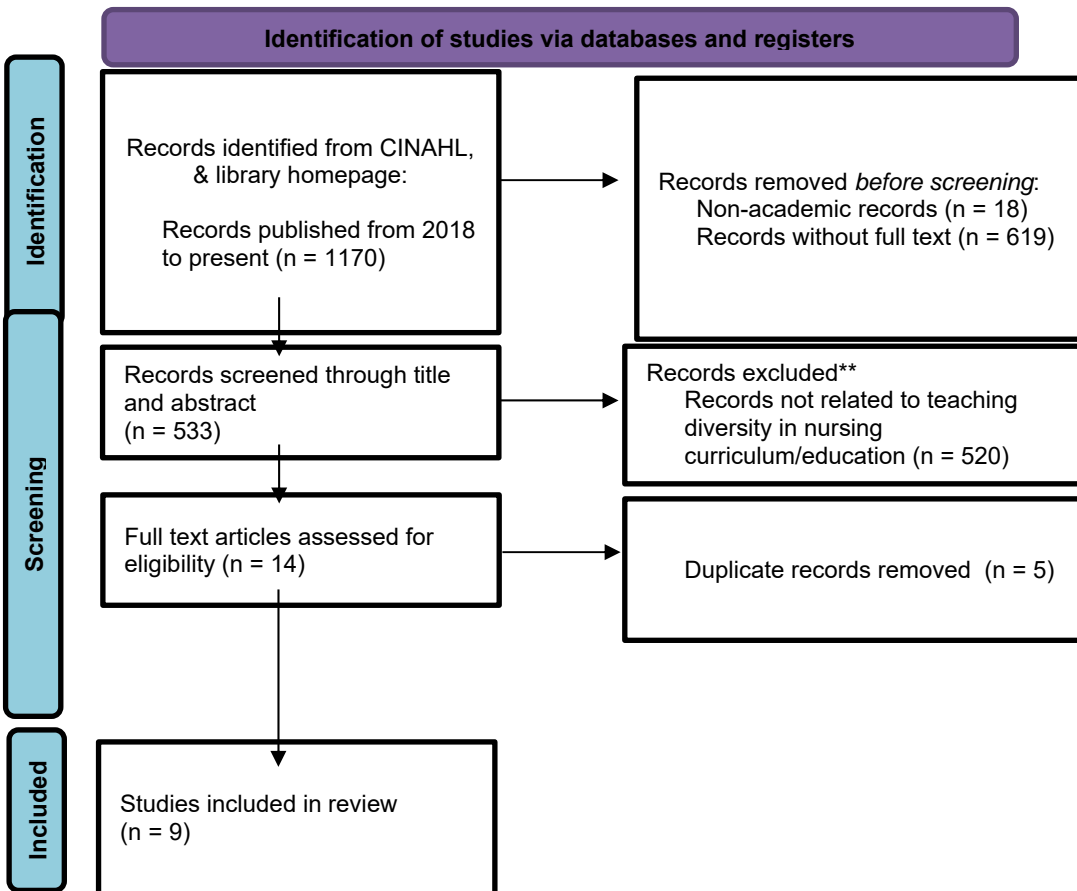
