Cultural Competence Education Resource Toolkit
Contents

1. Transcultural Self-Efficacy Tool (TSET)
2. Transcultural Self-Efficacy Tool-Multidisciplinary Healthcare Provider version (TSET-MHP)
3. Cultural Competence Clinical Evaluation Tool—Student Version (CC-SET-SV)
5. Cultural Competence Clinical Evaluation Tool—Employee Version (CC-SET-EV)
7. Clinical Setting Assessment Tool—Diversity and Disparity (CSAT-DD)
8. Demographic Data Sheet—Undergraduate (DDS-U)
9. Demographic Data Sheet—Nurses (DDS-N)
10. Self-Assessment Tool—Academic (SAT-A)
11. Self-Assessment Tool—Health Care Institutions (SAT-HCI)
12. Self-Assessment Tool—Professional Associations (SAT-PA)
13. Active Promoter Assessment Tool—Academic (APAT-A)
14. Active Promoter Assessment Tool—Health Care Institutions/Professional Associations (APAT-HCIPAG)
15. Systematic Inquiry: Academic (SI-A)
16. Systematic Inquiry: Health Care Institutions (SI-HCI)
17. Systematic Inquiry: Professional Associations (SI-PA)
18. Personal Coding Cover Page for Anonymity and Matching Questionnaires
19. Sample Permission Letter
20. Cultural Competence Documentation Log
21. Research Report Template
Welcome to the Cultural Competence Education Resource Toolkit. Used in conjunction with Teaching Cultural Competence in Nursing and Health Care, 2nd Edition, the toolkit contains a wealth of hands-on, user-friendly resources that helps take nurses, educators, administrators, professional association leaders, managers, educators, students, and other health care providers from their own starting point toward the pinnacle—optimal cultural competence. Appropriate for all levels and settings (academic, health care institutions, employee education, professional associations, and continuing education), the book and toolkit end the struggle to find ready-to-use materials for planning, implementing, and evaluating cultural competence education strategies and programs. Toolkit items correspond with the seven essential steps for optimal cultural competence development: (1) self-assessment; (2) active promotion; (3) systematic inquiry; (4) decisive action; (5) innovation; (6) measurement; and (7) evaluation.

Take the next step. Find your setting and discover the toolkit resources best for you:

Resources* for Academic Settings

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Transcultural Self-Efficacy Tool (TSET)</td>
</tr>
<tr>
<td>3</td>
<td>Cultural Competence Clinical Evaluation Tool—Student Version (CCCECET-SV)</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Competence Clinical Evaluation Tool—Teacher Version (CCCECET-TV)</td>
</tr>
<tr>
<td>7</td>
<td>Clinical Setting Assessment Tool—Diversity and Disparity (CSAT-DD)</td>
</tr>
<tr>
<td>8</td>
<td>Demographic Data Sheet—Undergraduate (DDS-U)</td>
</tr>
<tr>
<td>9</td>
<td>Demographic Data Sheet—Nurses (DDS-N)</td>
</tr>
<tr>
<td>10</td>
<td>Self-Assessment Tool—Academic (SAT-A)</td>
</tr>
<tr>
<td>13</td>
<td>Active Promoter Assessment Tool—Academic (APAT-A)</td>
</tr>
<tr>
<td>15</td>
<td>Systematic Inquiry: Academic (SI-A)</td>
</tr>
<tr>
<td>18</td>
<td>Personal Coding Cover Page for Anonymity and Matching Questionnaires</td>
</tr>
<tr>
<td>19</td>
<td>Sample Permission Letter</td>
</tr>
<tr>
<td>20</td>
<td>Cultural Competence Documentation Log</td>
</tr>
<tr>
<td>21</td>
<td>Research Report Template</td>
</tr>
</tbody>
</table>

