Words Are Power: Developing an Inclusive Language Workshop for **Occupational Therapy Students**

UNIVERSITY Department of **Occupational** Therapy

Background

Inclusive Language	Underrepresented Groups (URGs)
• Words or phrases that acknowledge	 A subgroup of a population whose
diversity, convey respect, &	representation is disproportionately low
promote equal opportunities ^{1, 2}	relative to the overall population ⁶
 Must be consistent with 	 Historically experienced less power &
preferences of individuals &	privilege in the U.S. ⁶
communities being discussed ³	 Include racial, ethnic, religious, gender,
• Uses empowering terms to promote	sexual orientation, age, socioeconomic, &
respect & agency, prevent	disability identity groups ⁶
marginalization & stigma ^{2, 4, 5}	 Limited power & privilege has led to
	"isms", oppression, marginalization ⁶

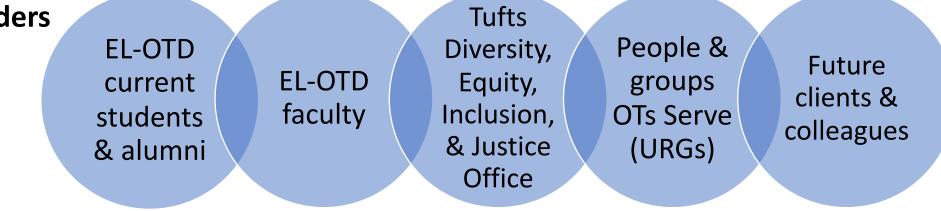
Healthcare & Language

- Members of underrepresented groups (URGs) have reported differential treatment &/or discrimination when interacting with healthcare providers, contributing to mistrust in the healthcare system & health disparities ^{7, 8}
- Word choices can subtly or overtly cause sexism, ageism, ableism, racism, heterosexism, other types of bias ^{8, 9}
- Recent recognition of the importance of using inclusive language when working with URGs has resulted in language guides created by medical institutions, universities, non-profits ^{6, 10, 11, 12, 13, 14}

Occupational Therapy (OT) & Inclusive Language

- OT is guided by client centered-care, ethical principles, occupational justice ^{15, 16}
- Intentional Relationship Model shows importance of using client's preferred communication style ¹⁷
- OT organizations have expressed a commitment to diversity, equity & inclusion ^{18, 19}
- Existing literature on inclusive language in OT practice limited
- Need for OT educational programs to teach how language use can promote diversity, equity, & inclusion²

\circ \circ T 1



Gap & Need	the fulls LL-OTD curriculum, based upon their experiences	in courses, neidwork, & employm
	Workshop Structure	
 Site & Participants Tufts University Department of OT, Entry Level OT Doctorate (EL-OTD) Program 	1. Introduction & Objectives	4. Inclusive Language in OT Pra
 Current 2nd-year students enrolled in OTS 207: Interactive Reasoning 	2. Background & Inclusive Language Themes	5 OT Documentation Activity
	3. Inclusive Language Concepts & Principles	6. Resources for Continued Lea
 Stakeholders EL-OTD current students & alumni EL-OTD faculty EL-OTD faculty Inclusion, Justice Office OTs Serve (URGs) Currently no formal curriculum about inclusive language Informal conversations with students & faculty demonstrate a desire for increased knowledge & understanding of how to intentionally use language in OT practice Commitment to teaching principles that promote cultural humility & support of research addressing social justice with a focus on URGs ²⁰ 	 Definitions & literature review OT practice & professionalism Lived experience videos featuring members of URGs Responding after a mistake URG-specific terms to avoid & alternatives, suggested best practices 	 Self-Ider Person- Language Strength Avoid As Universa Idioms & Inclusive
Aim & Goals		Materials for • Facilitat
Aim Increase awareness of inclusive language principles & applications amongst 2 nd - year students, faculty, & individuals affiliated with the Tufts Department of OT	 Making a Mistake: case studies & role playing OT Documentation Activity: 	Sustainability • Resource • Style
Goal 1 Develop a 3-hour workshop on inclusive language concepts & OT applications	revise documentation	Heal Iang
Goal 2 Present workshop to 2 nd -year students in OTS 207 & collect pre/post data	using inclusive languagePersonal reflection prompts	• URG
Goal 3 Embed workshop into OTS 207 & create resource guide to promote education & sustainability on inclusive language across Tufts Department of OT		langu • Mult

