Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.
Cultural Safety in Nursing Education and Practice in Aotearoa New Zealand

Frances I. Richardson

A thesis submitted to Massey University in partial fulfilment of the requirements for Doctor of Philosophy

Massey University
2010
Dedication

To the memory of
Kathleen Vera Grace Richardson, 1913-2003
and
Irihapeti Merenia Ramsden, Te Awe Awe o Rangitane and Tikao o Ngaitahu,
Abstract

The Nursing Council of New Zealand introduced cultural safety into the nursing education curriculum in 1990. Since that time it has impacted on nursing education and the delivery of nursing and health care in a profound way. There is very little research exploring application of the concept in nursing practice and that is what this thesis explores.

Cultural safety has as its central focus, the nurse and the person for whom she or he cares within complex fields of health care relationships. This thesis argues that culturally safe care is open to multiple interpretations depending on the lens through which safety is perceived and care is interpreted, and applied in everyday practice. The narratives of 16 registered nurses suggest that both safety and care relate to an idea of protection carried out in everyday care. During times of illness or threatened change in health, a person’s sense of self and safety, can be vulnerable to professional and institutional practices which may put their sense of identity and well being at risk. The self-conscious provision of culturally safe nursing takes account of the need to protect identity and requires that the nurse have a practical understanding of professional and structural factors influencing health care.

This thesis draws on the theoretical work of Pierre Bourdieu (1972, 1984, 1990, 1998, 2000) and Margaret Somers (1994) and focuses on identity, fields of practice, power and reflexivity. These concepts resonate with key organising themes within cultural safety discourses and guided the research process. An abductive research strategy (Blaikie, 2002, 2010) was used to shape and guide the analysis process.

The research identifies that culturally safe nursing is not the sole responsibility of the individual nurse and this thesis moves the concept away from a focus on individual nurses and individualised relationships between the nurse and the patient. It extends understanding of cultural safety education and practice by drawing on Bourdieu’s concepts of fields, doxa, and relational networks of power and how these factors shape practice. It examines ways nurses within different health care fields use resources that are available to open up or close down possibilities for them to create the conditions to provide culturally safe care. The thesis identifies how the participants negotiated these contradictions and illustrates how culturally safe care has the potential to aid the demonstration of safe and effective nursing care in all fields of health care.

Key words: Cultural safety, nursing, identity, narrative, field, habitus, power, doxa.
With gratitude

This thesis is the end point of a process that probably began when I first entered nursing some years ago. On completing the work I have discovered some answers to questions I was asking which usually began with “what is going on here”? On completing the thesis I find there are different questions to be answered. This thesis has taken me down many paths and many adventures, none of which I could have embarked on without the company of very good supervisors, friends, family, colleagues, protagonists and the odd antagonist.

I have been extraordinarily privileged to have had the support of so many people and access to resources which enabled me to produce this work. So many people have contributed to the project. This may have been through a passing conversation, sharing of ideas, intellectual brilliance, wisdom, being there, editing, reading, driving, feeding and everything in between.

Without the generosity and willingness of the 16 woman who took part in the study this research would not have been possible. My heartfelt thank you and appreciation must first go to them for taking part and for sharing their stories of cultural safety.

I am so very indebted to my thesis supervisors Professor Jenny Carryer and Dr Suzanne Phibbs, what a great team. They made my experience of research a positive one with each bringing their own particular qualities and style to the process. Professor Carryer provided her nursing wisdom and timely and well timed feedback to make sure I stayed on track and provided me with quality intellectual input and support. She knew the right moments to apply appropriate pressure and when to walk encouragingly beside me.

Dr Suzanne Phibbs worked and walked with me above and beyond the call of duty. She went willingly into the process with me, offering timely feedback, suggestions and her intellectual acumen helped me take my thinking forward. She has taken me into intellectual spaces I did not know I was capable of going into.

Thank you to the staff of the College of Health and Social Services at Massey University for their support and encouragement. A special vote of thanks to the Massey University distance library service staff and the New Zealand Courier Post driver, all of whom kept me supplied with books and articles. Thank you to the librarians at Whitireia Community
Polytechnic and for gently telling me sometimes that the books I had just returned to them were Massey books.

I acknowledge the support of my colleagues at Whitireia Community Polytechnic, in particular, Wendy Trimmer for her support throughout, Manu Anaru and Rob Brown for formatting and printing. Thank you to Joy Bickley, Lesley MacGibbon and Debra Wilson for their ongoing support, encouragement and for being good critical friends. Thank you to Jane Robertson, Jo Stevens, Janna Twydle and Wendy Cuthbert for editing, proofing, formatting work at different stages.

