleagues, students, and patients and families have and continue to teach me so much. It has been the journey of a lifetime – truly my life’s work; my calling.

2. Present/Future Directions

My scholarship uses the framework of culture care to improve the health of vulnerable persons by enhancing quality of life and fostering dignified death. The framework of culture care promotes culturally congruent care (CCC) that incorporates peoples’ values, beliefs, and practices. It is defined as care that is satisfying, meaningful, fits with people’s daily lives, promotes health and wellbeing, and helps people face disability or death (Leininger, 2006). The culture care framework also is used in research that aims to facilitate cultural competence in healthcare professionals. My research addresses national priorities of the National Institutes of Health (NIH) and those found in the Institute of Medicine’s report, Dying in America.

- My current three-year, funded project aims to create a community-academic partnership with rural Appalachian church and community leaders and residents to increase families’ knowledge about and use of end-of-life care services. The goal is to serve individuals and families with end-of-life care education to contribute to their quality of life and help foster dignified death.
- Through another community-academic-practice partnership, we are combining caring expertise among a community agency that serves persons experiencing homelessness (PEH), hospital bioethicist, university bioethicist, and faculty and BSN students to provide advance directives (AD) workshop. Students learn how and then meet with individual PEH to assist them in completing an AD.

3. Favorite Transcultural Story (May insert a picture in addition to text)
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Expertise Areas:
Transcultural Topics
• Culture Care Theory
• Diversity in health and education
• Diverse adolescent groups
• Transcultural Caring
• Adolescent Gangs

Cultural Groups
• African American
• Welsh American
• Arab American
• Asian American
• Indigenous Groups

Clinical Topics
• Adolescent Health Care
• Pediatric Health Care
• Families
• Underserved Populations
• Advanced Practice Nursing

Research Methodology
• Ethnonursing/Ethnography
• Community Based Participatory Research
• Focus Group

Other
• Online Transcultural Research Interest Group (organization and facilitation)

Languages spoken, read/write
• English

Selected Publications
Journal Articles


Book Chapter

1. What Sparked my Interest in Transcultural Nursing

I entered the doctoral program at Wayne State University with my study goals and direction fully in mind only to have them completely flipped after taking my first course. Qualitative Nursing Research was the first course I took and the professor was Dr. Madeleine Leininger. I found that I connected quickly with qualitative research concepts, and soon became intrigued by her discussions of culture. At that point, I decided to enroll in all of the courses that Dr. Leininger taught, in particular those about culture. I took three more courses with her and quickly became enthralled with culture care as a basis from promoting health and well-being of people. Additionally, I decided to select Anthropology as my area of cognate study, and there I was able to learn more about culture. From that time forth I have never wavered in my enthusiasm and interest in transcultural nursing. Culture continues to be focal point from which I view the world not only in relation to health and well-being, but in nearly all other areas as well. Transcultural nursing has given me a human connection that I would not otherwise have been able to realize fully.

2. Present/Future Directions

My current focus is conducting research using culture care theory and the ethnonursing method in order to advance transcultural knowledge. While much of my research is a trajectory that was initiated with my dissertation research, I have branched out in a few other areas. I continue to mentor others in transcultural nursing along with the Culture Care Theory and ethnonursing methodology. I have always enjoyed working with international students and have been privileged to work with students from Jordan and Thailand. I was also honored to be invited to the University of Panama where I mentored doctoral students in Culture Care Theory. This experience has led me to an ongoing relationship with Dr. Lydia de Isaacs and her doctoral students. I hope to continue my work with Dr. de Isaacs and her students through future research projects in Panama. Hence, in addition to my research in the local community, I also plan to develop international research partnerships in other geographical areas. One avenue for establishing these research partnerships is through the Online Transcultural Research Interest Group which I will continue to develop over time.

3. Favorite Transcultural Story

Though I don’t have one particular favorite transcultural story, I do have many fond memories of my days at Wayne State University where after class, we would go across the street the Cosmic Café for dinner with Dr. Leininger. She also said it wasn’t her favorite place, but doctoral students loved it. The Cosmic Café was one of the places where Dr. Leininger related her many interesting transcultural stories.
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Fax: 011-972-2-643-9020
anoble@hadassah.org.il

Expertise Areas
Transcultural Topics
• Cultural competence education for healthcare professionals & students
• Cultural issues for Latina women concerning lactation
• Cultural considerations for Jewish women concerning the childbirth continuum
• Overseas student immersion experience

Cultural Groups
• Jewish
• Arab Israeli
• Israeli multiethnic

Clinical Topics
• Midwifery
• Lactation

Research Methodology
• Comparative
• Correlational
• Descriptive
• Qualitative - ethnographic

Other
• Cultural Competence Expert for the Israel Ministry of Health national initiative to decrease disparities in healthcare
• Translation of tools into Hebrew

Languages spoken, read/write*
• English*
• Hebrew*

Select Publications
Book Chapter

Manual

Journal Articles


1. What Sparked my Interest in Transcultural Nursing

Working as a nurse and then as a midwife and a lactation consultant in the US and Israel, I have had the opportunity to work with women and their families who come from many different cultures. It was natural for me to choose to study Transcultural Nursing while studying for my doctorate. The focus of my doctoral dissertation was Cultural Competence and, since then, I have continued to promote cultural competence as an educator, research and practitioner.

