



Cultural Safety and Leadership Education Program Transformative For Pediatric Nurse at H. Sahudin Regional General Hospital Kutacane

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Article Info	ABSTRACT
<p>Corresponding Author: Yusnaini Email: yusnaini84@gmail.com</p>	<p>The implementation of cultural safety and transformative leadership in pediatric nursing care is especially vital in multicultural settings. Pediatric nurses face communication and decision-making challenges influenced by the cultural values of patients' families. However, understanding and applying the principles of cultural safety and transformative leadership practices in pediatric nursing units remains limited. This community engagement program aims to enhance the capacity of pediatric nurses in applying these principles through education, training, and mentoring. The program included a preparation phase, a two-day interactive workshop, two weeks of field mentoring, and evaluation through pre- and post-tests, as well as daily reflections. A total of 20 pediatric nurses participated in the entire series of activities. Evaluation results showed a significant improvement in participants' understanding; the average score for cultural safety increased from 62.3 to 84.1, and for transformative leadership from 58.7 to 81.5. Moreover, participants demonstrated more reflective and inclusive behavior in nursing practice and team leadership. This program proved effective in improving pediatric nurses' knowledge and skills related to cultural safety and transformative leadership. Therefore, it is recommended that the hospital continue the training regularly and expand it to other units to improve the quality of culturally sensitive nursing care.</p> <p>Keywords: cultural safety, transformative leadership, pediatric nursing, nurse training.</p>

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INTRODUCTION

Service nursing child demand competencies that are not only nature clinical, but also sensitive to values culture patients and their families. Nurses child face to face with population vulnerable which is highly influenced by context culture in respond disease, treatment, and interaction with power health (Jenstad et al., 2024) . Nurses children at H. Sahudin Regional Hospital Kutacane often give service to family with background behind Alas, Gayo, Batak culture, and various other ethnic groups that have view unique to health child. Understanding cultural safety become key in build connection safe, mutually beneficial therapeutic respectful, and meaningful between nurses, children, and families.

Cultural safety focuses on the creation room safe service in a way cultural and psychological, where patients feel appreciated and not dominated by values culture

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professional. Chakanyuka et al. (2022) , cultural safety emphasizes reflection critical to power, discrimination, and dynamics socio-cultural in service health. Cultural safety is still limited implemented in practice nursing, in particular nursing child (Lee & Han, 2024) . Nurses Not yet fully understand method integrate principles of cultural safety in communication, taking decision clinical, and advocacy patient child.

Success the implementation of cultural safety is influenced style leadership nursing, especially leadership clinically conducted head room or senior nurse (Haskins & Roets, 2022) . Leadership style transformative effective support change behavior, improve motivation, and strengthening competence nurse through empowerment, inspiration vision, and strong interpersonal relationships (Labrague, 2024) . Leader transformative results oriented work, development values, sensitivity, and sense of responsibility answer professional nurse to patients and their families.

Preliminary study at H. Sahudin Regional Hospital Kutacane against 10 nurses obtained that There is gap in understanding the concept of cultural safety and practice leadership transformative in the nursing unit child. Nurse focus on aspects technical and procedural, without consider dynamics culture that can influence comfort and trust family patients. Training that is specific Still not enough integrate values culture local with strengthening leadership clinical nurse child.

Devotion to public This aiming give education and training to nurse child about principles and practices of cultural safety, as well as skills leadership relevant transformative in context nursing pediatrics. Activities this, it is expected happen improvement understanding nurse to values culture patients and methods integrate it in practice care nursing children, nurses capable show behavior more leadership transformative in to build team, finish conflict, and facilitate learning together in the environment Work.

METHOD

Activity devotion to public This held on February 17 until March 29, 2023 through a number of designed stages in a way systematic, participatory, and contextual so that the material education can accepted and implemented in a way effective by nurses children at H. Sahudin Regional Hospital Kutacane. As for the method its implementation is as following :

1. Stage Preparation and Coordination

At the stage preparation and coordination, team devotee do meeting beginning with management of H. Sahudin Regional Hospital Kutacane as well as head room maintenance child For convey purpose, space scope, and schedule implementation activity in a way comprehensive. Next, it is carried out survey need informally through interview short and observational field to identify level understanding beginning nurse to draft *cultural safety* and style leadership transformative.



Figure 1. Team Coordination with Party Management of H. Sahudin Regional Hospital

Based on results identification said, the team compile module training and materials contextual educational, with notice wisdom local and background culture public around like the Alas, Gayo and Batak ethnic groups, so that material training become more relevant and applicable in practice nursing children in the neighborhood House Sick.

