



- d. Nonverbal Communication
 - i. Eye contact
 - ii. Gestures and expression of emotion
 - iii. Use and meaning of silence and touch
 - iv. Personal space

Domain III. Assessment of Cultural Information Relevant to Health Care (10% of exam)

Competencies:

- 1. Demonstrate the use of cultural assessment tools, instruments, enablers, guidelines.**
 - 2. Utilize principles of participant observation in cultural assessment.**
 - 3. Synthesize assessment data to discover cultural health patterns.**
- A. Assessment tools, instruments, enablers, guidelines
 - B. Guidelines for Assessment of Persons from Different Cultures (Ways to interview people, i.e. the concept of respect, birth order, gender issues, key probes, etc)
 - C. Methods for Conducting Assessment (gathering data)
 - D. One – One interview (although some cultures do not like to be interviewed alone and another person may be included during the process)
 - E. Demonstrate use of selection of assessment tools:
 1. Giger, R. & Davidhizar, J.: Cultural assessment guide: gather data on communication, space, biological variations, environmental control, time & social organization.
 2. Spector, R.: Appendix D Heritage Assessment Tool
 3. Purnell, L. & Paulanka, B.: Model for cultural competence surveys following domains:
 - a. Macro aspects: global society, community, family, person, health domains
 - b. Overview, inhabited localities, topography
 - c. Communication
 - d. Family roles & organization
 - e. Workforce issues
 - f. Biocultural ecology
 - g. High-risk behaviors
 - h. Nutrition
 - i. Pregnancy & childbearing practices
 - j. Death rituals
 - k. Spirituality
 - l. Health-care practices
 - m. Health-care practitioners
 4. Andrews, M. & Boyle, J. (2003): Appendix A Transcultural Nursing Assessment Guide assesses the following:
 - a. Biocultural variations & cultural aspects of the incidence of disease
 - b. Communication
 - c. Cultural affiliations
 - d. Cultural sanctions & restrictions
 - e. Developmental considerations
 - f. Educational background



- b. Resources for staff development
 - i. Cross cultural communication
 - ii. Client advocacy
 - iii. Leadership for cultural competency
- c. Performance evaluation incorporating cultural competent care
3. Organizational Cultural Competency
 - a. Knowledge of organizational culture
 - b. Resources: Support for culturally competent/congruent care
 - i. Interpreter services or similar services available worldwide services for refugees and asylum seekers
 - ii. Resources (e.g. Office of Minority Health, OMH, WHO, IOM and parallel or similar resources used worldwide)
 - Position Statements (Governmental and professional)
 - Community leaders
 - Resource development
 - c. Conflict resolution
 - i. Client self-advocacy
 - ii. Natural/lay helpers
 - iii. Partnership with community
 - iv. Knowledge of local communities
4. Prevention and strategies to address discrimination (racial, age, sexual orientation, gender, disabilities, social class, refugees, asylum seekers, and other types associated with diversities and vulnerabilities)
- C. Evidence-based Practice
 1. Uses best evidence in practice

Domain V: Evaluation of Care Outcomes (5% of exam)

Competencies:

- 1. Measure clinical care outcomes.**
- 2. Evaluate client feedback related to acceptance and satisfaction.**
- 3. Incorporate a plan for sustainability of care.**

- A. Client, Provider and organizational outcomes
 1. Care effective in terms of clinical outcomes
 2. Client acceptance / Satisfaction
 3. Provider satisfaction and retention
 4. Financial stability
 5. Low malpractice suits
- B. Sustainability of care intervention
 1. Evaluation of programs i.e. curriculum, such as familiarity with policy, finance, resource allocation, politics, etc.
 2. Continuity of care ->? move to Care Delivery
- C. Methods
 1. Collaborative or Participatory approach
 2. Community partnership building
 3. Reflection on client feedback



3. Informed consent issues for participants with limited proficiency in the language of the researcher
- C. Methodological Issues
1. Strategies for ensuring qualitative rigor
 - a. Internal validity
 - b. External validity/generalizability
 2. Instruments
 - a. Procedures for Translation of Instruments (back-translation); linguistic analysis
 - b. Selection of appropriate instruments
 - c. Development and use of culturally sensitive measures
 - d. Development and evaluation of quantitative instruments using psychometrically sound methods and rationale
 - e. Evaluate instrument reliability and validity with each study sample (since reliability and validity are not inherent properties of the instrument)
 3. Recruitment and retention of research participants
 - a. Address the history of mistrust of research
 - b. Address challenges of conducting research for diverse populations
 4. Sampling methods to include sufficient representation
 5. Adherence to inclusion & exclusion criteria of subject population in order to justify conclusions & generalizability of findings.
 6. Data collection procedures
 7. Conflicts involved with research interviewing procedures
 8. Use of appropriate consultants with expertise in specific content, domain and instrument used.
- D. Interpretation of the Data/Data Analysis
1. Content Analysis
 2. Criteria for interpreting validity in qualitative research
 3. Verification procedures
 4. Computer software programs for qualitative data analysis
 5. Acculturation as a mitigating factor on outcomes
- E. Findings: If cultural bias has been built into the research, results will reflect these biases; overgeneralization to ethnic groups
- F. Application: Studies that are inherently biased may result in application that is costly and wasteful such as Bushy and Rohr's (1990) study of apnea monitors
- G. Dissemination of Findings
- H. Evidence-Based Practice
1. Evidence-based practice in nursing & healthcare: a guide to best practice / Bernadette Mazurek Melnyk, Ellen Fineout-Overholt.

