

## **Reviewer-1**

This manuscript addresses a timely and policy-relevant issue within social work education, particularly in light of the racial justice movements and the COVID-19 pandemic. By centering social work students' perspectives, the study contributes to ongoing discussions about curricular reform, anti-racist practice, and professional accountability.

The abstract clearly outlines the purpose, methodology (qualitative thematic analysis), sample size ( $N = 363$ ), key themes, and implications. However, it could be strengthened by:

- Briefly clarifying the sampling method (e.g., purposive sampling of accredited programs).
- Explicitly stating the U.S.-based context.

While the manuscript is generally understandable, there are several grammatical errors, awkward phrasing, punctuation inconsistencies, and occasional conceptual repetition. Strong conceptual framing and thorough engagement with relevant literature.

The references are relevant and include foundational works on cultural humility, anti-racism, and qualitative methodology.