2. Present/Future Directions

In 2007, I founded the first interfaith group for healthcare professionals in Israel, as a branch of the Interfaith Encounter Association. I continue to coordinate this group which has allowed healthcare professionals, Jewish, Christian and Moslem, and from many different ethnicities to come together to discuss cultural issues concerning health and illness.

I am the Cultural Competence Expert for the Israel Ministry of Health’s national initiative to decrease healthcare disparities by educating healthcare professionals about delivery of cultural competent care. As an educator, I continue to promote cultural competence as it relates to different specialties and healthcare professionals. Additionally, my present and future research continues to examine cultural aspects related to Women’s Health and Lactation.

3. Favorite Transcultural Story

Many years ago, a 13 year old Armenian boy, living in East Jerusalem, was diagnosed with osteo-sarcoma. Over several years, he underwent amputation of his right leg, chemo & radiotherapy. Relapses resulted in more chemo & radiation therapy and additional amputation of his leg. He received pain medication as needed. At one point, he asked the nurses that the pain medication be stopped if he was nearing death as he wanted to feel the pain. The staff tried to explain that he would need the pain medication, especially at this time, yet he did not relent. The nurses tried to discuss this with the boy’s mother but she did not speak English or Hebrew (at the time, there were no professional interpreters). The staff felt very frustrated that he did not want any pain medication during this time and that the pain would be unbearable. One day, the boy’s priest came to visit. One of the nurses spoke to the priest about the boy’s refusal for pain medication before he died. The priest explained that in Christianity, there is a concept to suffer before death and that was why the boy did not want to receive pain medication.

After hearing the priest’s explanation, the nurse approached this boy and spoke to him. She explained that he is already suffering and that was something that the pain medication could not remove. She offered that, when the time came, she would be by his side and hold his hand. Together, they made a signal that if he squeezed her hand, she should give him pain medication. That is what happened, she stayed by his side, holding his hand. When he squeezed her hand, she gave him pain medication.
Akram Omeri (nee Salek),
OAM (Order of Australia Medal)
PhD, RN, CTN-A, FACN
Transcultural Nursing &
Healthcare Consulting
PO Box 4046
Homebush West, NSW 2140
Australia
Landline: + (612) 9746 9455
Mobile: + 61403761488
E-mail: Akram.Omeri@gmail.com
Website: www.drakramomeri.com
www.transculturalnursingandhc.com.au

**Expertise Areas:**

**Transcultural Topics**
- TCN in Multicultural Australia
- The place of TCN in nurse education!!!
- TCN: Refugees and Asylum seekers
- TCN and Indigenous people
- TCN in Global Health

**Cultural Groups**
- Iranian immigrants/refugees
- Afghan refugees
- Immigrant nurses
- Refugees & Displaced people
- Indigenous People

**Clinical Topics**
- Cultural diversity in Healthcare
- Aging in a mono-cultural society
- Refugee & Asylum seekers
- Child and family (immigrants)
- Community Health

**Research Methodology**
- Ethnonursing
- Ethnography
- Phenomenology
- Mixed Methods
- Survey method

**Other**
- Reflective Practice

**Languages spoken, read/write***
- Persian (Farsi)
- English
- Studied Arabic and Italian
- Certified Translator (NAATI) National Accreditation Authority for Translators and Interpreters, Canberra, Australia

**Select Publications**

**Book Chapters**


**Journal Articles**

Dula F. Pacquiao,  
EdD, MA, CTN-A, TNS  
Professor, School of Nursing  
Rutgers University  
Newark, NJ  
208 Tingley Lane  
Edison, NJ 08820  
Phone: (908) 420-8733  
E-mail: dulafp@yahoo.com

Expertise Areas:  
Transcultural Topics  
- Population health promotion  
- Sociocultural determinants of health  
- Ethics and cultural competence  
- Transcultural nursing education  
- Organizational cultural competence and workforce diversity  

Cultural Groups  
- Asian-Americans (Chinese, Filipino Indian, Pakistani)  
- Africans (Nigerian, Sierra Leonean)  
- Pacific Islanders (Micronesian, API)  
- Immigrants (Russians, Caribbean Blacks)

Clinical Topics  
- Community health  
- Urban health  
- Social justice and human rights  
- Culturally competent care

Research Methodology  
- Ethnography  
- Phenomenology  
- Mixed methods  
- Participatory action research

Languages spoken, read/write*  
- English*  
- Tagalog and 2 Filipino dialects *  
- Spanish

Select Publications  
Book/book chapter  


Journal Articles  


1. What sparked my interest in Transcultural Nursing

As a first generation immigrant from the Philippines to Canada and the US, my experience has sensitized me to a multicultural world and the need to assume a bicultural perspective in order to survive. The challenge of bringing up my children in another culture has strengthened my desire to gain a better understanding of who I am; the new culture and its people. My love of teaching and desire for cultural understanding motivated me to pursue a doctorate majoring in anthropology of education.

