

From Pronouns to Prognosis

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

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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.²¹
- 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 ⁴	Born female/male
2	Describing the specific organ, functional activity, or role ^{2,9}	Female/Male/Man/Woman
3	Asking	Assuming
4	Speaking about patterns and probability ²	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.

Scan for more!
References, get involved, connect



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