Welcome to the Elizabeth Kenny McCann Journal Club!

Cultural Competence & Safety in the Nursing Curricula

- Rowan et al. describe the cultural competence & safety content that should be included in the undergraduate curriculum.
- Are their assumptions that these are both universally accepted aspects of Canadian care provision valid?

Cultural Competence

- CC refers to an ability to interact effectively with people of different cultures and socio-economic backgrounds
- Is this a problem in contemporary healthcare and nursing education?

Issues with Cultural Competence

- Problematic Practice still very evident:
  - Bias and discrimination in healthcare still exists
  - Sikh man has beard shaved by a nurse in 2010
  - ...and in 2003!
  - Aboriginal Canadians face racism in urban healthcare

(see links at end for sources)
Cultural Safety

- Cultural Safety is a concept originally developed in New Zealand by nurses working with Māori people.
- Focused on analyzing power imbalances, institutional discrimination, colonization and relationships with colonizers (Williams 1999, & Doutrich 2012).

Critique of CS includes

- Employs a divisive dichotomy of "oppressed" and "oppressors".
- A postmodern analysis/deconstruction of healthcare power differentials works on the macro scale but it is difficult to see how it can be practically enacted at the micro level within a multicultural healthcare system.
- Promotes victimary thinking?

Paper Analysis

- Why only Anglophone School's of Nursing?
- Theoretical Framework:
  - Donabedian's framework is adapted from the general to a specific application
  - Is this justified?

What can we conclude?

- CC and CS are not well delineated or have universally agreed definitions
- There is significant conflation of ideas/assumptions between CC & CS in the paper
- The ANAC principles were generally applied in practice but not necessarily using their own framework.
- Recruitment policies still do not address access issues for aboriginal peoples
- Leadership is needed to promote curriculum integration
- 41% of SoNs responding had committee structures to address cultural issues in the School's
- Outcomes measurement: These are complex multi-factoral issues that can probably not be resolved with simple "fixes" or measures
References


Links on Slide 4