

## Abstract

**Background:** Appropriate knowledge of the variance in presentation of diverse skin colors and underlying pathology is critically important because, without said knowledge, a healthcare provider may miss vital indicators of life-threatening conditions.

**Purpose:** This study's purpose was to conduct an integrative literature review on the current literature regarding the integration of skin assessments focused on darker skin tones in nursing curriculum. The review informed the creation of a learning tool for skin assessment of diverse skin tones to be used within nursing curriculum.

**Methods:** Five articles were extracted from a PubMed search. A comprehensive historical search was conducted using Google Scholar, yielding an additional six articles.

**Results:** The absence of nursing education adequately reflecting diversity in patient populations creates a distinct disadvantage for patients of diverse skin tones. An educational gap exists concerning effective methods and tools for integrating diverse skin tone assessment in nursing education.

**Discussion:** This is not a comprehensive reflection of all nursing programs, but an assertion that there is not enough educational research for these nursing programs to base their curriculum upon. To fill the existing gap, I created an evidence-based educational resource that can be used by faculty and students to inform skin assessments of darker skin tones.

**Conclusion:** This project illuminates an educational deficit and attempts to begin to fill the gap in diverse skin tone assessment education.