Resources* for Health Care Institutions

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</tr>
<tr>
<td>2</td>
<td>Transcultural Self-Efficacy Tool—Multidisciplinary Health Provider (TSET-MHP)</td>
</tr>
<tr>
<td>5</td>
<td>Cultural Competence Clinical Evaluation Tool—Employee Version (CCCECET-EV)</td>
</tr>
<tr>
<td>6</td>
<td>Cultural Competence Clinical Evaluation Tool—Agency Evaluator Version (CCCECET-AEV)</td>
</tr>
<tr>
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</tr>
<tr>
<td>9</td>
<td>Demographic Data Sheet—Nurses (DDS-N)</td>
</tr>
<tr>
<td>11</td>
<td>Self-Assessment Tool—Health Care Institutions (SAT-HCI)</td>
</tr>
<tr>
<td>14</td>
<td>Active Promoter Assessment Tool—Health Care Institutions/Professional Associations (APAT-HCI/PA)</td>
</tr>
<tr>
<td>16</td>
<td>Systematic Inquiry: Health Care Institutions (SI-HCI)</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>21</td>
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</tr>
</tbody>
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Resources* for Professional Associations

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</tr>
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</tr>
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*Items may be used alone or in conjunction with other toolkit items for specified settings. See Teaching Cultural Competence in Nursing and Health Care, 2nd Edition for more details.

TOOLKIT ITEMS OVERVIEW

1. Transcultural Self-Efficacy Tool (TSET)
   - An 83-item questionnaire designed to measure and evaluate learners’ confidence (transcultural self-efficacy) for performing general transcultural nursing skills among diverse client populations
   - Consistently high estimates of validity and reliability for subscales and total
   - Requested by researchers worldwide in multiple health disciplines for use with students, nurses, and other health professionals
   - May be used alone or in conjunction with other toolkit items
   - EASY SCORING: Self-Efficacy Strength (SEST) refers to the average strength of self-efficacy perceptions within a particular dimension (subscale) of the construct. Calculate by totaling subscale item responses and dividing by the number of subscale items, resulting in the mean score. For example:

<table>
<thead>
<tr>
<th>Cognitive Subscale</th>
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<th>Affective Subscale</th>
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<tbody>
<tr>
<td>Formula</td>
<td>Item Response Sum</td>
<td>Add Item Responses</td>
</tr>
<tr>
<td>Application</td>
<td>142</td>
<td>182</td>
</tr>
</tbody>
</table>

   - Evaluation of TSE perceptions may be used for a variety of purposes targeting the individual and/or groups. The purposes are to:
     - Develop a composite/baseline of learners’ needs, values, attitudes, and skills concerning transcultural nursing (or health care)
     - Identify general transcultural skills perceived with more confidence (or those as less difficult or stressful)
     - Identify general transcultural skills perceived with less confidence (or those as more difficult or stressful)
     - Identify differences within groups
     - Identify differences between groups
     - Identify at-risk individuals (low confidence or overly confident)
     - Evaluate the effectiveness of specific teaching interventions
     - Assess changes in transcultural self-efficacy perceptions over time

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2. TSET-Multidisciplinary Healthcare Provider (TSET-MHP) Version
   - An 83-item questionnaire adapted from TSET to measure and evaluate learners’ confidence (transcultural self-efficacy) for performing general transcultural skills among diverse client populations. Items are exactly the same as original TSET. Directions change “nurse” and “nursing” focus to “health care provider” focus, encompassing nursing and all other multidisciplinary health care provider groups.
   - May be used alone or in conjunction with other toolkit items.
   - EASY SCORING: Self-Efficacy Strength (SEST) refers to the average strength of self-efficacy perceptions within a particular dimension (subscale) of the construct. Calculate by totaling subscale item responses and dividing by the number of subscale items, resulting in the mean score. For example:

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   - Evaluation of TSE perceptions may be used for a variety of purposes targeting the individual and/or groups. The purposes are to:
     - Develop a composite/baseline of learners’ needs, values, attitudes, and skills concerning transcultural health care
     - Identify general transcultural skills perceived with more confidence (or those as less difficult or stressful)
     - Identify general transcultural skills perceived with less confidence (or those as more difficult or stressful)
     - Identify differences within groups
     - Identify at-risk individuals (low confidence or overly confident)
     - Evaluate the effectiveness of specific teaching interventions
     - Assess changes in transcultural self-efficacy perceptions over time

3. Cultural Competence Clinical Evaluation Tool—Student Version (CCCET-SV)
   - An 83-item questionnaire adapted from the TSET, containing three subscales measuring different dimensions of clinical cultural competence behaviors as perceived by the student:
     - Extent of culturally specific care (Subscale 1)
     - Cultural assessment (Subscale 2)
     - Culturally sensitive and professionally appropriate attitudes, values, or beliefs including awareness, acceptance, recognition, appreciation, and advocacy necessary for providing culturally sensitive professional nursing care (Subscale 3).
   - Used to determine baseline information, identify areas of strengths, weaknesses, and gaps, and to evaluate change following educational intervention and/or increased exposure to culturally diverse clients and/or increased exposure to the clinical topic/area not previously available. Used together with CCCET-TV (Students and teachers independently complete the CCCET at the end of the clinical experience). May be used with other toolkit items.
   - Content validity index high (0.91) as rated by three internationally recognized experts in transcultural nursing.
   - Descriptive statistics (frequency and percent) for individual and aggregate data. Compare with teacher ratings.
   - Results can be used to guide educational changes.

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4. Cultural Competence Clinical Evaluation Tool—Teacher Version (CCCET-TV)

- An 83-item questionnaire adapted from the TSET, containing three subscales measuring different dimensions of student’s clinical cultural competence behaviors as rated by the teacher or preceptor:
  - Extent of culturally specific care (Subscale 1)
  - Cultural assessment (Subscale 2)
  - Culturally sensitive and professionally appropriate attitudes, values, or beliefs including awareness, acceptance, recognition, appreciation, and advocacy necessary for providing culturally sensitive professional nursing care (Subscale 3).

- Used to determine baseline information, identify areas of strengths, weaknesses, and gaps, and to evaluate change following educational intervention and/or increased exposure to culturally diverse clients and/or increased exposure to the clinical topic/area not previously available. Used together with CCCET-SV (students and teachers independently complete the CCCET at the end of the clinical experience). May be used with other toolkit items
  - Content validity index high (0.91) as rated by three internationally recognized experts in transcultural nursing
  - Descriptive statistics (frequency and percent) for individual and aggregate data. Compare with teacher ratings
  - Results can be used to guide educational changes.

5. Cultural Competence Clinical Evaluation Tool—Employee Version (CCCET-EV)

- An 83-item questionnaire adapted from the TSET, containing three subscales measuring different dimensions of clinical cultural competence behaviors as perceived by the employee:
  - Extent of culturally specific care (Subscale 1)
  - Cultural assessment (Subscale 2)
  - Culturally sensitive and professionally appropriate attitudes, values, or beliefs including awareness, acceptance, recognition, appreciation, and advocacy necessary for providing culturally sensitive professional nursing care (Subscale 3).

- Used to determine baseline information, identify areas of strengths, weaknesses, and gaps, and to evaluate change following educational intervention and/or increased exposure to culturally diverse clients and/or increased exposure to the clinical topic/area not previously available. Used together with CCCET-AEV (employees and agency evaluators independently complete the CCCET at the end of the clinical orientation or preceptor experience). May be used with other toolkit items
  - Descriptive statistics (frequency and percent) for individual and aggregate data. Compare with teacher ratings.
  - Results can be used to guide educational changes.


- An 83-item questionnaire adapted from the TSET, containing three subscales measuring different dimensions of employee’s clinical cultural competence behaviors as rated by the agency evaluator:
  - Extent of culturally specific care (Subscale 1)
  - Cultural assessment (Subscale 2)
  - Culturally sensitive and professionally appropriate attitudes, values, or beliefs including awareness, acceptance, recognition, appreciation, and advocacy necessary for providing culturally sensitive professional nursing care (Subscale 3).

- Used to determine baseline information, identify areas of strengths, weaknesses, and gaps, and to evaluate change following educational intervention and/or increased exposure to culturally diverse clients and/or increased exposure to the clinical topic/area not previously available. Used together with CCCET-EV (employees and agency evaluators independently complete the CCCET at the end of the clinical orientation or preceptor experience). May be used with other toolkit items
  - Descriptive statistics (frequency and percent) for individual and aggregate data. Compare with teacher ratings.
  - Results can be used to guide educational changes.

7. Clinical Setting Assessment Tool—Diversity and Disparity (CSAT-DD)

- Used to gather demographic information about the clinical setting, diversity, and disparity
- Can be used to describe clinical setting characteristics (frequency and percent)
• Can be used to create comparison groups based on select demographic categories for comparing scores and data on the TSET, CCCET, CSAT-DD, and other assessment tools
• Results can guide future clinical interventions to eliminate health disparities, student and staff placements, and educational interventions with students and staff
• Supplementary book resources: Chapter 4

8. Demographic Data Sheet—Undergraduate (DDS-U)
• Used to gather demographic information from undergraduate (pre-licensure) students
• Can be used to describe sample characteristics (frequency and percent)
• Can be used to create comparison groups based on select demographic categories for comparing scores and data on the TSET, CCCET, CSAT-DD, and other assessment tools

9. Demographic Data Sheet—Nurses (DDS-N)
• Used to gather demographic information from nurses working in clinical agencies and/or enrolled in RN-BS and graduate (master’s and doctoral) programs
• May be used to describe sample characteristics (frequency and percent)
• May be used to create comparison groups based on select demographic categories for comparing scores and data on the TSET, CCCET, CSAT-DD, and other assessment tools

10. Self-Assessment Tool—Academic (SAT-A)
• Used to help individual faculty member, administrator, and the organization assess various dimensions that can impact upon cultural competence in the academic setting
• May be used individually and/or in groups
• May be used alone or in conjunction with other toolkit items
• Self-assessment should conclude with a listing of strengths, weaknesses, gaps in knowledge, goals, commitment, desire, motivation, and priorities.
• Supplementary book resources: Chapter 6, Figures 1.2 and 6.2

11. Self-Assessment Tool—Health Care Institutions (SAT-HCI)
• Used to help individual staff nurse, nurse manager, nurse educator, nurse executive, administrator, and the organization assess various dimensions that can impact upon cultural competence in the health care setting
• May be used individually and/or in groups
• May be used alone or in conjunction with other toolkit items
• Self-assessment should conclude with a listing of strengths, weaknesses, gaps in knowledge, goals, commitment, desire, motivation, and priorities.
• Supplementary book resources: Chapter 10 and Figures 1.2 and 10.2

12. Self-Assessment Tool—Professional Associations (SAT-PA)
• Used to help individual members, elected officers, administrators, association leaders, and the organization assess various dimensions that can impact upon cultural competence in the professional association
• May be used individually and/or in groups
• May be used alone or in conjunction with other toolkit items
• Self-assessment should conclude with a listing of strengths, weaknesses, gaps in knowledge, goals, commitment, desire, motivation, and priorities.
• Supplementary book resources: Chapter 13, Figures 1.2 and 13.2

13. Active Promoter Assessment Tool—Academic (APAT-A)
• Used to help individuals, groups, and organizations
  ◦ Appraise values, beliefs, and actions concerning cultural competence development
  ◦ Determine whether or not one is an optimal active role model in cultural competence development within the health care institution or professional association
  ◦ Identify factors restricting cultural competence development
  ◦ Plan and coordinate future active promoter actions toward achieving optimal cultural competence
• May be used individually and/or in groups

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14. Active Promoter Assessment Tool—Health Care Institutions/Professional Associations (APAT-HCIPA)
- May be used alone or in conjunction with other toolkit items
- Supplementary book resources: Chapter 6 and Figure 6.3
- Used to help individuals, groups, and organizations
  - Appraise values, beliefs, and actions concerning cultural competence development
  - Determine whether or not one is an optimal active role model in cultural competence development within
    the health care institution or professional association
  - Identify factors restricting cultural competence development
  - Plan and coordinate future active promoter actions toward achieving optimal cultural competence
  - May be used individually and/or in groups
  - May be used alone or in conjunction with other toolkit items

15. Systematic Inquiry: Academic (SI-A)
- Offers a user-friendly quantitative and qualitative approach for systematic appraisal decisions, corresponding
  actions, notations/reflections, prioritization, and future planning
- Used to help individuals, groups, and organizations examine how visible (or invisible) cultural competency
  develop is actively present:
  - Overall within the curriculum
  - Specifically at the individual course level
  - Via outside connections to supplementary resources
- The systematic inquiry is guided by two additional questions:
  - To what degree is cultural competence an integral component within the academic setting?
  - How do all the cultural components fit together?
- May be used individually or in groups
- May be used alone or in conjunction with other toolkit items. (Recommended to use prior to Toolkit Item
  20—Cultural Competence Documentation Log.) Results serve as a valuable precursor to informed decisions,
  responsible actions, and new diagnostic–prescriptive innovations targeting faculty and student development
  in the overall goal of achieving optimal cultural competence

16. Systematic Inquiry: Health Care Institutions (SI-HCI)
- Offers a user-friendly quantitative and qualitative approach for systematic appraisal decisions, corresponding
  actions, notations/reflections, prioritization, and future planning.
- Used to help individuals, groups, and organizations examine how visible (or invisible) cultural competency
  develop is actively present:
  - Overall within the institution
  - Specifically at the individual unit (site) level
  - Via outside connections to supplementary resources.
- The systematic inquiry is guided by two additional questions:
  - To what degree is cultural competence an integral component within the HCI?
  - How do all the cultural components fit together?
- May be used individually or in groups
- May be used alone or in conjunction with other toolkit items. (Recommended to use prior to Toolkit Item
  20—Cultural Competence Documentation Log.) Results serve as a valuable precursor to informed decisions,
  responsible actions, and new diagnostic–prescriptive innovations targeting staff development and improved
  patient care outcomes in the overall goal of achieving optimal cultural competence

17. Systematic Inquiry: Professional Associations (SI-PA)
- Offers a user-friendly quantitative and qualitative approach for systematic appraisal decisions, corresponding
  actions, notations/reflections, prioritization, and future planning
- Used to help individuals, groups, and organizations examine how visible (or invisible) cultural competency
  develop is actively present:
  - Overall within the association
  - Specifically at the membership level
Via outside connections to supplementary resources.

The systematic inquiry is guided by two additional questions:

- To what degree is cultural competence an integral component within the professional association?
- How do all the cultural components fit together?

May be used individually or in groups

- May be used alone or in conjunction with other toolkit items. (Recommended to use prior to Toolkit Item 20—Cultural Competence Documentation Log.) Results serve as a valuable precursor to informed decisions, responsible actions, and new diagnostic–prescriptive innovations targeting staff and membership development in the overall goal of achieving optimal cultural competence

18. Personal Coding Cover Page for Anonymity and Matching Questionnaires

- Used to match questionnaires and assessment tools while protecting respondent’s anonymity
- Attach to front page of questionnaire, questionnaire packet, or assessment tool

19. Sample Permission Letter

- Provides a sample for prospective educators and researchers
- Adapt letter according to study purpose and need
- Mail one copy to Springer Publishing Company and one copy to Dr. Marianne R. Jeffreys.

20. Cultural Competence Documentation Log

- User-friendly log to assist institutions in documenting cultural competence plans, actions, and evaluations.
- Use after Toolkit Systematic Inquiry Assessment Tool.

21. Research Report Template

- User-friendly template to assist individuals and institutions report data generated from assessment tools and questionnaires in toolkit
- Provides a guide for presentations, publications, future research, and cultural competence interventions

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