In 1994, I attended my first Transcultural Nursing Society conference in Atlanta, Georgia which exposed me to Dr. Leininger and transcultural nurses from many countries. That experience was life-changing. I felt a sense of belonging as a professional nurse and as an immigrant. Transcultural Nursing gave me a home and nurtured my personal and professional growth.

2. Present/Future directions

As we gain better understanding of health inequities and social determinants of health, the critical role of transcultural nursing in promoting population health and eliminating health disparities becomes more eminent. Transcultural Nursing is grounded theoretically and empirically on diversity and an understanding of the impact of social and structural factors on health and well-being. I would like to see Transcultural Nurses assume leadership in changing people’s lives by advocating for caring that advances equity, minimizes disenfranchisement and creates high impact on vulnerable populations in society. Transcultural nurses have the capacity to build multisectoral and multidisciplinary coalitions to empower disadvantaged groups and improve their living and working conditions to improve their health.

3. Favorite Transcultural Story

I had the privilege of working with Dr. Leininger as a member of the Board of Trustees of the Transcultural Nursing Society. She was a formidable force with so much energy and intensity to push through her agenda. Her vision guided the two academic centers I established at Kean University and University of Medicine and Dentistry of NJ (UMDNJ). Though she was already having difficulty to travel, she came as the inaugural speaker of the Center at UMDNJI. She knew the importance of her presence and it did not take me long to convince her.

As an ethnographer, Madeleine was a keen observer and listener. She remembered details about the people and places she visited. Even when her eyes were closed and looked fatigued, she never missed the discussion during meetings. We went to the casino twice and I always wondered about her ability to hang on to her small capital for a long time at the slot machines. Then I discovered that even in the gambling hall, she observed and talked to the people first before she selected her slot machine. She can draw people to talk even when they were busy gambling. Dr. Leininger’s legacy is embodied in Transcultural nursing and its methods built on a lifelong commitment which is transformative and habit forming!
Irena Papadopoulos, PhD, MA(Ed), BA, DipNEd, DipN, RGN, RM, NDNCert, RNT, FHEA, Professor of Transcultural Health and Nursing, School of Health and Education, Middlesex University, London, UK
r.papadopoulos@mdx.ac.uk
Tel: +44(0)2084116626

Transcultural Topics
- 1. Theories/ Models
- 2. Cultural Competence
- 3. Health Inequalities
- 4. Ethics and Human Rights
- 5. Ethnic health

Cultural Groups
- 1. Greek / Greek Cypriots
- 2. Ethiopian and other Horn of Africa
- 3. Chinese

Clinical Areas
- 1. Community/Public Health
- 2. Global Health
- 3. Women’s health

Research Methodology
- 1. Qualitative
- 2. Mixed methods

Languages spoken, read/write*
- 1. Greek*
- 2. English*

Select Publications
Book

Book Chapter

Journal Articles

Stone K., Papadopoulos I., Kelly D. (2011). Establishing hospice care for prison populations: an integrative review assessing the UK and USA perspective. Palliative Medicine. DOI: 10.1177/0269216311424219 The online version of this article can be found at: http://pmj.sagepub.com/content/early/2011/10/12/0269216311424219

Taylor G, Wangaruro J, Papadopoulos I. (2012). “It is my turn to give”. Migrants’ perceptions of gift exchange and maintenance of identity. Journal of Ethnicity and Migration Studies, 38, No 7, pp.1085-1100. DOI:10.1080/1369183X.2012.681450. The online version of this article can be found at: http://dx.doi.org/10.1080/1369183X.2012.681450
Larry Purnell, PhD, RN, FAAN
Professor Emeritus, University of Delaware
Place of Employment: Florida International University
Excelsior College
E-mail: lpurnell@udel.edu

Expertise Areas:
Transcultural Topics
- Online education
- Interprofessional education
- Organizational cultural competence
- Cultural theories and models
- Workforce issues

Cultural Groups
- Mexican
- Turkish
- Swedish
- Appalachian
- Italian

Clinical Topics
- Medical surgical
- Emergency room
- Critical care

Research Methodology
- Ethnography
- Focus Groups
- Qualitative in general

Languages spoken, read/write*
- Spanish

Select Publications
Books/Book Chapters


Marilyn A. Ray, PhD, RN, MS, MA, CTN-A, FSfAA, FAAN
Colonel (Retired) United States Air Force, Nurse Corps
Professor Emeritus
Florida Atlantic University
The Christine E. Lynn College of Nursing
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Phone: 561-470-8109
Cell: 561-289-9064
FAX: 561-297-2416
E-mail: mray@fau.edu
Website: www.marilynray.com

Expertise Areas:
Transcultural Topics
- Transcultural caring science
- Study of Caring in Complex Organizational Cultures
- Bureaucratic Caring Theory (Organizational Culture Theory)
- Complexity Science and translational research in practice culture
- Global nursing

Cultural Groups
- Nursing culture
- Professional cultures
- Caring dynamics in all cultures
- Ethical-spiritual culture

Clinical Topics
- Organizational cultures
- Economic-political caring
- Administration and leadership
- Ethics

