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# BENEFITS

*Better & Effective Nursing Education For Improving  
Transcultural nursing Skills*

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UMB  
Universitat de Barcelona



YILDIZ TEKNİK  
ÜNİVERSİTESİ



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**Project Title:** Better & Effective Nursing Education For Improving Transcultural nursing Skills

**Project Acronym:** BENEFITS

**Project Status:** Processing

**Project Main Objective:** Innovation

**Project Funding :** 201.309,00 €

## Partner Institutions

Hasan Kalyoncu University, Faculty of Health Sciences, Nursing Department, Gaziantep, Turkey

Erasmus Hoge School, Department of Health care and Landscape Architecture, Brussels, Belgium

Gaziantep Provincial Directorate of Health (GPDH), Gaziantep, Turkey

Giresun University, Faculty of Health Sciences, Nursing Department, Giresun, Turkey

Universitat Autònoma de Barcelona, Faculty of Medicine, Department of Nursing, Barcelona, Spain

University of Debrecen, Faculty of Health Sciences, Nyíregyháza, Hungary

University of Primorska, Faculty of Health Sciences, Izola, Slovenia

University of South Bohemia in České Budějovice Branišovská, Czech Republic



## AIMS

The BENEFITS project was conducted transnationally to fill an existing gap. This project focuses on students pursuing a bachelor's degree in nursing and nursing academic professionals who are actively engaged in transcultural nursing care.

All project partners contributed and benefited from this project optimal level. The main goal is to share this knowledge on a global basis by adding it to existing knowledge by showing a concrete example of how the transcultural care approach can be embedded in the nursing curriculum. A core curriculum and supporting publications on this innovative approach has been created to raise awareness, support learning and ultimately have a positive impact on evolving healthcare practice in the partner countries.

## GENERAL FRAMEWORK

Transcultural Nursing  
Cultural Awareness  
Respect for Cultural Diversity  
Culturally Sensitive Communication  
Achieving Cultural Competence  
Challenges and Barriers in Providing Culturally Competent Care

## PARTICIPANTS

- Nursing Students
- Faculty & Universities
- Health Directorate

## THE IMPORTANCE OF TEACHING TRANSCULTURAL NURSING ACCROSS EUROPE and TURKEY

Today, transcultural nursing, an important aspect of healthcare, has become an essential component in healthcare and a necessity for today's nurses, due to the multicultural phenomenon existing in the world population. The ever-increasing multicultural population in the Europe and Turkey poses a significant challenge to nurses providing individualized and holistic care to their patients. This requires nurses to recognize and appreciate cultural differences in healthcare values, beliefs, and customs. Transcultural nursing education is closely linked to the belief that nursing should provide individualized, high-quality, culturally sensitive care to all individuals.

Nurses must have sufficient knowledge about different cultural backgrounds and traditions to be competent to for holistic patient care. Therefore, nursing students must develop cultural awareness, knowledge, and skills through a transcultural nursing curriculum before graduation. The holistic approach in nursing addresses the physical, psychological, social, emotional, and spiritual needs of patients. It is important to emphasize that nurses must identify and meet these needs in order to provide individualized care, which has been stipulated as a patient's right and a hallmark of professional nursing practice.



The BENEFITS Project; It created a cultural harmony between students and teachers from different cultures, and increased interaction and sharing. BENEFITS project partners explained the international importance of this transcultural nursing care education in an article titled "Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review" they published (<https://doi.org/10.1016/j.nepr.2021.103171>).



This transnational partnership has worked on the development of the most up-to-date and evidence-based curriculum on intercultural nursing skills as a result of this global collaboration. The students were able to experience, compare and apply the methods preferred by the partner countries. They were then able to gain cultural knowledge and skills and develop their own abilities in the context of Transcultural Nursing.

## TEACHING TRANSCULTURAL NURSING IMPROVES CULTURAL COMPETENCE: RESULTS of The BENEFITS PROJECT

Cultural competence is a process by which health professionals continually strive to achieve the ability and usability to work effectively within the cultural context of the family, individual or community. A practical example of the changes implemented in this area is the enrichment of nursing education programs with transcultural nursing courses and activities related to cultural competences. Cultural competence includes the behavior and actions of nurses who combine culture-specific knowledge in the care of culturally appropriate interventions.

This project developed the transcultural nursing knowledge, skills and awareness of the nursing students. It provided an opportunity to review, develop and apply knowledge and skills in transcultural nursing. Interacting with individuals from different cultures helped them recognize the strengths and barriers of transcultural nursing. It created an environment to develop a common transcultural knowledge and skills assessment scale for use in different cultures and to create and evaluate an transcultural nursing curriculum. It also provided students with an invaluable opportunity to apply both

the newly developed scale and the transcultural nursing curriculum and get their input.