Rachel Goodman, OT/s & Sarah Everhart Skeels, MPH

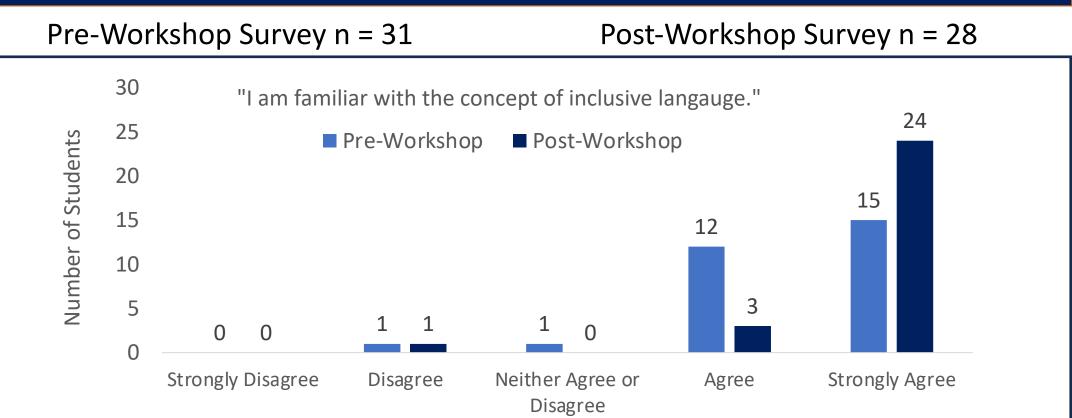
M	[et]	ho	ds

	 Formal needs assessment: EL-OTD alumni & 3rd-year students' perceptions about inclusive language education via anonymous Qualtrics survey
Understand Context	 Literature review: inclusive language, health outcomes, URGs & lived experiences, OT, healthcare provider education & training
	• Create materials: educational content & slideshow, facilitator guide, pre/post survey, targeted reading
	 Design activities: role-playing, case studies, reflection prompts, OT documentation activity
Develop	• Collaborate with stakeholders: practice & feedback from 3rd year students; discussion & feedback from
Workshop	EL-OTD Program Coordinator; consultation with Tufts Diversity, Equity, Inclusion, & Justice Office
	 Deliver workshop: present lecture & activities to 2nd-year students in OTS 207
Implement	 Collect & analyze data: pre/post workshop survey assessing students' awareness, knowledge, & confidence using inclusive language in OT practice
Workshop	• Adapt workshop content: based upon student feedback, facilitator & OTS 207 instructor reflection
	 Create resource guide: summarize workshop content & gather additional resources for self-study & continued learning; disseminate to students & faculty
Promote learning &	 Document & share: present abbreviated version workshop to EL-OTD faculty; began process of writin case study on workshop development to submit for publication in the future
sustainability	• Prepare for future: ensure workshop materials are updated & prepared for future OTS 207 classes

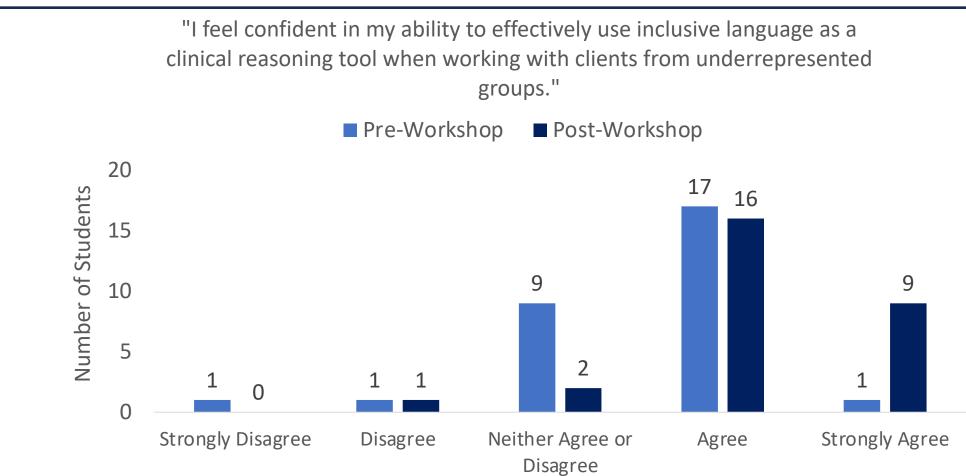
Results

Formal needs assessment: Tufts EL-OTD students & alumni indicated a need for education on inclusive language within the Tufts EL-OTD curriculum, based upon their experiences in courses, fieldwork, & employment.

Participant Feedback



"I learned that language is dynamic, and that as OTs we must be responsible to keeping up to date about the language [we] use. It is important for us to use inclusive language to let our clients feel safe, heard, and respected. [...] After learning this material, I would continue to be more aware of the language I'm currently using."



Conclusions & Recommendations

Conclusions

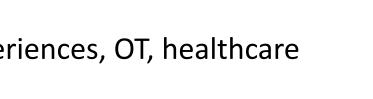
Need to address gap in research about OT use of inclusive language with URGs	 Potential topic for fut Advocacy efforts at fut conferences, & membrished to the second s
Importance of ongoing education on inclusive language in Tufts EL-OTD program	 Student & faculty con Department-wide explose inclusive language
Students reported increased knowledge & confidence using inclusive language in OT practice	 Provide opportunities practice these skills in Present workshop to a
Inclusive language is a clinical reasoning tool that can promote client-centered practice	 Students use inclusive inform future practice Be respectful & intent



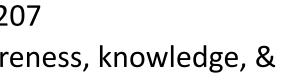
References & Resource Guide: scan QR code **Contact:** Rachel Goodman, OT/s rachel.goodman639756@tufts.edu

Acknowledgements

Thank you to Sarah Skeels for her mentorship & collaboration throughout this process. Thank you to Mary Barnes, OT, OTD, Alex Guerrero, Geetika Mukkamala, & Morgan Grant for their feedback & support. Thank you to the 2nd-year students who participated in this workshop for their engagement & curiosity.



ost survey, targeted readings entation activity ; discussion & feedback from usion, & Justice Office



ty; began process of writing

Practice

earning

entification n- & Identity-First age gths-Based Language Assumptions rsal Terms Instead of & Jargon ive Communication

tator guide rce guide yle guides ealthcare, OT, & nguage RG-specific inclusive nguage ultifaith calendar

Recommendations

iture DEC projects future work settings, nbership organizations

mmitment to self-study pectations to model & ge in all EL-OTD courses

es for students to n other courses future EL-OTD students

ve language concepts to ntional with language