Domain VII. Professionalism (5% of exam)

Competencies:

- 1. Demonstrate cultural sensitivity and respect in care.**
- 2. Exemplify self-awareness and reflection in practice.**
- 3. Advocate for equity and social justice in health care.**
- 4. Promote cultural competence development in colleagues and organizations.**



A. Professional Attributes of the Transcultural Nurse

1. Cultural Sensitivity
 - a. Empathy
 - b. Desire/motivation
 - c. Commitment
 - d. Compassion
2. Reflection, vision
3. Respect, mutually trusting and respectful relationships
4. Self-awareness (Understanding own biases, cultural values and beliefs)
 - a. Strategies for reducing bias and prejudice
 - b. Acceptance
5. Cultural Humility
 - a. Honesty
 - b. Re-addressing the power imbalances in the patient-healthcare care professional relationship
 - c. Life-long commitment to self-evaluation and self-critique
 - d. Developing mutually beneficial partnerships with communities on behalf of individuals and defined populations.
6. Apologizing when making mistakes: Admission of mistakes, prevention, remediation or correction

B. Leadership

1. Mentoring
2. Role Modeling
3. Collaboration
4. Promoting scholarship

C. Continuing Education

1. Formal
2. Informal



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Journal of Cultural Diversity

Journal of Ethnic & Cultural Diversity in Social Work

Journal of Gender, Culture, and Health

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Websites

ADDM Resource Guide

http://www.amsa.org/addm/ADDM_ResourceGuide.doc

ADHERE: A mnemonic for improving patient adherence with therapeutic regimes

<http://erc.msh.org/mainpage.cfm?file=4.4d.htm&language=english&module=provider>

Agency for Healthcare Research and Quality (AHRQ)

<http://www.ahrq.gov/>

Anti-Racism Resources

<http://andromeda.rutgers.edu/~lcrew/antiracism.html>

Awesome Library - Multicultural Site

http://www.awesomeibrary.org/Classroom/Social_Studies/Multicultural/Multicultural.html

Baylor College of Medicine (BCM) Multicultural Patient Care

<http://www.bcm.edu/mpc/home.html>

Center For Cross-Cultural Research

<http://www.ac.wvu.edu/~culture/>

Center for Healthy Families and Cultural Diversity

<http://www2.umdj.edu/fmedweb/chfcd/INDEX.HTm>

CHISPA Project Information

<http://itdc.lbcc.edu/chispa/>

CLAS Act

<http://www.vdh.virginia.gov/ohpp/clasact.asp>

Commonwealth Fund (Underserved populations & patient-centered care)

<http://www.cmwf.org/index.htm>

Cross Cultural Health Care Program (CCHCP)

<http://www.xculture.org/>

Cultural Clues

<http://depts.washington.edu/pfes/CultureClues.htm>

Cultural Competence Resources

<http://ublib.buffalo.edu/libraries/units/hsl/resources/guides/culturalcompetence.html>

Cultural Competency Program (CCP)

<http://www.med.umich.edu/multicultural/ccp/index.htm>

Culturally & Linguistically Appropriate Services National Standards

<http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=15>

Cultural Medicine

<http://www.geocities.com/SoHo/Study/8276/CulturalMed.html>

Cultured Med

<https://culturedmed.sunyit.edu/>

Diversity in Medicine

<http://www.amsa.org/div>

Ethnomed

<http://ethnomed.org/>

Evidenced Based Culturally Competent Care

<http://www.usc.edu/hsc/ebnet/Cc/EBCCC.htm>

Eastern State University's Office of Cultural Affairs

<http://www.etsu.edu/oca/resources.aspx>

Dr. Madeleine Leininger's web page

<http://www.madeleine-leininger.com/>

Health Research & Educational Trust (HRET)

<http://www.hretdisparities.org/Tool-4205.php>

HRSA

<http://www.hrsa.gov/culturalcompetence>

International Cancer Council (ICC)

<http://iccnetwork.org/cancerfacts>

Kaiser Family Foundation - Minority Health

<http://www.kff.org/minorityhealth/index.cfm>

MEDLINEplus Health Information

<http://www.nlm.nih.gov/medlineplus/populationgroups.html>

Multilingual Glossary of Medical Terms

<http://allserv.rug.ac.be/~rvdstich/eugloss/welcome.html>

National Center For Cultural Competence (NCCC)

<http://www11.georgetown.edu/research/gucchd/nccc/research/index.html>

National Council on Interpreting in Health Care

<http://www.ncihc.org/>

National Multicultural Institute (NMCI)