2. Implementation Education and Training

Implementation education and training done for two days in interactive workshop format designed For increase understanding and skills nurse child in a way comprehensive. On the day first, participants follow education about *cultural safety* that begins with introduction draft base *cultural safety*, *cultural competence*, and *cultural humility* in context nursing child. Session to be continued with studies cases and discussions group about practice nursing in culture local, as well as simulation communication effective with family patient from various background behind culture. Meanwhile that day second focused on training leadership transformative, starting with discussion principles base leadership transformative in practice clinical, continued with *role play* about role nurse as a role model, inspirator, and mentor team, and closed with session reflection and compilation plan action individuals who will applied in environment each person's work.

3. Mentoring and Monitoring

After training finished implemented, activities to be continued with mentoring distance on *-site* by the team devotee for two weeks For monitor in a way direct implementation draft *cultural safety* and leadership transformative in practice nursing children. Accompaniment This aiming give bait come back direct, strengthening understanding nurses, and help overcome obstacles that arise during the implementation process in the field. In addition, each nurse given sheet reflection daily as tool take notes experiences, challenges, and strategies in apply the principles that have been studied, so that can become material evaluation and learning sustainable.



Figure 2. Mentoring and Monitoring

4. Evaluation Activity

Evaluation activity done in a way systematic For measure effectiveness of training programs through administering pre-tests and post-tests aimed at evaluate improvement understanding participant to material *cultural safety* and leadership transformative. Questionnaire about *cultural safety* 15 item questions and leadership transformative 10 item questions. In addition, the feedback come back participant collected through questionnaires and interviews short to evaluate method delivery, level satisfaction, and identify need training continued.

RESULTS AND DISCUSSION

Activity devotion to community held on February 17 until March 29, 2023 at H. Sahudin Regional Hospital Kutacane walk with smooth and get welcome positive from party House Sick as well as participant training. A total of 20 nurses child involved active in all over series activities consisting of from stage preparation, training, mentoring, and evaluation. Based on pre-test and post-test results, occurred significant improvement in understanding participant to draft *cultural safety* and leadership transformative. Average score pre-test and post-test results of participants can seen in Table 1 below :

**Table 1. Average Pre-test and Post-test Scores
 Cultural Safety and Leadership Transformative (n = 20)**

No	Rated aspect	Average Score	
		Pre-test	Post-test
1	Cultural Safety	62.3	84.1
2	Leadership Transformative	58.7	81.5

Table 1 shows that average pre-test score on aspects *cultural safety* an increase of 62.3 to 84.1 in the post-test, while in the aspect leadership transformative, average scores increased from 58.7 to 81.5. This result show that material training can accepted with good and effective increase knowledge as well as awareness participant to importance sensitivity culture and roles leadership in nursing children. O'Neill (2020), adult learning (*andragogy*) according to Knowles, which emphasizes that contextual and based learning experience will more effective in increase understanding and change behavior. Curtis E et al. (2019) , nurses must in a way active create safe space for patient from background behind culture minority.. Increasing score *cultural safety* reflect improvement awareness nurse to importance avoid domination mark professional and more value belief as well as preference family patient in the nursing process.

Qualitative data results from sheet reflection daily and interviews show that participant start capable identify challenge culture in practice nursing children, such as difference parents ' beliefs to procedure medical, how to view to disease, until preference in taking decision. Participants convey that they feel more believe self For build empathetic and responsive communication to background behind culture patient. Truong et al. (2021) , ability For do reflection self in a way sustainable and place patient as partner equivalent in service.

In this aspect leadership, some nurse convey experience positive in to practice approach transformative, such as give motivation to colleague work, become example in finish problem clinical, as well as support collaboration team. Kaur Bagga et al. (2023) , style leadership transformative known capable build climate supportive, strengthening work commitment, and improve performance team nursing through empowerment and vision together.

Mentoring carried out for two weeks after training proven help guard continuity implementation material. Bryson (2020) , support environment Work post-training is very important in ensure knowledge and skills new can applied in a way consistent. Service team take notes existence change behavior more work inclusive and reflective, characterized with openness nurse in to discuss dynamics culture and increasing sensitivity to values family patient. Reflection sheet daily show that part big nurse experience development in identify effective communication strategies as well as start to practice leadership based on mark in interaction team.

Evaluation to method delivery show level high satisfaction, where 90% of participants state that interactive workshop approach with studies cases and simulations are very helpful understand material in a way applicable. Evaluation results show that approach contextual and based training culture local effective in increase involvement participants, because nurse feel material more relevant and can associated direct with experience daily.

CONCLUSION

Conclusion from implementation activity devotion to public This is an educational program *cultural safety* and leadership transformative for nurse children at H. Sahudin Regional Hospital Kutacane implemented with good and effective increase understanding Participants. Average *cultural safety score* increase from 62.3 to 84.1, and the score leadership transformative from 58.7 to 81.5. Contextual workshop, reflection, and mentoring proven strengthen skills nurse in give sensitive care culture and building leadership clinical positive. Therefore That, recommended party House Sick consistent give support for nurse in apply cultural safety and leadership transformative.

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