A world of friends, colleagues and family have made me feel loved and cared for at the best of times and the worst of times and include Jeanne Douche, Deidre Perreau, Pleasance Hansen, Cat McIsaac, Faith Roberts, Rose McEldowney, Lois Cox, Auntie Rowe, Louise Hansen, Mike Camden and Sue Cornforth to name a few.

Joy Bickley has been a great friend with whom I have shared many conversations about the ‘state of the art’ of nursing. Thank you for being a very good friend and companion for Dorothy the dog, for keeping her fit and healthy and helping her bring the cricket balls and the pine cones home. Darryl Walker has been an ever present support as we have travelled the world with me figuratively and literally as I have moved through the process. Thanks to Darryl for providing me with a ‘room of one’s own’ at the boatshed on the water. My sister Catherine Jaubert -Richardson and Jean-Luis Jaubert provided me with support and a winter seaside retreat to help me write and relax.

Thank you to the fabulous car pool women, Debra Wilson, Joanna Davison and Juliana Korzon. You have been a grounding presence in my life for a long time. Thank you to Debra for her unstinting energy and support in getting me through the early phases of writing.
Contents

Abstract

With Gratitude

Chapter one: Cultural safety: Overview and positioning

1. Introduction
1.1 The historical positioning of cultural safety in Aotearoa New Zealand
1.2 Identity and a politics of difference
1.3 Consciousness of difference and cultural safety
1.4 Cultural safety: Past and present
1.5 Defining cultural safety
1.6 Cultural safety practices and settings
1.7 Overview of the research
1.8 Positioning the research in a nursing context
1.9 Justification for and significance of the research
1.10 Summary
1.11 Overview of the study

Chapter two: Cultural safety – The New Zealand context

2. Introduction
2.1 Literature review search technique
2.2 Positioning the review of the New Zealand literature
2.3 The contribution of Ramsden’s work to the development of cultural safety
2.4 From protest to mainstream: Breaking the mould
2.5 Changing the landscape of nursing education
2.6 Deconstructing the term cultural safety
2.7 From protest to nursing
2.8 From protest to nursing to protest
2.9 Pedagogy and attitude change
2.10 Cultural safety research: The New Zealand context
2.11 Making links between educational pedagogy and nursing discourses in practice ............................................................................................................................................................ 51
2.12 Summary .......................................................................................................................................................................................... 54

Chapter three: Cultural safety – In dialogue with the international literature .......... 56
3. Introduction .......................................................................................................................................................................................... 56
3.1 Competing paradigms .................................................................................................................................................................... 57
3.2 Aotearoa New Zealand authors debate transcultural care theory .......................................................... 59
3.3 Reading cultural safety: International contexts ......................................................................................................................... 62
3.4 Cultural competency and cultural safety .............................................................................................................................. 67
3.5 Culture specific models of care ...................................................................................................................................................... 70
3.6 Cultural safety and the health of Tāngata Whenua ..................................................................................................................... 73
3.7 Theorising nursing work as a relational and political endeavour ............................................................................................. 75
3.8 Cultural safety as a social movement ................................................................................................................................. 78
3.9 Critical theory and postmodern concepts of culture ............................................................................................................... 80
3.10 Power and difference in cultural safety .............................................................................................................................. 82
3.11 Evaluation of the literature ....................................................................................................................................................... 83

Chapter four: Theoretical underpinnings, methodology and method .......... 86
4. Introduction .......................................................................................................................................................................................... 86
4.1 Situating the methodology: Nursing and narrative research ................................................................................................. 86
4.2 Aims of the research ..................................................................................................................................................................... 87
4.3 Narrative inquiry ............................................................................................................................................................................. 89
4.4 Abductive research strategy .......................................................................................................................................................... 91
4.5 Social constructivism ............................................................................................................................................................... 92
4.6 Theoretical orientations ................................................................................................................................................................. 92
4.7 Bourdieu, habitus and field ......................................................................................................................................................... 93
4.8 Somers and relational narrativity ........................................................................................................................................... 95
4.9 Research design ............................................................................................................................................................................ 98
4.10 Interview as method ............................................................................................................................................................... 98
4.11 Ethical considerations arising from the research ................................................................................................................... 100
4.12 The process of ethics approval and participant selection ................................................................................................. 101
4.13 Participant selection ............................................................................................................................................................... 102
4.14 The participants ........................................................................................................................................................................ 103
Chapter five: Learning about cultural safety and meanings of cultural safety........119