An international textbook was written to support the curriculum developed by the academics of The BENEFITS project partners. This book, titled “Transcultural Nursing: Better & Effective Nursing Education For Improving Transcultural Nursing Skills (BENEFITS)” at the international level, is open to the access of nursing students, academicians and even nurses free of charge with its rich

content (<https://kurumsal.ankaranobel.com/wp-content/uploads/2022/02/TRANSCULTURAL-NURSING-book.pdf>). The developed curricula was first evaluated with an intensive training program 26 students and 16 trainers from 2 continents, 6 countries, 7 institutes participated as project partners. During the one-week intensive training program, students became more sensitive to cultural care and health diversity. The new curriculum, which was developed with many meetings and studies, aimed to close a major education gap in intercultural nursing care education in Turkey. A learning model combining both formal and non-formal methodologies was used during this intensive training program. In addition, teachers chose blended learning to represent a model that integrates technology (social media platforms, video conferencing and audio-visual technical infrastructure, etc.) to increase learning and provide business impact.

After the pilot intensive training program, the transcultural nursing course, which implemented 25 hours in a one-semester elective course, had 8 hours of theoretical and 17 hours of practical in two nursing departments in Turkey. The course has 3 ECTS (75 h workload for the students). This elective, “BENEFITS Transcultural Nursing Course” for nursing, had chosen by 5th semester BSc nursing students.

This new curriculum improve / develop the nurse students’ skills, competen-

ce, awareness attitude and knowledge in this field. It is important to train nurses working in multicultural societies in a culturally competence manner and to increase the awareness, respect and knowledge of nursing students about different cultures. Nursing students developed a respect for cultural diversity, cultural competence, and culturally sensitive communication after one semester of continuing course program. Also, nursing students expressed transcultural nursing as an opportunity, a didactic process, a professional field, a safe environment, and an obligation with metaphors. In future studies, it may be recommended to add clinical practice to the curriculum and make it suitable for other health professional students in a multidisciplinary approach.

In addition, not only the students but also the project partners, as educators, both increased their experience and awareness about transcultural nursing education.

## CAN WE IMPROVE TRANSCULTURAL NURSING COMPETENCES IN EUROPE and TURKEY? YES, WE CAN!

European societies and Turkey are rapidly becoming multicultural. Cultural diversity presents new challenges and opportunities to immigrants and immigrant-receiving communities and highlights the need for culturally safe healthcare. Universities should share the responsibility of building a just and equitable society by integrating cultural content into the nursing curriculum. Cultural



competence is defined as a dynamic, developmental process. To provide effective healthcare in different communities, developing cultural competence is a lifelong process for health professionals. Cultural competence is an essential component of providing culturally sensitive and effective care in healthcare, reducing inequalities, addressing racism, and improving patient satisfaction and health outcomes in healthcare. As qualified nurses of the future working in an ever-growing and changing multicultural society. Nurses must be equipped with the essential knowledge, skills, values and

attitudes that enable them to provide culturally sensitive, safe and equitable care for all.

A new transcultural nursing curriculum was developed and implemented in this project. After the transcultural nursing course, students' knowledge, skills, and awareness about transcultural nursing improved. Students recognized their strengths and barriers to transcultural care. They have developed their competence in transcultural nursing. When they met a patient from a different culture, they created a transcultural map of care. They shared and discussed their concerns and strengths.

In the next step, higher education institutions, stakeholders, non-governmental organizations, nursing associations should share this responsibility and act together on the steps to be taken on transcultural nursing. BENEFITS project curriculum can be used, developed and a database for future projects on post-graduate education.

## LESSONS LEARNT

Learning cultural care is a long and never-ending process. For an effective transcultural nursing education, it is necessary to develop the ability to recognize and appreciate cultural differences in health care values, beliefs and traditions. Developing transcultural nursing knowledge and skills is a team effort. It requires the exchange of ideas between nurse academics, students, clinicians and health management from different cultures. Transcultural interaction is crucial in developing transcultural knowledge, skills and awareness and transcultural competence. Visiting different cultures, seeing the practices in place, discussing their strengths and obstacles, generating and implementing solutions and discussing the results are very important steps in developing an accurate and sufficient curriculum.

## RESULTS AND INTELLECTUAL OUTPUTS of The BENEFITS PROJECT:

### Developing the Curriculum on Transcultural Nursing

- Forming the Scientific Background "Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review"
- BENEFITS Cultural Competence and Cultural Sensitivity Assessment Tool



(Underreview for publication)

- BENEFITS Curriculum on Transcultural Nursing
- Textbook, titled "Transcultural Nursing: Better & Effective Nursing Education For Improving Transcultural Nursing Skills (BENEFITS)"

## Effectiveness of BENEFITS Curriculum

- Effectiveness of Intensive Training Program on Transcultural Nursing (PRE-POST-TEST)
- Effectiveness of BENEFITS Course in Turkey (PRE-POST-TEST) (Underreview for publication)

***The preparation of the publication. "Better & Effective Nursing Education For Improving Transcultural nursing Skills"***

## BARRIERS & FACILITATORS:

Barriers

- COVID-19 pandemic period,
- Online meetings and encounters
- Budget constraint
- Requirement to be made for planned training
- The workload of some outputs

Facilitators

- The network, new ideas emerging from the collaboration
- Group discussions, learning to understand different opinions and perspectives
- Face to face education, didactic opportunities for new projects
- Actuality of the topic

**Full report available at:**  
<https://benefits.hku.edu.tr>

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