Research Methodology
- Phenomenological-hermeneutics
- Grounded theory
- Ethnography
- Caring Inquiry
- Ethnonursing

Languages spoken, read/write*
- English*
- French (read, not skilled)
- Spanish (read, not skilled)

Select Publications
Books


(2nd edition in process)

Journal Article
1. What Sparked my Interest in Transcultural Nursing (TCN)

I met Dr. Madeleine Leininger when I was a MS student at the University of Colorado, School of Nursing, Denver, Colorado in 1968. She had not coined the phrase, "transcultural nursing" yet. Her course was named, "Nursing and Anthropology: Two worlds to Blend" and was offered primarily to psychiatric mental health nursing students. I was in the Maternal-Child Nursing Clinical Specialty but she permitted me to be in her class. In my MS program (1969), I was able to conduct ethnographic research in a children's hospital which peaked my interest and launched my further research in studying hospitals as small cultures. My love for nursing and anthropology took me for a short period of time to the state of Jalisco, Mexico where my focus was the study of the culture of the family and, inadvertently learned about migratory patterns of young people to the United States. After teaching at the University of California and University of San Francisco, I joined McMaster University in Hamilton, Canada, where I introduced students to the view of TCN. I then studied at McMaster for my MA degree in Cultural Anthropology (MA 1978) studying with famous anthropologists, followed by my PhD program in TCN graduating in 1981 under the mentorship and guidance of Dr. Leininger and other renowned nursing professors and anthropologists. Dr. Joyceen Boyle and I were Dr. Leininger's first PhD students in TCN at the University of Utah, College of Nursing, Salt Lake City, Utah. I taught nursing in the graduate program at the University of Colorado in the 1980s. I am a retired Colonel in the United States Air Force Nurse Corps. Having a parallel career in the military for 32 years, I learned about diverse cultures from my many travels and duties in Aerospace Nursing in the Air Force. I attended a NASA program at the Marshall Space Center in Huntsville, Alabama, to envision the future of nursing in the new culture of space.

2. Present/Future Directions

I am a Professor Emeritus and Eminent Scholar and Professor at Florida Atlantic University, Christine E. Lynn College of Nursing, Boca Raton, Florida. I mentor undergraduate and graduate students and participate on PhD dissertations. I am engaged in writing for publication and created a Transcultural Caring Theory. I present in many parts of the world on human caring science, TCN, and qualitative human science research methods. I also engage in Skype sessions in the United States, Japan, and South America. My future is to continue these activities and further the goals and principles of TCN and caring science. Dr. Leininger's Archives are at Florida Atlantic University, and I am privileged to share her legacy with them. Recently, I established the Dr. Marilyn A. Ray Endowment for Excellence in Transcultural Nursing and Global Health at Florida Atlantic University and the University of Utah.

3. Favorite Transcultural Story

My favorite TCN story is conversing with Dr. Madeleine Leininger and telling her when I first met her in 1968 when she came into our classroom at the University of Colorado School of Nursing, she was wearing a leopard-skin dress and she had flaming red hair. She always denied it but, as a student of this amazing woman, it could have been that my memory was "larger than life." In 2012 at the time of the reception after Dr. Leininger's funeral, her niece told me that she did have a leopard-skin dress. It made me chuckle!!
Priscilla Limbo Sagar,
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School of Nursing, Mount Saint Mary College
Adjunct Professor
School of Advanced Studies
University of Phoenix Online
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Phone: 845-569-3140
FAX: 845-569-3360
E-mail: priscilla.sagar@msmc.edu
Website: www.msmc.edu/Academics/Academic_Divisions/Nursing/faculty/priscilla_sagar.be

Expertise Areas
Transcultural Topics
Cultural competence training
- Integration of transcultural nursing in nursing education: academia and staff development
- Curriculum planning, design, implementation, and evaluation
- Application of TCN theories and models in nursing education, practice, and administration
- Mentoring, partnerships, collaboration

Cultural Groups
- Filipinos
- Vietnamese
- Mexicans
- Chinese

Clinical Topics
- Adult health
- Community health
- Global health
- Health disparities
- Alternative therapies

Research Methodology
- Case study
- Phenomenology
- Ethnonursing method

Languages spoken, read/write
- English
- Pilipino
- Dialect, Tagalog
- Dialect, Bicol

Select Publications
Books

Book Chapters

Journal Articles
1. What Sparked my Interest in Transcultural Nursing

As a foreign educated nurse, I had firsthand experience in the challenging and painful process of acculturation. Early in my career in the United States in the 1980s---as I provided care for diverse patients and worked with equally diverse nurses and inter-professional colleagues---I had hoped to find some guidelines, and standards to follow in providing culturally meaningful care and working effectively with others. At the time, I myself was navigating my old and new culture. I was also searching for my niche in nursing. There was no separate transcultural nursing (TCN) when I pursued and completed the MS in Adult Health Nursing. Listening to Dr. Madeleine Leininger’s presentation in 1999 gave me a ‘spark’ to pursue TCN as my specialty in nursing. I applied for membership in the Transcultural Nursing Society (TCNS) and later prepared for certification in transcultural nursing (CTN).