5. Introduction .............................................................................................................. 119
5.1 Transferring knowledge from education to practice.............................................. 119
5.2 Coming to know about cultural safety in nursing and coming to nursing knowing about cultural safety ................................................................. 121
5.3 Sameness in contexts of difference, reflecting on marae-based learning.............. 127
5.4 Meanings of cultural safety ...................................................................................... 132
5.5 Coming to know about cultural safety................................................................. 134
5.6 To understanding ................................................................................................... 140
5.7 Coming to nursing with cultural safety................................................................. 144
5.8 Knowing your own beliefs ...................................................................................... 148
5.9 Protection ................................................................................................................ 149
5.10 Cultural safety is about manners and being respectful........................................ 150
5.11 Cultural safety is about listening.......................................................................... 152
5.12 Cultural safety is about difference ....................................................................... 153
5.13 Cultural safety is about communication and difference...................................... 154
5.14 Cultural safety is about reflection – Being able to check yourself...................... 156
5.15 Summary ................................................................................................................. 157
Chapter six: Settings and identity - Structure and agency - Toward a settings approach

6. Introduction ........................................................................................................................................ 159
6.1 Defining a settings approach ........................................................................................................... 160
6.2 Defining narrativity and relational setting: Agency/structure ....................................................... 161
6.3 Introducing the participants and the settings ..................................................................................... 162
6.4 Christina ........................................................................................................................................... 162
6.5 Barbara ........................................................................................................................................... 163
6.6 Jill ..................................................................................................................................................... 163
6.7 Ruby .................................................................................................................................................. 163
6.8 Christina’s story: Cultural safety: “A bit hazy in the middle” ......................................................... 164
6.9 Barbara’s story – Cultural safety: Keeping it simple .......................................................................... 172
6.10 Jill’s story: Cultural safety: No space, no time to care, no privacy ................................................. 178
6.11 Ruby’s story: Realising the intent of cultural safety - The recipient of care ................................... 183
6.12 Summary ........................................................................................................................................ 190

Chapter seven: Cultural safety as habitus, field and doxa

7. Introduction ........................................................................................................................................... 192
7.1 The participants .................................................................................................................................. 194
7.2 Rose’s story: Culturally safe nursing practice is about catching and carrying stories ................... 195
7.3 Louise’s story: It’s about getting things done and doing what needs to be done ................................ 203
7.4 Debbie’s story: It’s a cultural thing ..................................................................................................... 214
7.5 Patricia’s story: Processing widgets .................................................................................................. 221
7.6 Summary ........................................................................................................................................... 226

Chapter eight: Discussion of findings

8. Introduction ........................................................................................................................................... 229
8.1 Review of the findings ......................................................................................................................... 229
8.1.1 Learning about cultural safety and meanings of cultural safety ................................................. 229
8.1.2 Settings and identity: Structure and agency - towards a setting approach ................................. 231
8.1.3 Cultural Safety: Habitus, capital, doxa and field ......................................................................... 232
8.2 Integration of findings with the literature ................................................................. 233
8.3 Towards a Bourdieusian theorisation of cultural safety ............................................ 235
8.4 Contribution of the methodology to research ............................................................ 238
8.5 Limitations of the study ............................................................................................ 239
8.6 Issues for further investigation in the development of cultural safety knowledge ............................................................................................................................... 240
8.7 Relevance of the findings of this thesis for Māori and nurse educators ................. 241
8.8 Cultural safety in nursing education .......................................................................... 241
8.9 Interdisciplinary culturally safe practice: Knowing the field ..................................... 242
8.10 Cultural safety and the recipient of care ................................................................. 242
8.11 Reflection on the process .......................................................................................... 243
8.12 Conclusion .................................................................................................................. 244
8.13 Closing comment ...................................................................................................... 246

Appendices ..................................................................................................................... 247
Appendix 1 ......................................................................................................................... 247
Appendix 2 ......................................................................................................................... 248
Appendix 3 ......................................................................................................................... 249
Appendix 4 ......................................................................................................................... 250
Appendix 5 ......................................................................................................................... 251
Appendix 6 ......................................................................................................................... 252
Appendix 7 ......................................................................................................................... 253
Appendix 8 ......................................................................................................................... 254
Appendix 9 ......................................................................................................................... 255
Appendix 10 .................................................................................................................... 256
Appendix 11 ...................................................................................................................... 257
Appendix 12 ...................................................................................................................... 258
References ....................................................................................................................... 259