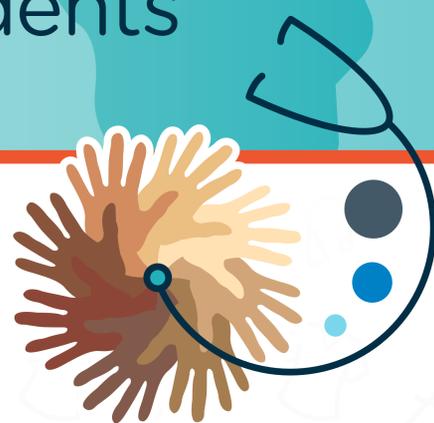# Combating Health Disparities Through Representation, Inclusion, and Bias Reduction in Assessments for Nursing Students

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Description

In recent discourse, leading organizations in health care have highlighted factors that contribute to health disparities in the U.S. One of those factors is an overall lack of representation in the health care field. To reflect upon our role in either combating or contributing to health disparities in this way, we took a deep dive into our existing practices and products to identify areas for improvement or replication. Our products are intended to prepare nurses to care for a diverse world of patients. Our goal is to combat health disparities by writing content that is inclusive, representative, and unbiased.

Aim

Combat health disparities by creating assessments for nursing students that accurately represent a diverse population.

Actions

We established company-wide bias reduction and fairness initiatives, starting by evaluating existing practices and products. We committed to intentionally increasing representation in our products. We revamped our bias review committee training and recruitment, held intensive training sessions for content experts, and implemented multiple points of deliberate reflection for continual improvement.

Summary

Statistics on health disparities in the U.S. demonstrate adverse effects when minorities are ignored in the health care field.
A basic tenet of our products is to represent variation in practice to account for racial, ethnic, socioeconomic, and cultural differences.

Q. A nurse is caring for an **older adult** who has malnutrition. Which of the following manifestations should the nurse expect?
  A. *Confusion*

Q. A nurse is caring for a **client** who has malnutrition. Which of the following manifestations should the nurse expect?
  A. *Ascites*

Q. A nurse is teaching a **client who has light-pigmented skin** about melanoma. Which of the following statements should the nurse include?
  A. *"Melanoma is commonly found on the upper back and lower legs of clients who have light-pigmented skin."*

Q. A nurse is teaching a **client who has dark-pigmented skin** about melanoma. Which of the following statements should the nurse include?
  A. *"Melanoma is commonly found on the soles of feet and palms of hands of clients who have dark-pigmented skin."*

Q. A nurse is conducting a nutritional assessment for preschool-aged **child**. Which of the following findings indicate malnutrition?
  A. *The child is below the fifth percentile for growth.*

Q. A nurse is conducting a nutritional assessment for preschool-aged **child who is black**. Which of the following findings indicate malnutrition?
  A. *Copper-colored hair*

Teaching Toward Health Equity

BASIC TENETS

- Variations in assessment, technique, expected findings, mode of teaching, or appropriate intervention or education should be represented in assessment items.

- Assessment items about a nursing skill or task that include variations in practice determined by racial, ethnic, socioeconomic, or cultural differences are not inherently limited to that context. Including variation represents the client population and nursing practice more fully.