2. Present/Future Directions

I am continuing my work in applying TCN theories and models in nursing practice, education, administration, and research. I will keep on mentoring students, faculty, and colleagues in TCN. Transcultural Healthcare, the undergraduate course I had developed will be offered for the first time for nursing and allied health students in spring 2015. While this was developed along with a Transcultural Nursing master’s course in 2005, this was not approved as an undergraduate TCN elective course until 2013. It is my hope that this will eventually be a required course in the baccalaureate program at MSMC.

In the near future, I will be working on the revision of my 2012 and 2014 books. I am also hoping to write and edit a book of literary works in TCN comprised of poems, short stories, and essays along with their application in nursing education, both in academia and staff development. I also plan to conduct a study utilizing the ethnonursing method.

I would like to further help Vietnamese nurses advance the nursing profession in Vietnam. This coming December 27, 2014 to January 10, 2015, I will be assisting and guiding nursing faculty at the Hue University of Medicine and Pharmacy to start an MS in Nursing program. This project was launched by the Health Volunteers Overseas (HVO) and sponsored by the American Association of Colleges of Nursing (AACN). While it will be my first time in Hue, I had been to Ho Chi Minh City twice in 1997 as a doctoral student at Teachers College, Columbia University. I participated in the Vietnamese Nurses Association convention; taught a two-week course for nurse faculty and administrators; and pursued my dissertation *The Lived Experience of Vietnamese Nurses: A Case Study*.

3. Favorite Transcultural Story

My favorite transcultural story entails my first meeting and opportunity to attend a presentation by Dr. Leininger in 1999 at the International Council of Nursing (ICN) convention in London, England. I had read about Leininger’s Culture Care Theory and Sunrise Model years before but her theory and model never came as alive before as it did on that day. I have been so inspired by Dr. Leininger’s six decades of work in TCN. Since then, I firmly believe that I not only found my niche in TCN but also gained a mentor and an inspiration. As a transcultural scholar, I could continue spearheading the application of the CCT and other TCN theories and models for better patient outcomes.
**Donna Z. Shamley-Ebron, PhD, RN, CTN-A**  
Associate Professor of Nursing  
PhD Program Director  
University of Cincinnati  
College of Nursing  

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3110 Vine Street  
Cincinnati, Ohio 45219  
Phone: 513-558-5248  
FAX: 513-558-2142  
E-mail: donna.shambley-ebron@uc.edu  

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<th>Expertise Areas:</th>
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<tr>
<td><strong>Transcultural Topics</strong></td>
<td>Journal Articles</td>
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<tr>
<td>• Black feminist theories</td>
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<tr>
<th>Cultural Groups</th>
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<tr>
<td>• Native Americans-Navajo, Hopi, Pima</td>
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<tr>
<td>• Various groups of the African diaspora</td>
<td>Book</td>
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<tbody>
<tr>
<td>• Health promotion</td>
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<td>• Public/community health</td>
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<td>• HIV/AIDS/STIs</td>
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<td>• Sexual Health</td>
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<td>• Women’s health</td>
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<th>Research Methodology</th>
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<tr>
<td>• Ethnography</td>
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<td>• Community Based Participatory Research</td>
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<td>• Qualitative Methods</td>
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<th>Languages spoken, read/write*</th>
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<tr>
<td>• English</td>
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</table>
1. What Sparked my Interest in Transcultural Nursing

I have had the opportunity to travel, live, and work in almost every region of the United States, and have lived and visited in Europe, Africa, and Asia. During these experiences, I have lived with and cared for those whose culture differed greatly from my own. These life experiences were very meaningful to me. I became interested in Transcultural nursing as a discipline in the 1980s when working on my Master’s degree and followed this interest into doctoral study. I became a member of the Transcultural Nursing society in the 1990s and became engaged with the regional chapter in Georgia. I have developed and taught classes in Transcultural Nursing and have incorporated Transcultural Nursing knowledge into many classes that I have taught.

2. Present/Future Directions

My current research is focused on developing and testing culturally and developmentally appropriate risk reduction interventions for African American adolescents in inner-city communities.

3. Favorite Transcultural Story

The highlight of my transcultural life story thus far has been my journey to Tanzania, East Africa in the Summer of 2012. It had been my lifelong dream to visit the continent of Africa, to the home of my ancestors. I spent much of my time there learning the culture and lifeways of the people, practicing Swahili, and making lifelong friends. This photograph was taken with Dr. Edith Tarimo, nursing faculty at Muhimbili University, Dar es Salaam, Tanzania.
Rachel E. Spector,
PhD, RN, CTN-A, FAAN
Consultant, Institutional Preparation for Cultural Competence
Visiting Distinguished Scholar, Institute for Patient Care, Massachusetts General Hospital, Boston, MA (2010-2014)

Place of Employment: Self-employed
Phone:(781) 449-3523
E-mail: spectorrachel@comcast.net

Expertise Areas:
Transcultural Topics
- Immigration/Migration
- Religion and HEALTH
- Socialization/Acculturation
- Heritage Consistency and HEALTH Traditions Model
- Traditional HEALTH, ILLNESS, and HEALING Beliefs and Practices
- Preparation for CULTURAL COMPETENCE
- CULTURALCARE: the Other Side of HEALTH Care

