



Transcultural Nursing in Turkey's Bachelor's of Science Nursing Curricula*

Gülbu Tanrıverdi**

Sibel Karaca Sivrikaya***

Hacer Cetin****

Abstract

Aim: The aims of this manuscript are to examine the presence of Transcultural Nursing concept and foundations in Turkey's Bachelor's Of Science In Nursing curricula.

Methods: This study was planned as a descriptive study during the 2004-2005 academic year in Turkey's Bachelor's of Science in Nursing Curricula. The manuscript data were collected by internet, mail, fax and telephone calls. Percentage was used in the statistical evaluation.

Results: According to findings none of the 66 Bachelor's of Science in Nursing curriculum programs had "transcultural Nursing" as a required course. There was only one nursing school that did have the course as an elective. However, there were courses like Socio-Anthropology, Medical Anthropology, Health Sociology and Anthropology which has the elements of transcultural nursing concept are included in BSN programs.

Conclusions: Based on the findings it is recommended that Turkey's university curriculum programs in Nursing College and Health Colleges to be reevaluated for the inclusion of a transcultural Nursing Course.

Key words: Bachelor's of Science in Nursing, Transcultural Nursing, curricula, concept, Turkey

* This paper has been presented at "3. International&10. National Nursing Conferences in 2005".

**Çanakkale Onsekiz Mart University, Nursing School, gulbu@comu.edu.tr

***Atatürk University, Nursing School, skaracakaya35@hotmail.com

****Mersin University, Nursing School, hacerc@mersin.edu.tr

Türkiye’de hemşirelik lisans programlarında kültürlerarası hemşirelik *

Özet

Amaç: Bu çalışma Türkiye’de Hemşirelik Lisans programlarında Kültürlerarası Hemşireliğin içerik ve kavramlarını kapsayan derslerin dağılımının değerlendirilmesi amacıyla yapıldı.

Yöntem: Tanımlayıcı olan çalışma 2004-2005 Akademik yılında yapıldı. Çalışma ulaşılabilen 66 hemşirelik lisans programı ile yapıldı. Programlara web sayfaları, telefon, faks ve mail ile ulaşıldı. Verilerin değerlendirilmesinde yüzdelerle dağılım kullanıldı.

Bulgular: Hemşirelik lisans programlarının hiçbirinde kültürlerarası hemşirelik dersi zorunlu dersler arasında saptanmadı. Yalnızca bir hemşirelik lisans programında seçmeli ders olarak yer verilmişti. Bununla beraber kültürlerarası hemşirelik dersinin içerik ve kapsamını yansıtan sosyo-antropoloji, Medikal antropoloji, Sağlık Sosyolojisi ve Antropoloji dersleri mevcuttu.

Sonuç ve Öneri: Çalışma sonuçlarına göre Türkiye’de Hemşirelik Lisans Programlarında Kültürlerarası Hemşirelik dersine yer verilmemektedir. Programlardaki bu eksiliğin giderilmesine yönelik çalışmalar önerilebilir.

Anahtar Kelimeler: Hemşirelik Lisans Programları, Kültürlerarası Hemşirelik, Kapsam, İçerik, Türkiye

What is already known on this topic?

- Knowledge of cultural characteristics has a positive influence on the nursing care.
- People from different cultures to express their cultural values is a basic human right and this should be respected in cure.
- Nursing programs in Australia, America and Florida that the transcultural nursing courses are found in the curricula. .

What this paper adds?

- *There isn't any other studies about investigation transcultural* nursing in Turkey's Bachelor's of Science in Nursing (BSN) curricula
- Turkey's university BSN programs in Nursing Colleges and Health Colleges to be reevaluated for the inclusion of a Transcultural Nursing Course.