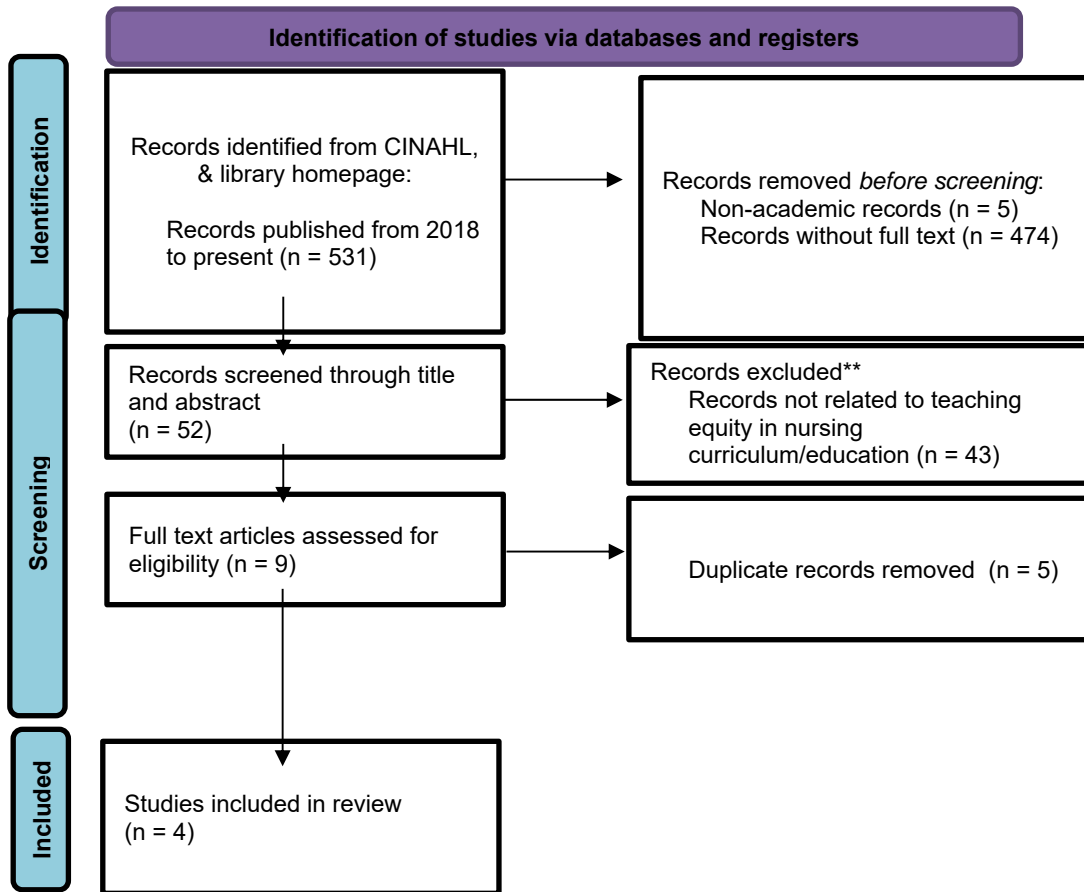