Cultural Groups
- American Indian
- Asian American
- Black or African American
- Hispanic
- White or European American

Clinical Topics
- Community Health
- Public Health
- Health Disparities
- Hospice
- Holistic HEALTH

Research Methodology
- Qualitative

Select Publications
Book

Book Chapter

1 The use of capital letters denotes a holistic definition of the terms HEALTH, ILLNESS, HEALING, and CULTURALCARE. HEALTH is the balance of the person, both within one’s being—physical, mental, and spiritual—and in the outside world—natural, communal, and metaphysical; ILLNESS the loss of this balance; HEALING, the restoration of balance; and, CULTURALCARE, the care needed to assist people to restore their HEALTH.
1. What Sparked my Interest in Transcultural Nursing

My primary nursing education was at the Mount Sinai Hospital School of Nursing, New York City, 1958-1961. The patients I cared for were not only from New York, but also from all over the world. My passion for Transcultural Nursing was conceived and born at that time albeit, the term, Transcultural Nursing, did not yet exist. At that time, I had many questions, such as “what do people really do to maintain, protect, and restore their health?” It was a given that countless people had few economic resources and many neither spoke nor understood English. Answers were few and simplistic; there was little knowledge about the health beliefs and practices of people who were not members of the dominant modern society. In 1973 in graduate school, I studied medical sociology and taught an epidemiology course to African, Asian, and Hispanic American students. I taught about immunization, bacteria, risk factors and so forth – the students told me that this was “hog wash.” They went on to teach me what their parents and grandparents believed to be the causes of illness and how the illnesses were to be prevented and cared for. It was a time of confrontation; but I did not give into temptation and walk away. When the course was completed, the students made me make a promesa (deep promise) – that I would teach what they taught me to others. I have followed through with this promesa. When I began my academic career in 1974 I immediately developed a course “Culture and Health Care.” The course changed titles and some content over time, but I have taught something in this genre since 1975. It led to my book, Cultural Diversity in Health and Illness, which is now on its 8th edition and translated to Spanish and Chinese, in addition to an international edition. There is also a web page for the book and a virtual CULTURALCARE Museum (http://media.pearsoncmg.com/ph/chet/chet_spector_cultural_8/cultural_care_museum/spector_html/chapters/spector_museum_ch01.html).

2. Present/Future Directions

I retired from full time academic teaching in 2002, but continue to teach a course, “Holistic Living,” at Boston College. It is a university elective course with students from all disciplines. It has been an interesting way to bring the values of Transcultural Nursing to a wide student audience. I also do consulting on “The Path to CULTURALCOMPETENCY” and “CULTURALCARE: The Other Side of HEALTH Care.” with schools of nursing and health care institutions.

3. Favorite Transcultural Story

I taught students in Israel; the class was comprised of Jewish, Christian, Moslem, and Druze student nurses who lived parallel lives and never interacted socially with one another. In the course, students were asked to describe their familial health practices. At the end of the session, students realized how much they had in common with each other. The differences that existed evaporated and they started to interact with each other!
**Name and Credentials:**

**Joan Uhl Pierce, PhD, RN, FAAN**

Deceased 2013.

**Last Employment:**

Dean and Professor of the College of Nursing, University of Tennessee, Knoxville, TN

Consultant to World Health Organization – Singapore

Pierce and Associates Consulting.org – provided expert consulting for national and international needs.

1978-1983: President of the Transcultural Nursing Society

1998 Chair of Search Committee for Editor, *Journal of Transcultural Nursing*

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**Expertise Areas:**

**Transcultural Topics**

- Public Health
- Occupational Health Nursing
- Aging
- International Health and International Nursing

**Cultural Groups**

- Australia
- Indonesia
- Specific Native American groups from Utah, New Mexico, Arizona, Colorado.

**Research Methodology**

- Ethnomethodology
- Quantitative data analysis

**Languages spoken, read/write** *(up to 5)*

- English

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**Selected Publications**

**Journals:**


Dr. Joan Uhl Pierce obtained her MN from the University of Washington during the early 1970’s; during her masters’ studies she met Dr. Madeleine Leininger and was introduced to Transcultural Nursing. After completing her masters’ degree, Joan joined the faculty at the University of Utah. One year later, Dr. Leininger became the Dean at the College of Nursing, University of Utah, and started an interest group in transcultural nursing. Joan became an enthusiastic supporter of transcultural nursing. She helped plan and participated in the early meetings and conferences at Snowbird, Utah. When the Transcultural Nursing Society was founded in 1974, she was elected Vice-President of the Society. She was instrumental in preparing the incorporation papers and working with Mr. Jay Bell, a local attorney, to lay the legal framework for the society. Working with others in the society, Joan helped craft the first By-Laws of the society and advocated for their passage during the 1976 Annual Conference of the Transcultural Nursing Society held at Snowbird, UT.