INTRODUCTION

Leininger (1999) defined transcultural Nursing as "*A formal area of study and practice focused on, comparison of different cultures, care, health, and illness patterns of people, with respect to differences and similarities in their cultural values, beliefs, and practices with the goal to provide culturally congruent, sensitive, and competent nursing care to people of diverse cultures*" and emphasized its importance in the education of nursing students. Leininger pointed out the importance of a cultural approach in nursing care; and recommended the integration of Transcultural Nursing concepts to be integrated into Nursing Programs (Ryan et al. 2000; Pinikahana et al., 2003; Grant & Letzring, 2003; Sargent et al., 2005).

Today nurses are facing a world in which they are almost forced to use transculturally-based nursing theories and practices in order to care for people of diverse cultures (Leininger, 1996). A care with cultural content prevents both the nurse and the patient from experiencing a shock (Spector, 1995; Narayan, 1997; Birol, 2000; Uosukainen, 2001). It also promotes the nursing quality (Kleiman. et al., 2004; Walsh, 2004; Tortumluoglu, et al., 2004; Sargent, et al., 2005). The previous related studies show that the knowledge of cultural characteristics has a positive influence on the nursing (Lim et al., 2004; Hisama, 2000, Tortumluoglu, 2005). However, the nurses are well aware of the importance of transcultural nursing, but they do not have sufficient knowledge as to what the content of transcultural content is and how to deal with it (Bekar 2001). In fact, the nurses may have to deal with the people whose worth judgements are different from theirs (Burrows, 1983; Grossmann, et al., 1998; Duffy, 2001; Tortumluoglu, et al., 2004).

For the people from different cultures to express their cultural values is a basic human right and this should be respected (Amandah, 1994). Therefore, it is inevitable that the nurses are trained so that they will have the sufficient knowledge and the applying ability to provide transcultural nursing. In a related study carried out abroad, it was reported that it was necessary to place into the curricula of the nursing programs some courses such as introduction to sociology, anthropology, transcultural communication, multicultural psychology, and some other courses with cultural content (Sargent, et al., 2005). In addition, it was observed at nursing programs in Australia, America and Florida that the transcultural nursing courses are found in the curricula or such courses are integrated into the course subjects or put into the course content with a different title (Grossman, et al., 1998; Ryan et al., 2000; Pinikahana et al., 2003).

There have not been any studies indicating whether there are transcultural nursing courses at NGP in Turkey. It has been thought that this course should be a must course at nursing graduate programs NGP in Turkey. Moreover, rich cultural characteristics, regional cultural differences and the efforts to join the European union clearly demonstrate the importance of this course for Turkey.

Though there have been studies investigating the nursing curricula, there is not a single study indicating the existence of transcultural nursing terms and basics. In fact, it is known that little importance is attached to such courses in the nursing programs. Therefore, this study is thought to be important in that it reveals what lacks in nursing curricula and it gives advice on transcultural nursing to the education commissions of the schools

The purpose of this study was to evaluate the presence of transcultural Nursing concept and foundations in Turkey's BSN curricula.

METHODS

This research was conducted between January 2005 and May 2005 as a descriptive study. Prior to data collection, 2005 Higher Education Council university placement guidebook were used to identify the BSN programs in Turkey. The research population was composed of 13 Nursing College and 65 Health College at universities. Total of 78 BSN programs of these 12 Nursing Colleges (8 from state universities and 4 from foundation universities) and

54 Health Colleges's (all in state universities) a total of 66 BSN programs were contacted and included in the sample.

First of all to observe BSN the WEB pages of all the Health Colleges and Nursing Colleges were visited. (http://www.yok.gov.tr/universiteler/uni_web.htm). Some schools had web pages, but they did not have licence program on their web pages. On the other hand, some schools had licence program on their web pages, but they did not contain content of the courses. To have access to the licence programs of these schools, mail or fax was sent, or telephone calls were made, but however, not all the schools replied our request. Therefore the study was completed with the consideration of 66 licence programs. In Turkey, at seven physical geography districts, sixty six nursing licence programs were investigated. These were from : 15 central anatolia, 9 egean, 9 Mediterranean and 9 Marmara, 8 east and 8 South east.