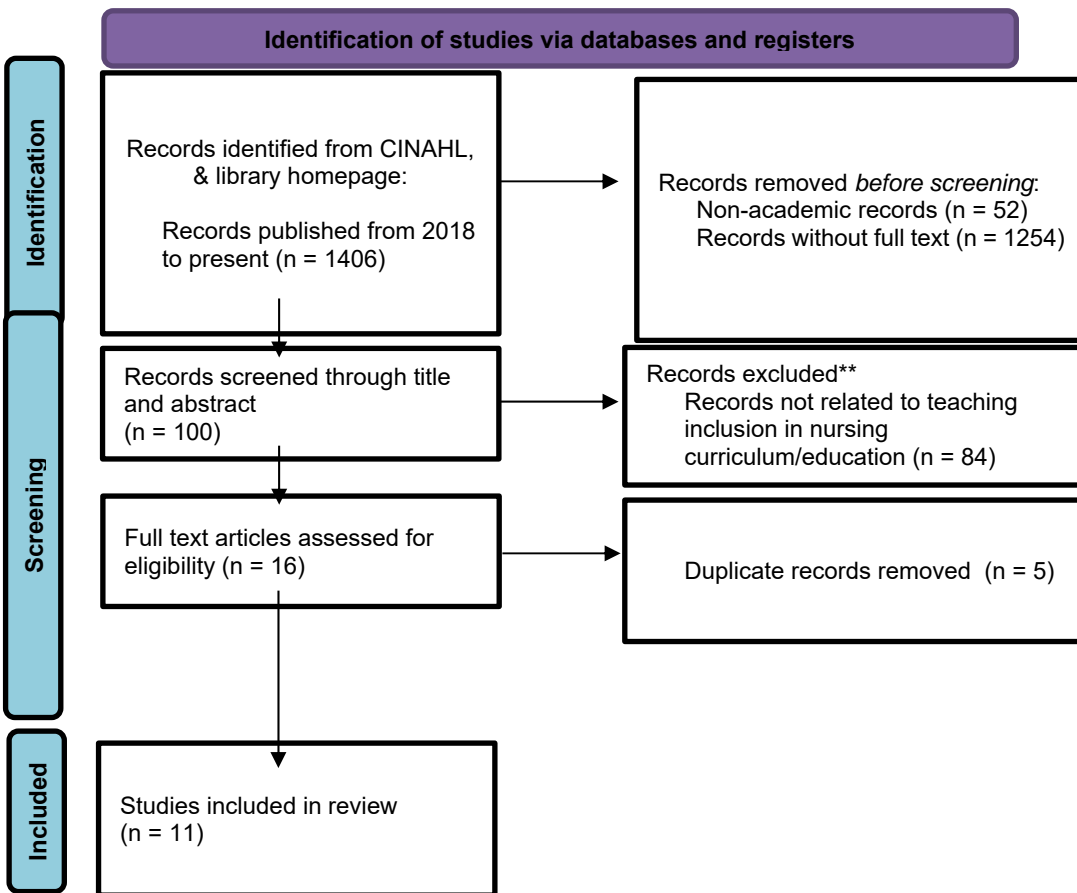
Appendix 1:
Diversity Prisma



Equity Prisma



Inclusion Prisma



Appendix 2: Overview of Articles Reviewed

Article	Type of Study	Level of Evidence (1-5) *according to JHEBP	Site	Diversity	Equity	Inclusion	Suggestions for Curriculum Change
Bingham & Heavey (2023)	Expert opinion	5	BSN	X		X	YES Suggestions for creating an inclusive environment for LGBTQ patients with an emphasis on proper pronouns. This article provides accessible resources and methods that health care professionals may use to provide culturally competent care.
Burton (2020)	Expert opinion	5	BSN	X		X	YES Need to limit the reinforcement of gender roles throughout the nursing curriculum. Suggests that due to nursing being a predominantly female profession, gender roles are often reinforced in nursing education, causing a decrease in diversity within the profession.
Carter and McMillian-Bohler (2021)	Qualitative	5	BSN	X		X	YES There needs to be additional teaching centered on recognizing and responding to microaggressions. They found that race is the most common aggression, students had an increased ability to recognize microaggressions after the interactive workshop.
Cox et al. (2023)	Expert opinion	5	BSN	X	X	X	YES Suggestion for ways to address DEI in prelicensure courses to decrease the health gaps for disadvantaged populations. Identifies that using articles about DEI content, create inclusive DEI topics for each course, and include race/health based medicine for each class.
Crawford, Jacobson & McCarthy (2022)	Quantitative and Qualitative	5	Graduate		X		YES Study done with 42 graduate nurses after completing a social justice course that showed an increase knowledge and attitude towards social justice. By implementing a social justice course students are found to have an increase in shaping their values as well as their attitudes towards equity and social justice.
Daly and Pauly (2022)	Expert opinion	5	BSN		X		YES Students were enrolled in a fourth-year course with a clinical component to expose them to diverse populations. Teaching students to apply their nursing skills in a community-based setting gives them a better understanding about social changes to decrease disparities and recognize power, and privileges.
Englund et al. (2020)	Expert opinion	5	BSN	X		X	YES Evidence shows that the LGBTQ+ community is at increased risk for developing various disorders and discrimination therefore nursing educations needs to add more LGBTQ education into our curriculum to help decrease the gap in education. There are no specific suggestions for competencies.
Ercan-Sahin & Aslan (2020)	Qualitative	5	BSN			X	YES A survey for nursing students to see how they feel about our educational coverage on LGBT+ health. Results showed that there needs to be course content implemented to help students develop awareness about underserved populations.
Foronda et al. (2022)	Expert opinion	5	BSN	X	X	X	YES Nursing educators are advised to assess their academic environment and curriculum to see where they have gaps in DEI education. This article emphasizes the important of debriefing to help promote further learning and reflection on experiences.
Foronda et al. (2023)	Expert opinion	5	BSN	X		X	YES Educational tools used throughout the curriculum consisted of simulations, modified monopoly, modified privilege walks, and a bias awareness. These tools were

