

Inclusive and Non- discriminatory Language Guide



Center for Health Incentives
& Behavioral Economics

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Overview

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Joint Research Practices (JRP) Working Group

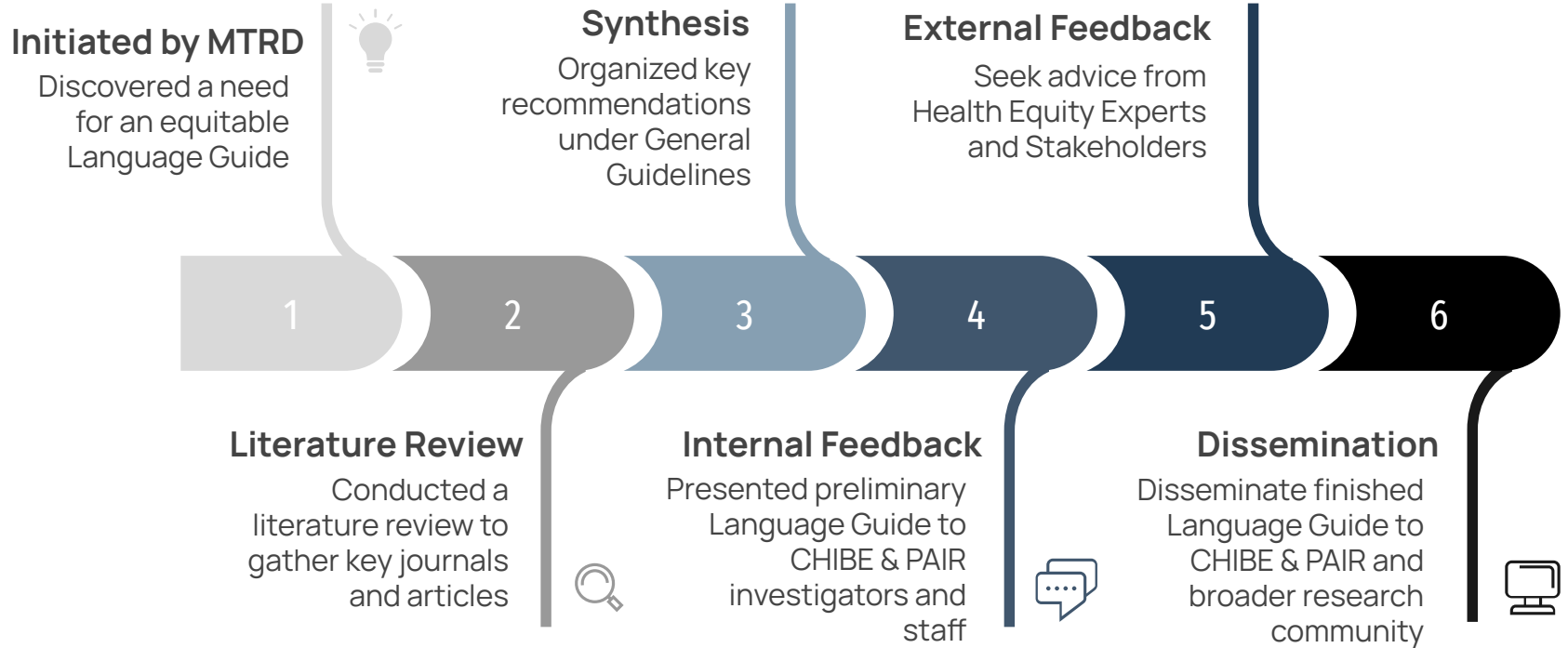
The **pair** Center

Center for Health Incentives
& Behavioral Economics

- **Mission:** to promote research conduct based on shared principles of racial justice, equity, and inclusion
- Chartered by the **CHIBE** and **PAIR** Research Centers
- Consists of 4 different working groups
 - Community Engagement
 - Payment & Incentives
 - Representation, Recruitment, Eligibility & Retention
 - **Measurement, Treatment, Reporting, Dissemination (MTRD)**



Project Overview



Aims

- Promote equitable research through the development of a language guide

Significance

- There is a surprising prevalence of **outdated** and **offensive language** in recent literature
- It can be difficult to find a reference that addresses **multiple specific topics** in one spot
- Language lies at the core of attitude change, social perception, personal identity, intergroup bias, & stereotyping
- Literature shows that stigmatizing language can be extremely harmful in many ways:
 - Negative patient outcomes
 - Less participation by minority groups in research

Example

Topics	General Principles of Language	Recommended Examples	Examples to Avoid
Clinical condition or diagnosis	<p>Use person-first language</p> <p>Use diagnoses as descriptors rather than nouns defining a person or group</p>	<p>Person with paraplegia, youth with epilepsy, people with substance use disorders, people with intellectual disabilities, person who uses a wheelchair, person with psychiatric disease, people with diabetes</p>	<p>A paraplegic, an epileptic, the blind, substance abusers, mentally retarded, wheelchair-bound person, AIDS victim, alcoholic, crippled, diabetics, afflicted with, suffering from, stricken with</p>

Reference or Source (internal use for tracking purposes)	Rationale	Notes
<p>Section 5.4: Disability of APA Style Guide</p> <p>AMA Manual of Style 1st para under 11.12.6 Terms for Persons With Diseases, Disorders, or Disabilities</p> <p>The Use of Language in Diabetes Care and Education CONSENSUS REPORT OCTOBER 17 2017</p> <p>APA Style Guide</p>	<p>People with health conditions and disabilities are, first and foremost, people. Labeling a person equates the person with a condition and can be disrespectful and dehumanizing.</p> <p>Put the person first; avoid emotional or judgemental terms that suggest helplessness or portray people as victims of their illnesses</p>	<p>People with disabilities have different preferences when referring to their disability. Some people see their disability as an essential part of who they are and prefer to be identified with their disability first – this is called identity-first language. Others prefer person-first language. Examples of identity-first language include identifying someone as a deaf person instead of a person who is deaf, or an autistic person instead of a person with autism.</p>

Findings

- There was a lack of literature surrounding the **transgender community**
- There is conflicting literature on the use of **Latino/a, Latinx, Latine**
- The best practices for inclusive language guide are as follows:
 - Be specific when referring to one's race, ethnicity, gender, sexual orientation, etc.
 - Be cautious not to use words/phrases that dehumanize an individual
 - Avoid equating a person to their disabilities or conditions

Limitations

For Researchers to Use This Language Guide

- Guidelines may conflict with other journal requirements for research

Language Guide Itself

- Language evolves over time
- The topics in covered in this guidelines cannot be representative of all communities
- This language guide only cited sources from some of the main reputable sources

Next Steps

- Figure out best practices to incorporate more community members' voices
- Find the most convenient & useful format for the tool
- Disseminate & encourage thoughtful use amongst researchers at both CHIBE and PAIR centers and the broader research community

Our roles

- Synthesizing language use recommendations from several sources
- Organizing & formatting information in a readable, easy to use tool
- Seeking feedback & advice from the research community as well as affected communities
- Making revisions based on feedback

Lessons Learned

Yanling

- ❖ Acceptable languages surrounding the researched communities
- ❖ Aware and conscious of the language decisions I make

Suji

- ❖ The importance of including affected communities in the discussion of inclusive language
- ❖ How to encourage honest feedback & incorporate it into my work



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