Instruments

The control list was employed in the study. The courses including the basic subjects and contents of the transcultural nursing were identified in this list. Whether these courses were included in the curricula was determined and the results were listed.

The percentage of the listed courses was calculated and the results were evaluated as percent.

FINDINGS

There are 76 universities in Turkey, 51 are state universities and 25 are foundation (private/trust) universities (http://www.yok.gov.tr/universiteler/uni_web.htm). There are 72 Health Colleges and 13 Nursing Colleges in these universities. The 71 Health Colleges were originally associate degree programs, a protocol was signed in 1996 between the Ministry of Health and Higher Education Council upgrading these schools to BSN programs. The one remaining Health colleges was opened within a foundation university. Nine of the Nursing Colleges are affiliated with state universities and the remaining four with foundation universities.

The first University Nursing Colleges was opened in 1955 today that number has reached to 13. The 67 of the Health Colleges were opened between 1996 and 1998. The

Nursing Colleges and Health Colleges offer similar BSN degree programs but have some administrative differences (Ülker et al., 2001).

According to research findings none of the 12 Nursing and 54 Health Colleges had "Transcultural Nursing" as a required course in their curricula There was only one Nursing College that did have the course as an elective.

In Table 1 and Figure 1 it can be seen that in one of the BSN curricula there were both Health Sociology and Social Anthropology courses (3rd year), in another a Socio-Anthropology course (2nd year), in another a Medical Anthropology course (2nd year), and in two others Health Sociology and Anthropology courses (3rd year). The Health Sociology course which includes Transcultural Nursing concept and foundations, although limited, was given in 77.41% (n=48) of the BSN curricula that could be reached. The Health Sociology course is generally given in the second year.

Table 1. Distribution of BSN Courses in TURKEY that Contain Transcultural Nursing Concepts and Foundations

| Courses | n (%) |
|--|-------------------|
| Transcultural Nursing (elective) | 1 (1.52) |
| Medical Anthropology | 1 (1.52) |
| Socio-Anthropology | 1 (1.52) |
| Health Sociology and Anthropology | 1 (1.52) |
| Health Sociology and Social Anthropology | 2 (3.02) |
| Health Sociology | 48 (72.72) |
| Sociology | 6 (9.09) |
| No courses | 6 (9.09) |
| Total | 66 (100.0) |

Transcultural Nursing Course and the similars Courses in Turkey

Transcultural Nursing: This course aims to have the students gain knowledge, ability and understanding on the topics such as increasing the awareness of the cultural differences, the recognition of the culture and health relation, and meeting the need for care considering the culture of individual/family/society.

Medical Anthropology: This course aims to enable the students to perceive the hospital sociology and to recognize traditional, modern and alternative medicine, to discuss the social relations among the staff in the health organizations, and to understand the social and cultural reactions against the disease.

Socio-Anthropology: This course aims to train nurses who recognize different cultures, who consider the environment where people live, and who analyze the influence of the culture on health as well as the influence of social change on the health.

Health sociology and anthropology and health sociology and social anthropology: These courses have objectives in common. Both of these courses aim to demonstrate the results of the social change rules with the comparative investigation of the causes and results of the cultural developments. Another aim in these courses is that they try to increase the social awareness of the nurses.

Health sociology: This course aims to train nurses who are aware of the structure of the society, and who perceive and research the effects of this on health and who take these effects into consideration in their job experience. The nurses are also provided with some information over health-disease and social change, the attitudes and beliefs of the people on health and hygen, and the socio-cultural dimensions of child nursing, the socio-cultural factors affecting the feeding in terms of health and disease, and the socio-cultural characteristics of disease and institution relations, and health system in Turkey, traditional medicine, and disease and health as social system, and mass and categories, and social layering, individual and society, culture and society, the relation of sociology with the other sciences, the subject of sociology, the definition and principles of sociology.

