Nursing Education Curriculum Evaluation Tool for Diversity, Equity, and Inclusivity
Version 5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Curricular Visibility Highlighting Bias and Privilege					
1. Class materials encourage students to reflect on their own privileges and biases.					
2. Clinical and simulation opportunities provide practice in examining implicit bias, discrimination and stigmatizing behaviors.					
3. A variety of perspective of nurses from historically marginalized groups are highlighted.					
Curricular Visibility of Diverse Perspectives					
4. The curriculum recognizes the validity and integrity of a wide variety of world views.					
5. A wide variety of communities are visible in the curriculum (various aspects of identity related to geography, income, education level, race, ethnicity, gender identity, family, ability and age) through photos, names, case studies, etc.					
6. Nursing experts in the curriculum are drawn from a variety of backgrounds					
7. Curricula have examples of research based bias and discrimination threaded throughout.					
Inclusion					
8. Clients, patients, populations are portrayed in the curriculum as individuals and not by their disease process.					
9. Culturally relevant language is used appropriately and in correct context. Slang language is avoided.					
10. Gender-inclusive language is used (e.g. not only male or female).					
11. Individuals are not represented as foreign or exotic.*					
12. The curriculum presents multiple understandings of health-related concepts or theories.					
School/Faculty Structures Supporting Diverse Learners					
13. Class structure allows ample opportunity for help, revisions with feedback accepted, and frequent specific feedback.					
14. Students have full access to curriculum resources to assist students who have access difficulties..					
15. Educational supports and frequent assessments are made available to students.					
Structural violence					

16. Marginalized populations (racialized, LGBTQIA, disabled, neurodivergent) are not considered the cause of any negative health risks. *					
17. Historic realities resulting in generational trauma that impact human health are acknowledged.					
18. Health concepts are presented in relation to the social determinants of health.					
Emphasis on Social Justice					
19. Social justice is considered to be an important concept in the nursing curriculum.					
20. Course materials explain how broader systems of oppression produce exploitative, unjust, and dehumanizing systems.					
21. Course materials acknowledge the impact of structural conditions on nursing practice.					
22. Course materials emphasize the role of the nurse in protecting, promoting, and restoring the physical and mental well-being of clients, patients, and populations.					
23. Course materials demonstrate the connection between nursing, person, environment, and health.					

* Item adapted from NYU Metro Center's Culturally Responsive Curriculum Scorecard (Bryan-Gooden et al., 2019)

Bryan-Gooden, J., Hester, M. & Peoples, L. Q. (2019). Culturally Responsive Curriculum Scorecard. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.