



RESEARCH ARTICLE

CULTURALLY COMPETENT CARE: TRANS FORMING PAEDIATRIC NURSING PRACTICE FOR DIVERSE POPULATIONS

¹Mrs. Sonika Raju and ²Mr. Nasir Ahmad Ganaie

¹Post Graduate Scholor Peadiatric Nursing; ²Nursing Officer SKIMS SOURA

ARTICLE INFO

Article History:

Received 19th June, 2025

Received in revised form

15th August, 2025

Accepted 31st October, 2025

Published online 30th December, 2025

Keywords:

Urban Governance, Public Transport, Decentralization, Sustainable Mobility, Institutional Coordination, Infrastructure.

*Corresponding author:

Mrs. Sonika Raju

Copyright©2025, Sonika Raju and Nasir Ahmad Ganaie. 2025. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Mrs. Sonika Raju and Mr. Nasir Ahmad Ganaie, 2025. "Culturally Competent Care: Trans forming Paediatric Nursing Practice for Diverse Populations". *International Journal of Current Research*, 17, (12), 35706-35707.

ABSTRACT

Culturally competent care (CCC) has emerged as a critical component in improving health outcomes for paediatric populations, particularly in an increasingly diverse society. This article reviews the impact of culturally competent care practices on the health outcomes of children from varied cultural backgrounds. The review synthesizes evidence from recent studies highlighting the correlation between CCC and factors such as patient satisfaction, adherence to treatment protocols, and overall health status. It explores the role of cultural awareness and sensitivity among paediatric nurses in establishing trust and effective communication with patients and their families. Furthermore, it discusses the importance of integrating cultural competence into nursing education and practice, as well as the challenges faced by healthcare providers in achieving this goal. By emphasizing the need for tailored healthcare approaches that respect and incorporate cultural values, this article argues that culturally competent care not only enhances the therapeutic relationship but also leads to improved health outcomes for children. Recommendations for policy and practice will be presented to guide paediatric nurses in implementing CCC effectively within their clinical settings.

INTRODUCTION

In the era of globalization and increasing diversity, culturally competent care (CCC) has gained prominence as a pivotal strategy in enhancing health outcomes, particularly in paediatric populations. The concept encompasses the ability of healthcare providers to deliver care that acknowledges and respects the cultural beliefs, practices, and needs of patients and their families. Effective CCC is especially critical in paediatrics, where children's health is often influenced not only by biological factors but also by the socio-cultural context of their families. Understanding and addressing this context can significantly impact children's health outcomes, engagement with healthcare, and overall well-being.

Concept: Culturally competent care encompasses a set of skills, behaviours, and attitudes that enable healthcare providers to interact effectively with patients from diverse backgrounds. It involves a systematic process through which providers learn about the cultural backgrounds of their patients, appreciate the significance of cultural diversity, and adapt their care accordingly. This concept is grounded in the recognition that cultural factors, including language, beliefs, values, and customs, can influence health behaviours and perceptions of health and illness. CCC requires ongoing education and self-reflection on the part of healthcare providers to ensure they are equipped to meet the unique needs of each patient and family they encounter.

Components

❖**Awareness:** Health professionals must be aware of their own cultural biases and how these may affect their interactions with

patients. This self-awareness is the first step in understanding and respecting the diverse cultures of their patients.

❖**Knowledge:** Gaining knowledge about different cultures, including their health beliefs, practices, and common barriers to care, is essential. This understanding helps in creating treatment plans that are culturally informed.

❖**Skills:** Developing skills in communication, including effective use of language and non-verbal cues, is crucial. The ability to use interpreters when necessary and to engage in active listening ensures that patient's feel heard and understood.

❖**Adaptation:** Adapting healthcare practices to fit the cultural context of the patient is essential. This may involve modifying treatment plans, dietary recommendations, and health education materials to align with cultural beliefs and practices.

Role of paediatric nurse in culturally Competent Care

Understanding Diverse Backgrounds: Children come from various cultural, ethnic, and socio-economic backgrounds, each with unique health beliefs, values, and practices. Paediatric nurses must understand these differences to provide effective care. Awareness of cultural norms influences how families perceive health, illness, and treatment, impacting their willingness to seek care and adhere to medical advice.

Building Trust and Rapport: Establishing trust is crucial in paediatric nursing. Culturally competent care fosters a trusting relationship between nurses, children, and their families. When

families feel understood and respected, they are more likely to engage in open communication, share vital information, and collaborate in care decisions.

Enhancing Health Outcomes: Culturally competent care leads to better health outcomes. Understanding a family's cultural context can help tailor interventions to fit their values and beliefs. This increases the likelihood of compliance with treatment plans and improves the effectiveness of care. Additionally, culturally informed practices can lead to reduced health disparities among different populations.

