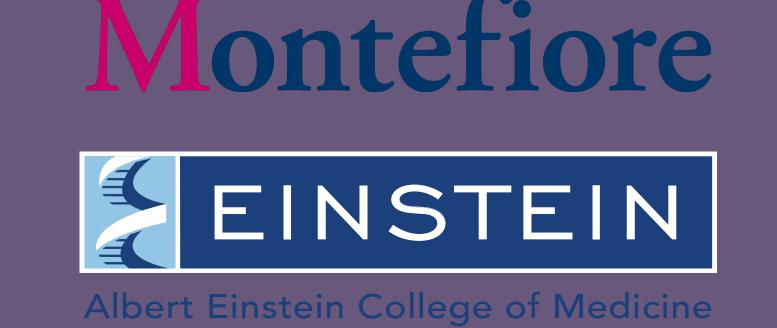
## From Pronouns to Prognosis

## Developing a Trans and Gender Diverse (TGD) Inclusive Language Guide for Medical Educators



Malka D. Korenblit<sup>1</sup>, Lauren T. Roth, MD<sup>2</sup>, River Zhao<sup>1</sup>, Dan Kahan<sup>1</sup>, Staci E. Pollack, MD<sup>3</sup>, Adi Pinkas, PhD<sup>4</sup>, Priti L. Mishall, MD<sup>4,5</sup>, Janice T. John, DO, MS, MPH<sup>2</sup>

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## Background & Purpose

- Negative healthcare encounters, including stigmatizing, pathologizing, and invalidating language are correlated with increased poor health outcomes in trans and gender-diverse (TGD) individuals.<sup>21</sup>
- By gaining comfort with and modeling TGD inclusive language and practices medical educators can:
  - Foster a safe and inclusive learning environment for all students.
  - Empower students with skills, language and comfort to deliver patient-centered care and improve TGD patients' healthcare experiences.

### Methods & Progress

- Conducted needs assessment survey of pre-clerkship course directors.
  - Needs assessment revealed course directors' concerns, including pronoun sharing and distinguishing between gender and sex.
- Completed a focused literature review.
  - Identified and reviewed 16 peer-reviewed articles and 8 published language guides.
  - Extracted and synthesized common themes and suggestions into a guide.
- Internal and external TGD health experts review of the guide | in progress
- Faculty development on utilization of TGD Inclusive Language Guide | projected for Spring 2024
- Post-implementation evaluation to compare course materials from 2023-24 and 2024-25 | *projected for academic year 2024-25*

## **Anticipated Results**

• We anticipate this guide will empower faculty to utilize more inclusive curricular materials and gain comfort with TGD inclusive language and practices.

# Guiding Principles for TGD Inclusive Language:

- 1. Use terms related to gender and sex appropriately.
- 2. Use gender nonbinary language whenever possible.
- 3. Use nonjudgmental language.
- 4. Use language that affirms and normalizes TGD/Intersex Identities.

"Women Individuals with a cervix should be screened for cervical cancer..."2

"Males XY individuals are more likely to be color blind." 2

Principle	Try	Instead of
1	Noted/recorded/assigned female/male at birth <sup>4</sup>	Born female/male
2	Describing the specific organ, functional activity, or role <sup>2,9</sup>	Female/Male/Man/ Woman
3	Asking	Assuming
4	Speaking about patterns and probability <sup>2</sup>	Normal/Natural/ Typical

#### Discussion & Conclusion

- There is limited literature on TGD language in medical education.
- Faculty baseline knowledge is highly variable and often limited.
- This guide must be coupled with ongoing faculty development to ensure effective implementation.
- Application of these principles can equip faculty and students/ future
  physicians across institutions with language and cultural humility to
  provide patient-centered care, ultimately reducing systemic bias
  towards TGD students and patients.
- Next Steps: critical appraisal of this developed guide by those with lived experience to improve the quality and relevance of the guide.

## References & Acknowledgements

- Scan the QR code below for list of references.
- We are grateful to our internal and external reviewers and other advocates and leaders who have paved the way to do this work.

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References, get involved, connect



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