



# Culturally Responsive Curriculum Assessment

A First Step in Diversity, Equity & Inclusion in Nursing Education

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## CULTURALLY RESPONSIVE ASSESSMENT TOOL

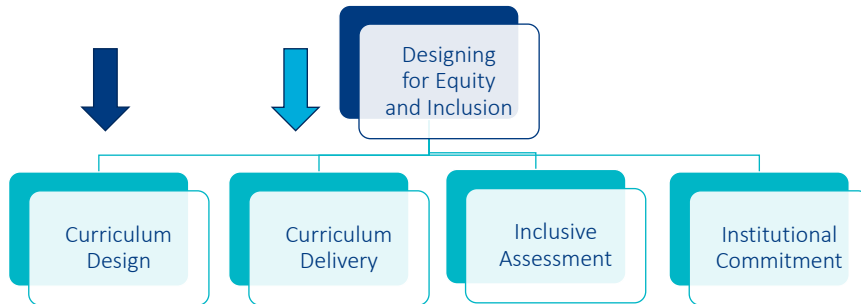


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# ONE MINOR STEP AT A TIME INTO MAJOR ACTION



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## LEXICON

Anti-Racist	<p>"Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably." - NAC International Perspectives: Women and Global Solidarity</p> <p>Anti-racism is some form of focused and sustained action, that involves a mix of peoples and groups (i.e. they come from different cultures, faiths, speak diverse languages, etc. in short, intercultural, interfaith, multi-lingual, inter-class, and inter-abled) with the intent to change a system or an institutional policy, practice, or procedure which has racist effects. Coleman (2016).</p>	
Availability data	Analysis of job groups is based on similar content, wage rates, and opportunities	Availability data estimates the number of qualified women and minorities available for employment.
Ageism	Prejudice or discrimination against a particular age-group and especially the elderly.	Retrieved from: <a href="https://www.merriam-webster.com/dictionary">https://www.merriam-webster.com/dictionary</a>
Agender People	Individuals who identify as not having a gender; genderless, gender-neutral or deciding not to label their gender.	Beeman, G. (2019). <i>Trans People in Higher Education</i> . SUNY Press.
Ally	A person who supports the efforts of a group but is not a member of the group.	Erickson-Schroth, L. (2014). <i>Trans Bodies, Trans Selves: A resource community</i> . Oxford Press.
Anti-Racist	<p>"Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably." - NAC International Perspectives: Women and Global Solidarity</p> <p>Anti-racism is some form of focused and sustained action, that involves a mix of peoples and groups (i.e. they come from different cultures, faiths, speak diverse languages, etc. in short, intercultural, interfaith, multi-lingual, inter-class, and inter-abled) with the intent to change a system or an institutional policy, practice, or procedure which has racist effects. Coleman (2016).</p>	

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# CULTURALLY RESPONSIVE CURRICULUM TOOL (UNMODIFIED)

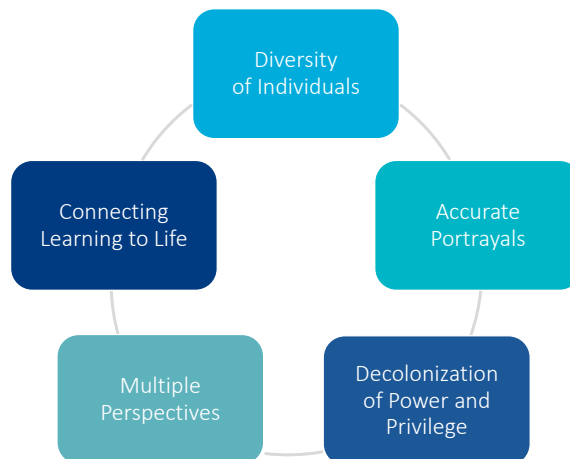
## Culturally Responsive Curriculum Scorecard

Social Justice Orientation		Very Satisfied (10)	Satisfied (11)	Unsatisfied (12)	Not Satisfied (13)	Average Score (10 on an average)
Decolonization/Power and Privilege	14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.					
	15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.					
	16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
Culturally Responsive Pedagogy	17. Curriculum and instructional activities address or provide critical questions about the central status quo. They present alternative points of view or already sought controversy.					
	18. The curriculum recognizes the validity and integrity of knowledge systems based on experiences of color, cultural, and non-Western traditions.					
	19. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized and non-dominant groups.					
	20. The curriculum provides avenues for students to question authority.					



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# CODIFIED CULTURALLY RESPONSIVE CURRICULUM ELEMENTS



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# CODIFIED CULTURALLY RESPONSIVE CURRICULUM ELEMENTS

Culturally Responsive Curriculum - Codification of Designators	
Element	Designator
The curriculum features visually diverse characters, and the characters of color do not all look alike.	Visually diverse
There are references to different ethnic and cultural traditions, languages, religions, names and clothing.	References to E/CT/L/R/N/C
Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.	Diverse Portrayals
Diverse family structures (i.e. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.	Diverse Family Structures
Characters with disabilities are represented.	Disabilities
Characters of color are main characters and not just peripheral characters	Main Characters of Color
If there is conflict in the storyline, the characters of color are not mostly considered the problem.	Problematic Characters
Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.	Challenged Characters
Gender is not central to the storyline. Gender characters are in a variety of roles.	Diversity of Gender Roles
Social situations and problems are not seen as individual problems but are situated within a societal context.	Social Issues are Contextualized
Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.	Absent Stereotypes
Problems faced by people of color, gender groups, or abilities are not resolved through the benevolent intervention of a dominant group representative.	Benevolent Intervention
Diverse characters are rooted in their own cultures and are not ambiguous.	Diverse Characters Culturally Oriented
Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.	Highlight Non-dominant populations & Assets
The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies	Diversity portrayal is strength/asset based
The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults.	Absent cultural negativity & hostility