Promoting Family-Centered Care: Culturally competent paediatric nurses recognize that family involvement is crucial in a child's care. Understanding each family's dynamics, roles, and needs helps foster a collaborative environment. Nurses who value and incorporate family culture into care plans can better support family decision-making and enhance the overall care experience.

Reducing Bias and Misunderstandings: Cultural misunderstandings can lead to biases in care delivery, potentially resulting in misdiagnoses or inadequate treatment. Culturally competent training helps nurses recognize their biases and improve communication, which decreases the risk of misunderstandings and ensures that all children receive equitable care.

Advocating for Patients: Paediatric nurses often serve as advocates for their young patients and their families. Understanding cultural contexts allows nurses to better advocate for the needs and preferences of minority populations, ensuring that they receive appropriate resources and support.

Preparing for a Diverse Workforce: As society becomes increasingly diverse, it is essential for healthcare professionals, including paediatric nurses, to be equipped to serve multicultural populations. Culturally competent care prepares nurses for the appropriate use of resources to enhance the outcomes in the improvised health care settings.

CONCLUSION

The transformation of paediatric nursing practice through culturally competent care is vital in addressing the diverse needs of today's patient populations. By integrating cultural awareness, sensitivity, and responsiveness into nursing practices, healthcare providers can foster more inclusive and effective care environments. This approach not only enhances patient experiences but also improves health outcomes by acknowledging and respecting the unique cultural backgrounds of children and their families. Ongoing education, training, and institutional support are essential for equipping paediatric nurses with the skills necessary for delivering culturally competent care. Ultimately, embracing diversity within paediatric nursing practice will lead to healthier, more equitable communities and cultivate a healthcare system that advocates for all children, regardless of their cultural background.

REFERENCES

Duchi, F., Benalcázar, E., Huerta, M., Bermeo, J. P., Lozada, F., & Condo, S. (2019). Design of a Multisensory Room for Elderly People with Neurodegenerative Diseases BT - World Congress on Medical Physics and Biomedical Engineering 2018 (L. Lhotska, L. Sukupova, I. Lacković, & G. S. Ibbott (eds.); pp. 207–210). Springer Singapore.

Fabry, L., McDermott, S., & Wilford, B. (2024). Culturally Competent Care for Diverse Populations: A Review of Transcultural Nursing Education. *Advanced Emergency Nursing Journal*, 46(3), 274–282.

Goldstein, P., Khatib, S., Palgi, Y., Ashar, Y., & Polyvyannaya, N. (2023). The Synergistic Effect of Multi-Sensory Stimulation and Therapist Support on Physical and Mental Indonesian Journal of Global Health Research, Vol 6 No S6, December 2024 796 Health of Older Adults Living in Nursing Homes: A Randomized Controlled Trial (Preprint). <https://doi.org/10.2196/preprints.55042>

Hunter, K. (2024). Peering through the Window: Engaging Older Adults in Different Art Media to Build Community and Find Identity through Play and the Challenge of Trying Something New.

Jitsuhara, K., Kubo, M., & Takahashi, K. (2024). Relationship between the psychological effects of Snoezelen multisensory stimulation and stress reduction. *The Kitasato Medical Journal*, 54(1), 42–48.

Kemkes. (2019). Indonesia Masuki Periode Aging Population. <https://www.kemkes.go.id/article/view/19070500004/indonesia-masuki-periode-aging-population.html>

Kucirkova, N., & Kamola, M. (2022). Children's stories and multisensory engagement: Insights from a cultural probes study. *International Journal of Educational Research*, 114(May), 101995. <https://doi.org/10.1016/j.ijer.2022.101995>

Leung, M. yung, Famakin, I. O., & Wang, C. (2019). Developing an integrated indoor built environment–quality of life model for the elderly in public and subsidized housing. *Engineering, Construction and Architectural Management*, 26(7), 1498–1517. <https://doi.org/10.1108/ECAM-02-2018-0054>

Britton CV; American Academy of Pediatrics Committee on Pediatric Workforce . *Ensuring culturally effective pediatric care: implications for education and health policy. Pediatrics. 2004;114(6):1677–1685 [DOI] [PubMed] [Google Scholar]*

The American Board of Pediatrics . *National events intensify ABP's commitment to diversity, inclusion. Available at: https://www.abp.org/news/national-events-intensify-abps-commitment-diversity-inclusion. Accessed July 1, 2021.*

Institute of Medicine Committee on Quality of Health Care in America . *Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC: National Academies Press; 2001 [Google Scholar].*

Smedley BD, Stith AY, Nelson AR, eds; Institute of Medicine Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care . *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. Washington, DC: National Academies Press; 2003 [PubMed] [Google Scholar].*
