Purpose:
It is widely recognized that the United States population is growing more diverse all the time. According to 2016 census data, the U.S. population is now 24.4% non-White, 13.2% are non-U.S.-born citizens, and an estimated 44 million immigrants reside here (Zong, Batalova, & Hallock, 2018). As a result, themes like cultural humility, cultural awareness, and cultural sensitivity have come to the forefront of both practice and the preparation of advanced practice nurses (Dyches, Haynes-Ferere, & Haynes, 2019). To be effective, advanced practice nurses must understand the concept of cultural humility and also fully embrace its utility in their everyday encounters with clients. Cultural beliefs impact the provision of health care in that one's cultural and ethnic backgrounds shape views of both illness and wellness. People from other cultures retain their opinions, values, and systems of belief, regardless of where they live; however, health care providers often assume that different cultures are more alike than they actually are (Yeo, Phillips, Delengowski, Griffiths, & Purnell, 2011). That kind of assumption can have detrimental impact at all points along the healthcare continuum: assessment, diagnosis, treatment, follow-up, and ultimate outcome.

Methods:
In a graduate course devoted to illuminating the complexity of health protective behaviors and taking into consideration these key cultural concepts, faculty developed a cultural humility assignment that involves students choosing a book or film with a protagonist from a culture different from their own. Students are challenged to apply the core principles of Campinha-Bacote’s model, *The Process of Cultural Competence in the Delivery of Healthcare Services* (Campinha-Bacote, 2002) in the interest of both understanding the cultural beliefs, values, rituals, and customs of an unfamiliar group of individuals and then articulating how that exposure has helped them understand their own cultural values and biases as well (pp. 181-183). Two central components of the model, cultural desire and cultural awareness, were chosen as the foci of the project because faculty believe they are foundational to cultural competence as a whole.

Results:
This dual approach is designed to achieve a two-pronged objective: to (a) prepare future providers who both understand and appreciate the impact of culture on human motivation and behavior, and (b) to initiate a lifelong process of self-examination and self-reflection (Chavez, 2012) that helps them grow as individuals and informs their holistic care of all clients, regardless of cultural background. The written assignment demonstrates the critical combination of exposure followed by reflection and lays the groundwork for personal growth and transformation.

Conclusion:
The basic structures and intentions of this assignment will be presented along with student comments about how the experience helped correct and inform their understanding of culture, bias, and the importance of incorporating these core principles.
into the care they provide. The hope is that the process of dwelling deeply with these principles will set the stage for practice that is based on respect for and appreciation of the dignity of all human beings and the diversity and commonality present in all cultures and traditions.

Title:
Cultural Humility: A Foundational Building Block for Graduate Curricula

Keywords:
advanced practice, cultural humility and nursing education

Abstract Summary:
To be effective, advanced practice nurses must understand the concept of cultural humility and also fully embrace its utility in their everyday encounters with clients. Students are given a written assignment that demonstrates the critical combination of exposure followed by reflection and lays the groundwork for personal growth and transformation.

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