Sociology: the aim of this course is to train nurses who can analyze development and changes in the society as well as its structure, and who try to understand the institutions such as family, economy, and policy and therefore the society.

DISCUSSION

The purpose of transcultural Nursing is to conceptualize nursing knowledge and practice culturally and to ensure its use in meeting the cultural needs of individuals, families and groups by providing sensitive and effective nursing care (Falco & Lobo, 1995; George,

1990). The daily increasing population changes and immigration events highlight the importance of transcultural Nursing and its unavoidable place in nursing education curricula (Duffy, 2000; Burrows, 1983; Grossmann et al., 1998). Lim et al. (2004) also emphasized that knowledge over intercultural care should not be limited to theoretical information. It was determined in the same study that providing intercultural care practice increases the nurses' feelings of adequacy (Lim, et al., 2004). Like wise the development of intercultural care skills will increase the nurses' critical thinking skills and make them more confident during decision making process (Lim, et al., 2004). In a study by Hisama in Japan, it was determined that nurses' awareness of cultural differences of their patients is positively reflected in the nursing care (2000).

Based on this study it was determined that there are no BSN curricula in Turkey that require an Transcultural Nursing course in the nursing program and only one offers it as an elective course. Although not consistent with the contents of a transcultural nursing course, there is similar content in social anthropology, medical anthropology, socio-anthropology and health sociology-anthropology classes, but, these courses are not wide spread Even though the content is limited transcultural nursing is generally included within the health sociology course taught in BSN programs.

The studies of the international data show that inclusion of Transcultural Nursing courses or the concepts are more wide spread in the Nursing programs (Grossman et al., 1998; Ryan et al., 2000; Pinikahana et al., 2003; Sargent et al., 2005). In a study on this subject pointed out to the necessity of integrating Introduction to Sociology, Anthropology, Intercultural Communication, Multicultural Psychology and similar courses with cultural content to all terms of the four year nursing programs (Sargent et al., 2005). In a study in Florida that examined the cultural content of current courses in nursing curricula it was found that cultural content was integrated into course topics (Grossman, et al., 1998). A study conducted by Pinikahana et al. (2003) in 28 universities' Nursing Faculties and Nursing Schools in Australia found that only three universities had a specific transcultural Nursing course. Further in two universities in the 2nd and 3rd years intercultural/multicultural nursing modules were included in the educational program, and in the other universities there were basic courses such as Health Sociology; Society, Culture and Health; Health, Nursing and Society; Culture and Health; Health Education and Development in Cross Cultural Societies. In a study conducted by Ryan et al. (2000) in

American nursing schools it was determined that 197 of the 214 nursing schools (92%) gave a course on the concept and foundations of transcultural nursing.

The reason why Transcultural Nursing courses are not included in BSN programs Turkey may be that the topics on the culture health relationship and multicultural nursing care are integrated into other classes. It is also possible the educators in the BSN programs in our country may not yet be aware of the importance of transcultural nursing in the globalize world. In addition they may not be informed about the wealth of this class. Further the reason why this class is not given sufficient time in the nursing programs may be due to the more homogeneous nature of this country in comparison to the countries where the other studies mentioned about have been conducted. However there are several ethnic groups and cultures in Turkey (Sahingoz, 2005).

