

Health care delivery across cultures



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Health Care Delivery across Cultures " Cultural competence is the process of becoming; not a of being." (Bacote 2007). Cultural competence is defined by him as " a process, not an end point, in which the nurse continuously strives to achieve the ability to effectively work within the cultural context of an individual, family or community from a diverse cultural/ethnic background" (Bacote et al 1996. p. 59-64). There is process involved in the attainment of cultural competence and this includes cultural awareness, cultural skill, cultural knowledge, cultural encounter and cultural desire. Let us have brief understanding about this so called asked.

Cultural awareness, according to Campinha-Bacote, is a process in which one examines of one's own biases as a first attempt to be sensitive, and appreciative of others' cultures. " Cultural awareness is defined as the process of conducting a self-examination of one's own biases towards other cultures and the in-depth exploration of one's cultural and professional background." (Bacote 2007).

This also means being aware of the reality of recognized racism and other " isms" in healthcare delivery. Cultural skill involves the skill carry out a cultural assessment in order to gather significant cultural data concerning the problems of the client and performing physical assessment based on culture. Cultural knowledge is " the process in which the healthcare professional seeks and obtains a sound information base regarding the worldviews of different cultural and ethnic groups as well as biological variations, diseases and health conditions and variations in drug metabolism found among ethnic groups (biocultural ecology)." (Bacote 2007).

With a desire to understand the client's outlook, cultural knowledge helps one to acquire various cultural information and education,

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Through cultural encounter, the healthcare professional employs cultural interactions, in person, with the clients from different cultural background. The aim of this is to transform established ideas concerning a cultural division and to check probable stereotyping. Cultural desire, to Campinha-Bacote, is the motivation of the healthcare workers to willingly participate in the practice of becoming culturally aware, culturally knowledgeable, culturally skillful and seeking cultural encounters and it does not involve any obligation on them. This is the most significant and critical element of cultural competence that supplies underpinning of cultural competence. There is no other reason why this model is called a volcano and it emblematically represents the willingness and the preparedness of a person to take part in the process of cultural process. When this desire goes bang it stimulates the also the crave for " the process of becoming culturally competent by genuinely seeking cultural encounters, obtaining cultural knowledge, conducting culturally-sensitive assessments and being humble to the process of cultural awareness." (Bacote 2007).

Thus, the concepts involved in the word Asked point to one's interaction to other cultures. They include questions about the biases and prejudices towards other cultures, racism, the skill for the assessment of the other cultures, knowledge about the worldview of diverse cultures, the direct dealings with other cultures, and the desire to become culturally competent. The model, which aims at helping the health care professionals and organizations employ health care services that are culturally responsive, " provides the health care provider a mnemonic device for keeping in mind the patient's perspective about his/her health problems." (Enhancing cultural competencies of advanced practice nurses. 2007). This informal assessment, <https://assignbuster.com/health-care-delivery-across-cultures/>

however, does not satisfy many healthcare professionals who want a formal practice as such. There are other instruments that solve this difficulty. The willingness may be lacking in the professionals for cultural competence and also other related issues include in this practice. However, when such matters are solved with the right use of some strategies, this practice becomes one of the most effective instruments of cultural competence.

Works cited

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