During the summer of 1977, Joan became President of the Transcultural Nursing Society when Dr. Joyceen Boyle resigned as President of the Society to begin her fieldwork in Guatemala. As President Joan was active in the early days of the Society helping recruit members to the Society and students into transcultural nursing courses. She personally oversaw (collecting papers, editing and typing) the first several Proceedings of the Transcultural Nursing Conferences. Each year at the time of the Annual Conference, Joan would pack boxes full of the Proceedings and take them with her to the Conference site to sell to TCN members.

In the early days of the Society, there was no staff and Joan took a leading role in planning and overseeing the early conferences—those held at Snowbird as well as in Seattle, WA. Although Dr. Leininger took the leadership role in seeking a publisher for the Journal of Transcultural Nursing, (JTN), Joan was also involved in the many contacts and meetings with potential publishers. In 1998, when SAGE Publications assumed publishing rights for the Journal, Joan chaired the Search Committee for the first Editor of the Journal under the new publisher.

Joan became one of the first Associate Editors for the JTN, a position she served in for several years. She remained an Editorial Board member and Peer Reviewer until her death. Joan also was the first Chair of the Transcultural Nursing Foundation a position she held for several years. When Joan first announced the establishment of the TCN Foundation at a business meeting of the Society, she challenged members to support the goals of the Foundation by matching her donation of $10,000. Generous with her money and more generous with her time, talents and enthusiasm, Joan Uhl Pierce was a founding member of the Transcultural Nursing Society and never wavered in her strong support and many contributions to the Society.

Joyceen Boyle, PhD, RN, FAAN
**Connie Vance**  
EdD, RN, FAAN

Professor  
The College of New Rochelle  
School of Nursing  
New Rochelle, NY

Mailing address:  
One Park Lane, Apt 4A  
Mount Vernon, NY 10552

Phone: 914-329-2529  
E-mail: CVanceRN@aol.com

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<tr>
<th><strong>Expertise Areas:</strong></th>
<th><strong>Select Publications</strong></th>
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<tbody>
<tr>
<td><strong>Transcultural Topics</strong></td>
<td><strong>Books</strong></td>
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</table>
| - Education for cultural competence | Vance, C (2011)  
*Fast facts for career success in nursing: Making the most of mentoring in a nutshell.*  
NY: Springer. |
*The mentor connection in nursing*
| - Curriculum design and teaching for multicultural students | |

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<tr>
<th><strong>Cultural Groups</strong></th>
<th><strong>Book Chapters</strong></th>
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<tr>
<th><strong>Clinical Topics</strong></th>
<th><strong>Journal Articles</strong></th>
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<tbody>
<tr>
<td>- Psychosocial aspects of culture</td>
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<td>- The novice nurse</td>
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<tr>
<td>- Qualitative (phenomenological)</td>
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<tr>
<td><strong>Books</strong></td>
<td>English</td>
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| Vance, C (2011)  
*Fast facts for career success in nursing: Making the most of mentoring in a nutshell.*  
NY: Springer. | |
*The mentor connection in nursing* | |
| **Book Chapters** | |

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**Expertise Areas**

**Transcultural Topics**
- Indigenous/Generic/Folk Care
- Cultural Competence
- Cultural Assessment
- Use of technology and creative pedagogical tools in academia and transcultural education

**Cultural Groups**
- Middle Eastern/Arab/Muslims
- Korean
- Taiwanese
- African American

**Clinical Topics**
- Women’s health issues
- Childhood obesity
- Primary care
- Mental Health

**Research Methodology**
- Ethnonursing
- Content Analysis
- Phenomenology
- Ethnography

**Languages spoken, read/write**
- English
- French
- Arabic Fusha (Modern Standard Classical Arabic)
- Colloquial Levantine Arabic dialect
- Colloquial Egyptian Arabic dialect
- Colloquial Gulf Arabic dialect

**Select Publications:**

**Books**

**Journal Articles**


1. What Sparked my Interest in Transcultural Nursing

In 1997, I was fortunate to attend a presentation by Dr Marilyn McFarland who was relaying her doctoral dissertation study at a Sigma Theta Tau event. She presented an ethnoursing study conceptualized within Dr Leininger’s Culture Care theory. I was suddenly in love with the discipline of transcultural nursing and could envision my calling in life, research, and academia. Shortly afterwards, under the mentorship of Dr McFarland, and later, Dr Rick Zoucha, I conducted an ethnonursing research for my master’s program and later for my doctoral studies. I had completely embraced transcultural nursing as a way of living, and a way of spreading peace, tolerance, understanding, harmony, and social justice …

2. Present/Future Directions

I am currently heavily invested in scholarship and academia. My colleague, mentor, and friend, Dr Marilyn McFarland and I are editing newer editions of Dr Leininger’s books with Jones & Bartlett and McGraw-Hill. I am also heavily invested in teaching and role modeling transcultural nursing to future generations of nurses and health care providers and enjoy my service with the Transcultural Nursing Society.