Today Turkey has 90,06 per cent Turkish population and 9,94 per cent ethnic population. In addition, there are 60.000 Armenian, 25.000 Jewish and 1800 Rum who live in Turkey (Onder 2006). Turkey is a center of not only ethnic groups and minorities but also different cultures. Just as there are cultural differences in the west and east of Turkey, so there are differences in the north and south. A nurse who was born and grew up in the west of Turkey may work in the very east of Turkey after the graduation and may cause herself and her patients to experience a cultural shock. According to a survey carried out in two different cities in the west and east of Turkey at BSN, the students coming from different cities experience cultural differences while providing service for the patients (Tortumluoglu et al., 2006, Tortumluoglu et al., 2007). People from different regions employ local traditional applications from ancestors to sustain their health. The studies previously carried out report that Turkish people employ traditional treatment for their diseases and they expect health from shrines and such places. (Tortumluoglu et al., 2004). Most of the traditional treatments are to the detriment of the human health and they often cause a delay in early treatment. It necessary that nurses should know the society and the often faced health problems and should make the public understand the detriments of the traditional treatments that the patients consulted. This is, however, possible if the nurses are made conscious in this respect. In attempt to enter the EU, Turkey will have to reconsider the human rights record. Transcultural nursing may contribute to tackling negative attitudes and stereotypes etc. On the other hand, Turkey will be the only Muslim state if admitted to the union. Therefore, the application of transcultural nursing ideas should be adapted to Turkish context.

In addition the efforts being made towards social action that permits more cultural interactions and removes national borders (such as in the European Union) the issue has been raised for nurses to be prepared to care for individuals in different countries and with different cultures (Wimpenny et al., 2005).

In addition, in our country which is working to become a member of the European Union there is a need for members of the nursing profession to be informed and gain experiences in transcultural Nursing based on programs such as EU Education programmes and Socrates, Leonardo and Youth Programmes that included training nursing students and teachers as they will meet, work with and care for individuals from different cultures. Wimpenny et al. (2005) reported that nurses who are not informed or experienced on this issue are not confident in caring for individuals from different cultures. Based on these needs, it is suggested that nursing care will be more effective that cares for and defends individuals while considering their cultural characteristics.

CONCLUSIONS

The course of transcultural nursing has still not been included in BSN in Turkey. However, it is promising that there are courses that contain some content of transcultural nursing course. The current aim of the nursing schools is to make the students graduate with a credit of 4600 hours, so the nursing standards in the EU countries can be reached. However, it is also obvious that the increase in the hour of the courses will not lead to a quality in the education. The placement of the transcultural nursing courses is only possible if the lecturers realize the importance of such courses. Therefore, this course can be included in all the curricula soon. The courses with different titles should be excluded from the curricula and transcultural nursing course should take its place in the curricula. For the lecturers to understand the importance of the course, a workshop could be held with the chairpersons of BSN.

ACKNOWLEDGEMENTS

We would like to thank the participants nursing program to answer mail, fax and telephones calls for this study.

REFERENCES

- University in Turkey, see http://www.yok.gov.tr/universiteler/uni_web.htm (last accessed: 01.06.2005).
- Amandah, L., 1994. Nursing in today's multicultural society: a transcultural perspective. *Journal of Transcultural Nursing* 20, 307-313.
- Bekar, M., 2001. Transcultural Nursing. *Toplum ve Hekim* 16,136-141.
- Biröl, L., 2000. *Process of Nursing*. Bozkaya Matbaacılık. İzmir.
- Burrows, A., 1983. Patient-centered nursing care in care in a multi-racial society: the relevance of ethnographic perspectives in nursing curricula. *Journal of Advanced Nursing* 8, 477-485.
- Duffy, M.E., 2001. A critique of cultural education in nursing. *Journal of Advanced Nursing* 36, 487-495.
- Falco, S., Lobo, M.L., 1995. *Nursing theories: Madeline Leininger*. Ed: George J.B. Norwalk: Appleton and Lange, A Simon and Schuster Company.
- George, J.B., 1990. *Madeleine Leininger. Nursing Theories*. A Publishing Division of Prentice Hall. New Jersey, 333-351.
- Grant, L.F., Letzring, T.D., 2003. Status of cultural competence in nursing education: A literature review. *Journal of Multicultural Nursing & Health* 9(2),6.
- Grossman, D., Massey, P., Blais, K., Geiger, E., Lowe, J., et al., 1998. Cultural diversity in Florida nursing programs: a survey of deans and directors. *Nurse Educ* 37, 22-26.
- Hisama, K.K., 2000. Cultural influence on nursing scholarship and education. *Nurse Outlook* 48, 128-131.
- Ulker, S., Buldukoglu, K., Aksayan, S., Atalay, M., Kocaman, G., Oktay, S., Pektekin, C., 2001.
- Nursing in Turkey, see <http://www.yok.gov.tr/egitim/raporlar/hemsirelik/hemsire.pdf> (last accessed: 20.02.2001).
- Kleiman, S., Frederickson, K., Lundy, T., 2004. Using an eclectic model to educate students about cultural influences on the nurse-patient relationship. *Nurse Education Perspectives* 25, 249-253.
- Leininger, M., 1996. Culture care theory, research, and practice. *Nurs Sci Q* 9,71-78.
- Leininger, M., 1999. What is transcultural nursing and culturally competent care? *J Transcult.* 13,189-192.
- Lim, J., Downie, J., Nathan, P., 2004. Nursing Student' Self-efficacy in Providing Transcultural Care., *Nurse Education Today* 26,428-434.
- Narayan, M.C., 1997. Cultural assesment in home healthcare. *Home Health Nurse* 15, 663-670.
- Pinikahana, J., Marnias, E., Happell, B., 2003. Transcultural nursing in Australian curricula. *Nursing and Health Sciences* 5,149-154.

