

APA WEBINAR

Supercharge Your Presence

Using Inclusive Language in Your Marketing Efforts

PRESENTER: Vanessa Hintz, PsyD

September 20, 2022 | 2:00 P.M. ET



AMERICAN PSYCHOLOGICAL ASSOCIATION

NOTE

- No CE credit will be offered for this webinar.
- A “Certificate of Attendance” will be emailed to live attendees only. Attendees must watch for a minimum of 45 minutes to receive the certificate.



LOGISTICS

- A recording along with the slides and resource guide will be emailed after the session to everyone who registered for the webinar.
- It can take up to 2 weeks to receive the recording.



HAVE A QUESTION?

- You are on mute
- Although you won't be able to unmute during the webinar, please submit your questions for our speaker/s by using the Q&A box located on the webinar screen.



PRESENTER: Vanessa Hintz, PsyD



- Dr. Hintz is the Senior Director of Equity, Diversity, and Inclusion Engagement and Outreach for the American Psychological Association. By utilizing expertise in psychology and human behavior, Hintz advocates for the advancement of equity and inclusion in her professional work.




- I acknowledge that in Waukesha, WI, I am in the occupied territory of the **Bodéwadmíkiwen (Potawatomi), Kiikaapoi (Kickapoo), Myaamia, Očhéthi Šakówiŋ, and Peoria** peoples.
- The APA Central Office in Washington, DC, sits in the occupied territory of the **Nacotchtank and Piscataway** peoples, who were forcibly displaced in the 1600s.
- We pay respects to their elders past and present.
- Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

A photograph of the exterior of the American Psychological Association building. The name "AMERICAN PSYCHOLOGICAL ASSOCIATION" is mounted in large, gold-colored letters on a dark horizontal band above the entrance. To the left of the entrance is a decorative, light-colored stone or concrete pillar. The entrance itself is a large, dark-framed glass door and window. The building is light-colored, possibly white or light gray.