3. Favorite Transcultural Story

The very first time I met Dr Leininger, I did not realize who she was. I was a nursing student in the BSN program attending a local conference where Dr Leininger was a keynote. During the break, I proceeded to point out some “mistakes” in her presentation regarding Arab culture. Of course, I knew nothing of transcultural nursing back then… she smiled at me and listened to all my comments … Years later, I finally realized who she was and what I had done and more years later, I was trusted by her to continue the legacy of her work. I stand in awe of a gentle yet fierce giant who dedicated all of her life to the discipline of transcultural nursing….
Anna Frances (Fran) Wenger, PhD, RN, FAAN

Deceased 2013

Last Employment:
Professor and Director Emeritus, Goshen College, Goshen, IN
Senior Scholar, Interfaith Health Program, Rollins School Of Public Health, Emory University
Program Consultant Ethiopia Public Health Training Initiative, Carter Center

**Expertise Areas:**
- **Transcultural Topics**
  - Teaching Learning Workshops
  - Curriculum Development
  - Ethiopian Public Health
  - Faith and Health
- **Cultural Groups**
  - Ethiopian
  - Amish
  - Vietnamese
  - Russian
- **Research Methodology**
  - Ethnonursing
- **Languages spoken, read/write**
  - English

**Select Publications**

**Books**

**Book Chapters**

**Journal Articles**

Dr. Fran Wenger as narrated by Dr. Jody Glittenberg Hinrichs, Professor Emerita, University of Arizona, Tucson, AZ:

Anna and I often roomed together at various conferences and I always looked forward to our long discussions about our international work. She was one of the dearest, sweetest persons alive, but also firm in her beliefs. Anna was also a riot. We had great memories of walking together on the beach in Galveston at a TCN conference. Neither of us realized what the wind and salty mist had done to our hair until people began laughing at us when we returned to the hotel. We looked into the mirror and were shocked to see our hair standing straight up like one of the Marx's brothers. It was a good laugh. She is definitely missed.

Dr. Fran Wenger as narrated by Dr. Jana Lauderdale, TCNS President and Scholar

I spent time with Fran at every TCNS conference we both attended. One of the most caring people I have ever met. She was always eager to share her global experiences with me and was always genuinely interested in what I was doing with Native American populations. Her students loved her for her sharp instincts, intuition, intellect and her caring ways. I miss her so much.

Dr. Fran Wenger as narrated by Dr. Brenda J. Srof, Chair of Department of Nursing, Goshen College, Goshen, IN:

On the faculty of Emory University, Fran designed and conducted courses that combined traditional study on campus with a travel component. In Costa Rica and Nicaragua the students visited clinics, hospitals and nursing training centers to learn from nationals how they went about delivering health care to the neediest and were encouraged by Fran to learn by asking and listening, the heart of the learning mode that Fran valued so highly.

Former President Jimmy Carter with Dr Fran Wenger, Director of Emory’s SON’s Transcultural International Center and Dean Clair E. Martin
Expertise Areas:
Transcultural Topics
- Cultural competence in the community
- Qualitative research methods
- Global Health
- On line teaching and learning
- Cultural competence in nursing education (undergraduate /graduate)

Cultural Groups
- Mexican American
- Nicaraguan (African)
- Refugee/Immigrants
- Mexican
- African American

Clinical Topics
- Psychiatric Mental Health
- Community Health
- Global Health

Research Methodology
- Ethnonursing Method
- Ethnography
- Action Research
- Phenomenology
- Mixed methods

Languages spoken, read/write*
- English
- Spanish read and speak intermediate

Select Publications

Journal Articles


Book Chapters:

1. What Sparked my Interest in Transcultural Nursing

In about 1988 or 1989 I was a doctoral student at Rush University in Chicago. In the theory and research classes I became introduced to the work of Leininger. I was interested in the cultural care needs of Mexican Americans so it was a good fit. During that same semester I saw a flyer that Dr. Leininger was presenting at the University of Illinois –Chicago. I attended the conference and I was hooked. After her presentation I went up to her to let her know how much I enjoyed her presentation. She, being the good ethnographer sized me up in about two minutes. She was interested in my work and offered encouragement that only a doctoral student could appreciate. The rest is history.

2. Present/Future Directions

I am presently involved in a collaboration between the Duquesne University School of Nursing and AJAPO (Acculturation for Justice, Access and Peace Outreach) in the Pittsburgh area. We were funded by CURE (Commonwealth Universal Research Program) for a PAR titled: Promoting Health and Health Care Access in the African Refugee and Immigrant Community: A Participatory Action Research Study. We are in the second phase of the study, which includes an intervention focusing on collaboration and open dialogue between the African immigrant and refugee community and health care institutions and providers. I plan to continue to work with AJAPO and the school of nursing by seeking additional funding to promote health and health access in this community.

3. Favorite Transcultural Story

I have many favorite stories about my colleagues in the Transcultural Nursing Society, serving on the board and working in collaboration with people of many cultures. It would be hard to pinpoint just one favorite story. Overall I must say that I am so grateful that I was able to find a group of people with a shared vision of the significance of culture, nursing and health. Every year when I attend the Transcultural Nursing conference I am struck by the fact that I feel that I am coming home to a place that feels comfortable, with a sense of purpose and meaning. There is an unspoken connection between members of the group ranging from the charter members to new people attending for the first time. Dr. Leininger was ahead of her time and we are obligated to continue our collective work and focus. I guess in retrospect the last 25 years of my involvement with TCN has all been my favorite!