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## Faculty wisdom as teaching culture care within the indigenous context of the Southeastern United States

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# Nursing Faculty

## Care Expressions, Patterns, and Practices Related to Teaching Culture Care

The University of Tennessee Nursing

Sandra J. Mixer, PhD, RN

### Purpose and Goal

To discover, describe, and systematically analyze the care expressions, patterns, and practices of nursing faculty related to teaching culture care within the environmental context of baccalaureate nursing programs in urban and rural universities in the Southeastern United States. The goal was to discover faculty care that facilitated teaching students learning how to provide culture care.



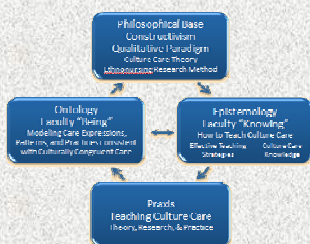
### Ethnonursing Qualitative Research Methodology

- Faculty informants purposefully selected.
- In-depth open-ended interviews, follow-up phone calls/e-mail to confirm major findings.
- Leininger's four phrases of analysis for qualitative data and qualitative criteria.
  - Research mentor theory/method expert.

(Leininger & McFarland 2006)

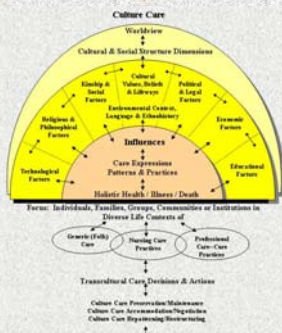


### Conceptual Map to Generate Nursing Knowledge to Teach Culture Care ©



### Organizing Framework

Leininger's Sunrise Enabler to Depict the Theory of Culture Care Diversity and Universality.



### Major Research Findings

#### Theme I

Faculty care is embedded in Christian religious values, beliefs, and practices within the context of the southern United States.

- Strong beliefs enhance faculty ability to care for students and patients/families with similar and diverse religious backgrounds.

#### Theme II

Faculty taught students culture care without an organizing conceptual framework and with differences among classroom, on-line, and clinical contexts.

- Faculty explicitly taught culture care in clinical contexts.



#### Theme III

Faculty provided generic and professional care to nursing students to maintain and promote healthy and beneficial lifeways.



#### Theme IV

Care is essential for faculty health and well-being to teach culture care within the context of the school of nursing/university.

### Discoveries for Teaching Culture Care (continued)

#### Culture Care Accommodation/Negotiation

- Negotiate integrating culture care content into established nursing courses throughout the curriculum and introduce required and elective courses on culture care.
- Negotiate for culturally congruent strategies to promote healthy faculty lifeways.

#### Culture Care Repatterning/Restructuring

- Use an organizing framework for teaching culture care (e.g. Culture Care Theory).

### Care Constructs

Five Decades TCN research – discovery of 175 Care constructs from 58 cultures.

Care Constructs further substantiated in this study:

- RESPECT
- Christian love
- Praying with
- Listening
- Nurturing
- Collective care
- Surveillance care

### New Care Constructs Discovered

#### Mentoring/Co-mentoring



#### Christian Care



### Discoveries for Teaching Culture Care

#### Culture Care Preservation/Maintenance

- Maintain efforts to assist students to care for culturally diverse clients in the clinical setting.
- Faculty maintain combining own generic care with professional care (mentoring and modeling) to promote student health and well being.
- Preserve faculty collective/reciprocal care.
- Preserve faculty care based on Christian religious values, beliefs, and practices.

### Ethnodemographic Data

Key Informants = 10  
Tenured faculty

- ▶ 5 Urban
- ▶ 5 Rural

Age Range 25-71

- Key average 52
- General average 41
- Overall average 45

General Informants = 17  
Non-tenured or clinical

- ▶ 8 Urban
- ▶ 9 Rural

Ethnicity

- Urban - 7 Black/ 5 Caucasian
- Rural - All Caucasian

	Years Teaching Exp		Years Nursing Exp	
	Range	Avg	Range	Avg
Key	6-40	21	10-48	30
General	0.25 -11	4	2-37	16
Overall	0.25-40	10	2-48	21

### Education

- Key Informants: 7/10 doctoral degrees (1 in nsg.)
- General Informants: 4/17 doctoral degrees (1 in nsg.)
- All Limited TCN Education

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