							evaluated through a survey which recorded the students' emotions during this learning experience. It was concluded that these tools are effective in shaping the student's perspective to value diversity.
Garritano & Stec (2019)	Expert opinion	5	Graduate		X		YES Suggested need to develop health policy course for DNP students. The purpose behind this course is to help DNP students learn how to integrate concepts of health equity, social awareness, and cultural awareness within the development of health policies.
Gillson & Cherian (2019)	Expert opinion	5	BSN	X			YES Need to continue to address cultural diversity in all nursing courses. Emphasizes the importance of implementing these topics within all course to provide students with the education needed to shape learners into culturally competent professionals.
Giralt et al. (2020)	Systematic review	1	BSN			X	YES Systematic review of 13 articles on stigma with mental health. Need to improve teaching for attitudes towards mental health in nursing students. Results showed that there is a gap within attitudes towards mental health within the clinical environment.
Gunowa et al. (2020)	Observational case study	3	BSN			X	YES Critiques and adjustments need to be made in pressure injury teaching practices to reduce the disparity and improve care for patients with darker skin tones. It is prevalent that integrating skin tone diversity will allow students to be more aware about pressure injuries to improve care for patient with darker completions.
Kelly (2022)	Expert opinion	5	BSN	X	X	X	YES Topics regarding DEI were integrated into a first course. Students completed weekly readings and modules and had discussions during class. Students were able to demonstrate their knowledge regarding these topics through discussions, which were found to be rich and knowledgeable.
Koszalinski & Jones (2022)	Expert opinion	5	PhD	X	X	X	YES Teaching tip for PhD students. Consider readings that allow students to consider health related to both social and structural inequities. Students were able to attend a virtual inaugural observance of the Tulsa Race Massacre, along with having readings and writings about social movements being integrated into the nursing profession. This course work is through to help nursing students develop research in regard to inequalities that affect healthcare.
Kronk et al. (2020)	Quantitative and Qualitative	5	BSN			X	YES Need to develop competencies in caring for people with disabilities in prelicensure nursing students. These 12 competencies developed are though to establish a framework to help nursing students develop mindfulness and address concerns in disparities among people with disabilities.
Najjar et al. (2023)	Expert opinion	5	BSN			X	YES This source recommended instructors discussing appropriate ways to respond to name mispronunciation. TEDx talk shown, then student discussions. Using current name pronunciation helps promote an inclusive environment because mispronunciation is a microaggression that may interfere in the development of an inclusive learning environment.
Ozkara San et al. (2023)	Descriptive	5	BSN			X	YES The study with 234 students concluded that the simulation was an effective tool for exposing students to patients with disabilities. This study was used to evaluate student's perception on simulations to meet their objectives in learning about children with disabilities.
Petkari et al. (2018)	Systematic review	1	Does not specify			X	YES Educate nurses on how to provide individualized, quality

							care to individuals with mental illnesses. Teaching students to care for patients with mental illness promotes individualized care and reducing the stigma among this patient population.
Pierce & Felver (2021)	Case series	4	BSN	X		X	YES Use photos representative of all colors when teaching. Using representation of diverse skin colors prepares students to care for different patient population and be aware of how to care for all skin colors.
Pitts et al. (2020)	Expert opinion	5	BSN	X	X	X	YES Emphasized the need to write a DEI statement. A diversity/inclusivity statement will not only show that a program values diversity in nursing but also act as a guide in curriculum. It is believed that advocating for a diverse workforce it can help guide towards a more diverse nursing curriculum.
Thorton (2018)	Expert opinion	5	BSN	X			YES Suggested used of diverse clinical experiences to promote cultural competence. Clinical experiences that resemble SDOH and challenges patients face can increase cultural competence and confidence.
Zlotnick & Carmit-Noa (2018)	Expert opinion	5	BSN			X	YES Encourage incorporating cultural diversity (SES, ability/disability, sexuality, race, etc.) into nursing programs. A 5-step framework used to develop and promote inclusivity among nurses and students.