**Inclusivity and Implicit Bias Statement & Training Requirements**

The American Nurses Association (ANA) dictates that nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect” (ANA, 2015). Significant efforts have been placed in the education of nurses to improve equity and quality within academia, address inequities in healthcare, and increase civic engagement and preparedness opportunities. This has led to prioritizing the diversifying of nursing education admission pools and subsequently the workforce at all levels (AACN, 2017; ANA, 2021). These efforts will prove to be futile without awareness and the dismantling of the individual, ideological, and systematic structures that promote racism and inequity in the nursing profession (Iheduru-Anderson, 2020; Burnett et al., 2020).

In addition, [AB 1407](https://csuci.sharepoint.com/%3Aw%3A/s/CurriculumCommittee20212022/EaoCO10acZtMtUGiS3n-ocgBD_BCiWya5LG6xfTJ31gXMg?e=cgc8ff) states that all approved schools of nursing or approved nursing programs must include direct participation in one hour of implicit bias training, as specified, as a requirement for graduation.

Nurses focus a great deal of our education on social determinants of health, and the impact of these social determinants on all people’s health and well-being. We view race as a health disparity. We, as nurses (and humans) have a duty to continue to listen, learn and advocate for Black people, Indigenous people, people of color and all racialized populations.

The staff and faculty within the Nursing Department believe that it is our collective responsibility to reject anti-Blackness rhetoric and all forms of racism in our society, including structural and institutional racism. The Nursing faculty and staff are committed to eradicating racism. A [Black Lives Matter](https://nursing.csuci.edu/documents/ci-nursing-blm-statement.pdf) statement has been developed to address existing injustices, inequities, and inequalities, and foster diversity and inclusion within our department and curricula.

Our intent is that all classes will include culturally responsive teaching approaches and that all faculty and students embrace cultural humility as part of the professional nursing role. We celebrate the diversity that students bring to each class and view these differences as a resource, strength, and benefit for all students. We aim to present materials and activities that are respectful of diversity including but not limited to: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

Classroom discussions and interactions may not always be easy as we explore these challenging issues; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. The expectation in these conversations is that all students will listen and respect others with an openness to different perspectives. In an ideal world, science would be objective. However, much of science is subjective and historically lacks equitable representation. In this class, we will try to integrate materials from a variety of perspectives but limits still exist on this diversity. We acknowledge that both implicit and explicit biases exist in all materials due to the lens with which it was produced or developed. Integrating a diverse set of experiences is important to mitigate bias to gain a more comprehensive understanding of nursing science.

**Adapted from the AACN, Dr. LaSonya Davis.**