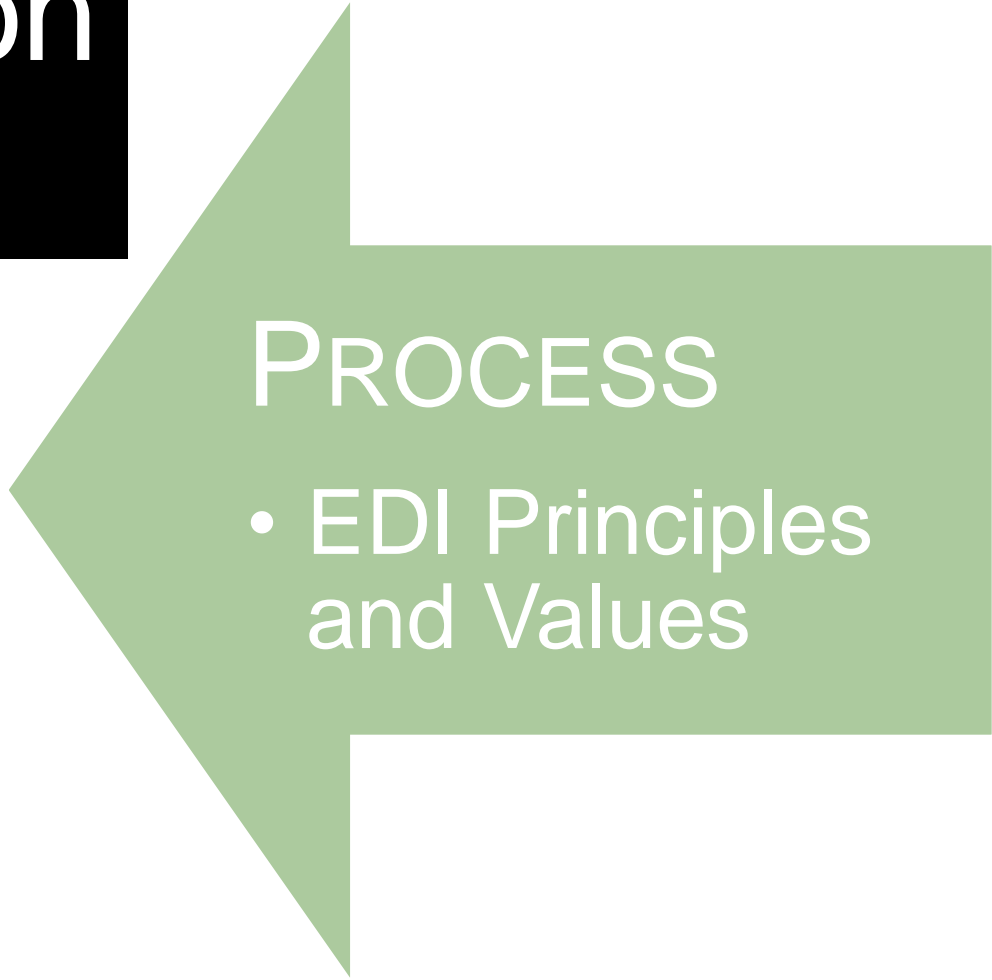
ACKNOWLEDGMENTS

- I acknowledge the impossibility of separating the history of psychology from the history of colonialism and enslavement in the United States.
 - I acknowledge past harms and legacies of inequity that persist today.
- 



**How do you feel when you
receive feedback on
inclusive language?**

Presentation Structure



Courageous Conversations

STAY ENGAGED.

Remain morally, emotionally, and socially involved in the dialogue.

EXPERIENCE DISCOMFORT.

Acknowledge the troubles that exist but have not been discussed.

SPEAK TRUTH.

Be honest about your thoughts, feelings and opinions without just saying what you perceive others want you to hear.

EXPECT AND ACCEPT NON-CLOSURE.

We cannot discover the solution to a challenge if we have not been able to talk about it.