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# CURRENT REVIEW WITH ADDITIONAL SCORE CARD ELEMENTS APPLIED

SCORE CARD: Stage II Course Content Evaluation: Identifying the Gaps

Score	High	Link	Program Next Step	Diversity of Characters	Accurate Portrayals	Decolonization/Power & Privilege	Multiple Perspectives	Connect Learning to the World
NO COLLEGE	No Content		Content	No Content	No Content	No Content	No Content	No Content
COLLEGE	Week 8 & Lesson 1	https://www.chamberlain.edu/academics/online/degrees/online-ba-in-social-work/	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1
UNIVERSITY	Week 8 & Lesson 1	https://www.chamberlain.edu/academics/online/degrees/online-ba-in-social-work/	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1
UNIVERSITY	Week 8 & Lesson 1	https://www.chamberlain.edu/academics/online/degrees/online-ba-in-social-work/	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1	Week 8 & Lesson 1

SCORE CARD: Stage II Course Content Evaluation: Identifying the Gaps

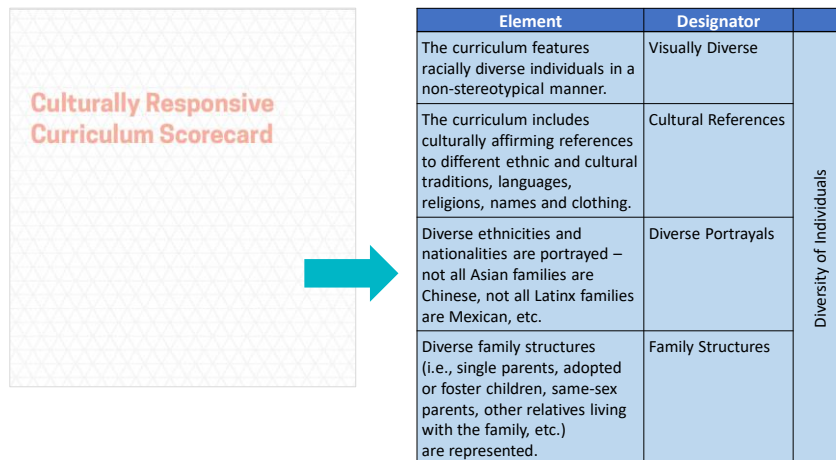
Designator	Element	Score
Diverse Family Structures	Diverse Family Structures	High
Disabilities	Disabilities	High
Main Characters of Color	Main Characters of Color	High
Problematic Characters	Problematic Characters	High
Challenged Characters	Challenged Characters	High
Diversity of Gender Roles	Diversity of Gender Roles	High
Social Issues are Contextualized	Social Issues are Contextualized	High
Absent Stereotypes	Absent Stereotypes	High
Benevolent Intervention	Benevolent Intervention	High
Diverse Characters Culturally Oriented	Diverse Characters Culturally Oriented	High
Highlight Non-dominant populations & Assets	Highlight Non-dominant populations & Assets	High

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## EXAMPLE: DIVERSITY OF INDIVIDUALS DOMAIN & ELEMENTS

Element	Designator	Diversity of Individuals
The curriculum features racially diverse individuals in a non-stereotypical manner.	Visually Diverse	
The curriculum includes culturally affirming references to different ethnic and cultural traditions, languages, religions, names and clothing.	Cultural References	
Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.	Diverse Portrayals	
Diverse family structures (i.e., single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.	Family Structures	
People with disabilities are represented wholistically and are not solely included based on the characteristics of their disability.	Disabilities	
Individuals from historically stigmatized groups are intentionally included in a purposeful and racially affirming way.	Racially Affirming	
Conflicts in the storyline are not used to perpetuate stereotypes.	Conflict	

## OUR PROCESS



## SCORING (ABBREVIATED)

- ▶ Very Satisfied (+2): An abundance of specific examples show how and why the statement is accurate.
- ▶ Satisfied (+1): If you are satisfied, you should be able to provide some evidence from the curriculum that the statement is accurate.
- ▶ Unclear (-1): If you are unclear, it is not evident to you whether there is evidence from the curriculum that the statement is accurate.
- ▶ Not Satisfied (-2): Reviewer feels that there is little or no evidence in the curriculum that the statement is accurate. There is little or no evidence of cultural responsiveness.
- ▶ Not Relevant (0): If the item is not relevant to the detail level/item reviewed, please score a zero.

## FINAL SCORING

- ▶ Number of rated elements are totaled for each line and designator.
- ▶ The total is divided by the number of elements to determine the total score for the designator (*Fictitious Sample*)

Visually Diverse	Cultural References	Diverse Portrayals	Family Structures	Disabilities	Racially Affirming	Conflict	Stereotype Reduction	Gender Neutral Portrayal	Social Issues Contextualized	Cultural Affirmation	Benevolent Intervention	Cultural Preservation	Cultural Reflection	Asset-Based Portrayal	Elimination of Micro/Macro Aggressions	Alternate -Joins	Knowledge Systems	Inclusive Perspectives	Change Agents	Equity Promotion
-2	-2	-2	1	-2	2	2	1	-2	2	2	2	1	2	1	-2	1	2	1	2	1

# QUESTIONS



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## REFERENCES

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

Hockings, C. (2010). *Inclusive teaching and learning in higher education: A synthesis of research*.

Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qiu, M., Nomikoudis, M., Roelofs, F., & Van Dam, L. (2017). Moving towards inclusive learning and teaching: A synthesis of recent literature. *Teaching and Learning Inquiry*, 5(1). <https://doi.org/10.20343/teachlearninqu.5.1.3>



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