- Tanrıverdi, G., Sivrikaya, S. K., Çetin H. (2009). Evaluating the distribution of courses in Turkey's bachelor's of science in nursing curricula that contain the concept and foundations of transcultural nursing. *International Journal of Human Sciences* [Online]. 6:1. Available: <http://www.insanbilimleri.com/en>
-
- Ryan, M., Carlton, K.H., Ali, N., 2000. Transcultural nursing concepts and experiences in nursing curricula. *Journal of Transcultural Nursing* 11,300–307.
- Sahingoz, M., 2005. Distribution of ethnic in Turkey., see http://www.circassiancanada.com/tr/arastirma/turkiyede_etnik_dagilimlar.htm. (last accessed: 20.06.2005).
- Sargent, S.E., Sedlak, C.A., Martsolf, D.S., 2005. Cultural Competence among nursing Students and faculty. *Nurse Education Today* 25,214–221.
- Spector, R.E., 1995. Cultural concepts of women's health and health-promoting behaviors. *J-Obstet-Gynecol-Neonatal-Nurs.* 1995 Mar-Apr; 24(3): 241-5.
- Tortumluoglu, G., 2005.. Transcultural nursing and the samples of cultural care models. *Cumhuriyet Üniversitesi Hemsirelik Yüksekokulu Dergisi.*8,47-57.
- Tortumluoglu, G., Okanlı, A., Sipkin, S., Ozyazicioglu, N., Akyil, R., 2007. Health High School Students while caring patients, their experiences and effecting factors. T.S.K. II. National / International Nursing Congress 8-11 May 2007. Dedeman Ski Lodge, Erzurum.
- Tortumluoglu, G., Okanlı, A., Ozer, N., 2004. Important and cultural approach in nursing care. ISSN:1303-5134. <http://www.insanbilimleri.com> (last accessed:23.01.2004)
- Tortumluoglu, G., Okanlı, A., Ozyazicioglu, N., Akyil, R., 2005. Defining cultural diversities experienced in patient care by nursing students in eastern Turkey. *Nurse Education Today.* 26,169-175.
- Uosukainen, L.M., 2001. Promotion of the good life public health nurses. *Public Health Nursing* 18, 375–384.
- Walsh, S., 2004. Formulation of a plan of care for culturally diverse patients. *International Journal of Nursing Terminologies and Classifications* 15,17–26.
- Wimpenny P, Gault B, V, McLennan, et al., 2005. Teaching and Learning about culture: a European Journey., *Nurse Education Today* 25, 398- 404.