<http://www.nmci.org>

Office of Minority Health Resource Center

<http://www.omhrc.gov/templates/browse.aspx?lvl=1&lvlID=8>

Resources for Cross-Cultural Health Care

<http://www.diversityrx.org/>

Program For Multicultural Health Cultural Competency Division

<http://www.med.umich.edu/multicultural/ccp/index.htm>

The Access Project

<http://www.accessproject.org/>

The Center for Cross-Cultural Health

<http://www.crosshealth.com/>

The Hmong Health Information Project (Hmong HIP)

<http://www.hmonghealth.org>

The Provider's Guide to Quality and Culture

<http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English>

The Robert Wood Johnson Foundation

<http://www.rwjf.org/index.jsp>

Think Cultural Health

<http://thinkculturalhealth.org/>

Transcultural Nursing Society (TCNS)

<http://www.tcns.org>

Transcultural C.A.R.E. Associates

www.transculturalcare.net

Walking the Walk: Links to Diversity

<http://www.fpg.unc.edu/~walkingthewalk/pages/links.cfm>

Transcultural Nursing Certification Application



Transcultural Nursing Society
36600 Schoolcraft Rd.
Livonia, MI
USA
48150-1176
Phone: 888-432-5470
Email: Staff@tcns.org
www.tcns.org

Date: Applying for CTN-Basic(CTN-B)

Name: Credentials:

Address Line 1:

Address Line 2:

City: State/Province:

Zip/Postal Code: Country:

Job Title & Organization:

All materials should be submitted using the contact information listed above.

Email: *Email is our primary form of contact. You must supply a valid email address.*

Primary Phone:

Date of Birth:

Last Four Digits of your Social Security Number:

- Transcultural Nursing Society Member
- Member Number:
- I am not a Transcultural Nursing Society Member

EDUCATION:

Please indicate highest level of nursing education completed.

Diploma
 Associates Degree
 BSN

Other Please List:

I. BASIC ELIGIBILITY CRITERIA

Applicant must meet **all five** of the criteria listed below. Check each criteria to indicate you have met that requirement prior to applying for certification.

1. Hold a current, active, unrestricted RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country

State:

Country:

License Number:

2. Hold a diploma, an associate, or BSN degree from a program accredited by the Commission on the Collegiate of Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC) if school is in the US; or legally recognized equivalent in another country.

3. Currently employed or self-employed in nursing, either full or part time, at the time of application

4. Completed at least one course (didactic and/or clinical) in cultural diversity and promotion of cultural competence with a minimum of 3 credits (or equivalent 42 Continuing Education Hours/Units)

5. Completed 2400 hours of transcultural nursing practice as a registered nursing in administrative, teaching, research, or clinical capacity, either full or part time within the previous five years. Description of practice: The CTN applicant may practice in diverse settings including primary care, community settings/rural/remote area nursing, and long-term care across the life span and is actively engaged in education (e.g. patient, staff, students, and colleagues), case management, clinical practice, consultation, research, and/or administration.

Certification in Transcultural Nursing is achieved by nurses who pass an examination based on the accompanying Content Outline and Reference List, and attest that they will submit a portfolio (if required by random audit) of evidence that meets the criteria. My signature below indicates that I have documented evidence and will submit to any random audit required. I am also that the TCNCC will analyze all data received from the exam and that it will be aggregated and so that no individual can be identified.

Signature:

Testing Site Information

* If you would like to test at a University, or testing location closer to your home, please email Lisa Dobson: ldobson@tcns.org for more information on how to make special testing arrangements.

Name of Testing Site:

Address

City State Zip Code

Country Test Date:

Contact Name:

Phone Number Email:

Test site chosen is a member of the National College Testing Association. www.ncta-testing.org/cctc/find.php *

I agree to follow all testing site guidelines and exam guidelines as listed in TCNCC testing guide.

Check here to indicate that you will require a special accommodation to be made for your testing.

Please attach information documenting your needs. See exam guide for more information.

Payment Information

We can only accept checks from US Banks for US funds. Credit cards can be used from any country. We only accept VISA and MasterCard.

Date: Check Enclosed Credit Card

Billing Name:

Billing Address 1:

Billing Address 2:

City: US State:

Zip Code: Country:

Credit Card Information MasterCard or VISA

Credit Card Number: Expiration Date:

Amount: Three Digit CVV Code on back of Credit Card:

Signature:

FEE STRUCTURE : TCNS Members: \$300 Non - TCNS Members: \$400

Returned Check Fee: \$25.00 Fee is charged for all returned checks.

CANCELLATION: \$75.00 non-refundable administrative fee applies to all cancelled test dates.

Application should be submitted by email or postal mail to:

Transcultural Nursing Society, 36600 Schoolcraft Rd., Livonia, MI, 48150-1176, USA or Email: Staff@tcns.org

For Office Use Only:

Non-TCNS Member Number Assigned:

Date Received:

CC Processed By:

Amount:

Authorization Number:

Declined/ Reason: