Campinha-Bacote’s model of cultural competency, The Process of Cultural Competence in the Delivery of Healthcare Services Model, is vital to health care professionals. In the literature summarized below, the model can be used in numerous ways to ensure the development of healthcare services that are culturally competent.

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| --- | --- | --- |
| **Journal Title** | **Purpose** | **Main Ideas Discussed** |
| *A Model and Instrument for Addressing Cultural Competence in Health Care1* | Implementation of the Model into Clinical Practice: Nursing | * Use of the model to guide Nurse’s actions
* Explains each construct of the model
* Discusses the Inventory to Assess the Process of Cultural Competence Among Healthcare Professionals (IAPCC)
	+ Campinha-Bacote’s outcome measure (based off of her cultural competency model)
	+ Briefly discusses psychometric properties
	+ Measures cultural competency in healthcare professionals
 |
| *A Guiding Framework for Delivering Culturally Competent Services in Case Management2* | Implementation of the Model into Clinical Practice: Case Manager | * Addresses the constructs of the Model
	+ Applies it to Case Managers
* Health Diseases and Conditions Among specific ethnicities
* Mnemonics for cultural assessments
* Use of Translators
 |
| *Culturally Competent Health Care in the Home3* | Implementation of the Model into Clinical Practice: Home Health | * Provides an example of a scenario in which a patient would have benefited from cultural competent care
* Discusses the construct of the Model
	+ Applies it to Home Health
* Provides Cultural Assessment Checklist
 |
| *Cultural Diversity in Nursing Education: Issues and Concerns4* | Education of Health Professionals and Retention of Diverse Students | * Ways throughout history in which Nursing Programs have attempted to produce nurses who are culturally sensitive
* Retention of ethnically and culturally diverse students
	+ Previous efforts have been eurocentric
	+ Must apply same principles that nurse educators use to teach cultural competency as it relates to patient care
 |
| *The Challenge of Cultural Diversity for Nurse Educators5* | Education of Health Professionals | * Various definitions of cultural competency
* Discusses each construct of Campinha-Bacote’s Model and techniques to address each
	+ Application of the Model to the nursing staff of a Hospital as part of a continuing education course
		- A four part class-each addressing a part of the model
* Cultural Assessments
 |
| *A Guide to Cultural Competence in the Curriculum: Physical Therapy6* | Education of Physical Therapists | * Implementation of Campinha-Bacote’s model into the development of curriculum for physical therapy students
	+ Discusses activities and outcome measures that can be used
 |
| *Blueprint for Teaching Cultural Competence in Physical Therapy Education7* | Education of Physical Therapists | * Discusses the need for cultural competency
* Discusses two frameworks: Campinha-Bacote model and Cross model
	+ Defines Cultural Competency
	+ Cross-Cultural Communication
 |
| *Cultural Competence: A Critical Factor in Child Health Policy8* | Policy Development | * Explanation of the Model
	+ Application to Policy Development
 |
| *A Framework for Providing Culturally Competent Health Care Services in Managed Care Organizations9* | Providing Culturally Relevant Services by Health Care Organizations | * Explanation of the Model
	+ Application to Managed Care Organizations
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The Process of Cultural Competence in the Delivery of Healthcare Services Model was chosen for several reasons. As seen above, the model has been applied to the clinical practice of various professionals such as nursing, case managers, and home health.1-3 By gaining full understanding of the model, it can easily be applied to the practice of physical therapy. In addition, the model can be used in the education of health professionals.5 More specifically, several resources have even suggested that the model should be used as a guideline for developing a curriculum for physical therapy students.6,7 In addition to clinical practice and education, the model can also be used in administration, research, retention of ethnically and culturally diverse students, and policy development.4,8-10

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