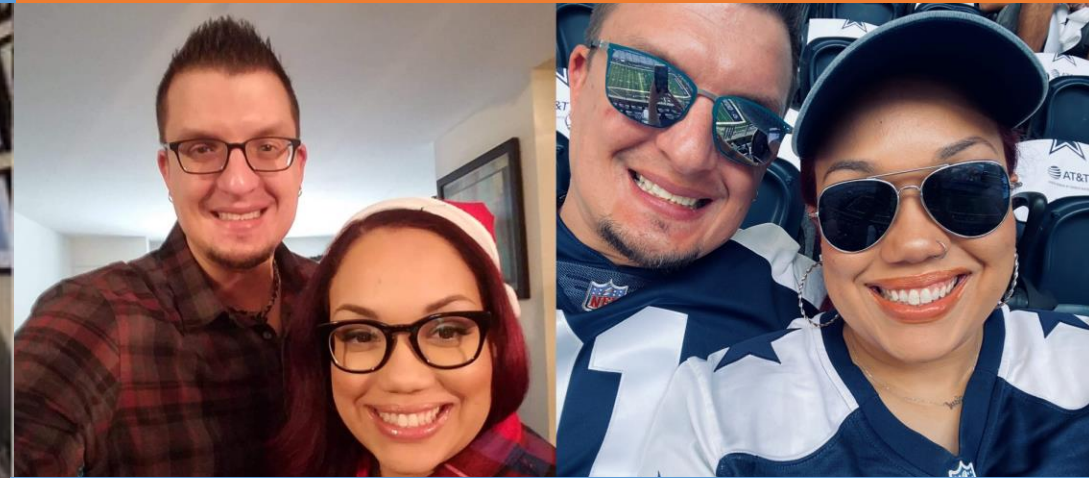
PSYCHOLOGIST



MILLENNIAL



WIFE



BLERD

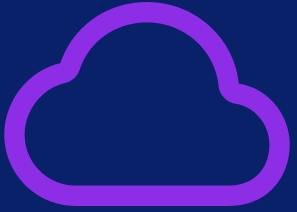


BIRACIAL



MEET
DR. VANESSA

Utilizing Inclusive Language

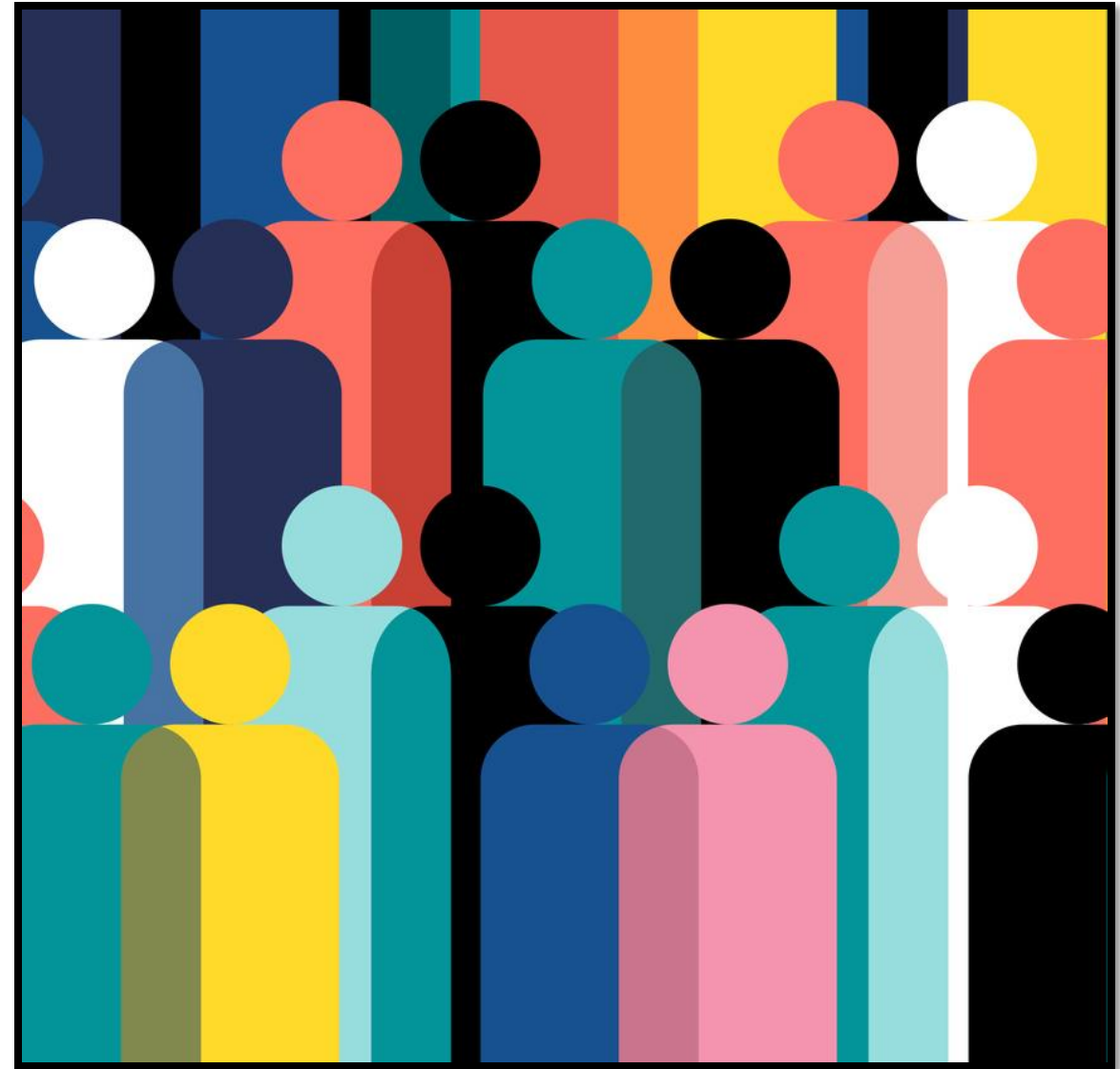


What is the primary barrier to utilizing inclusive language?

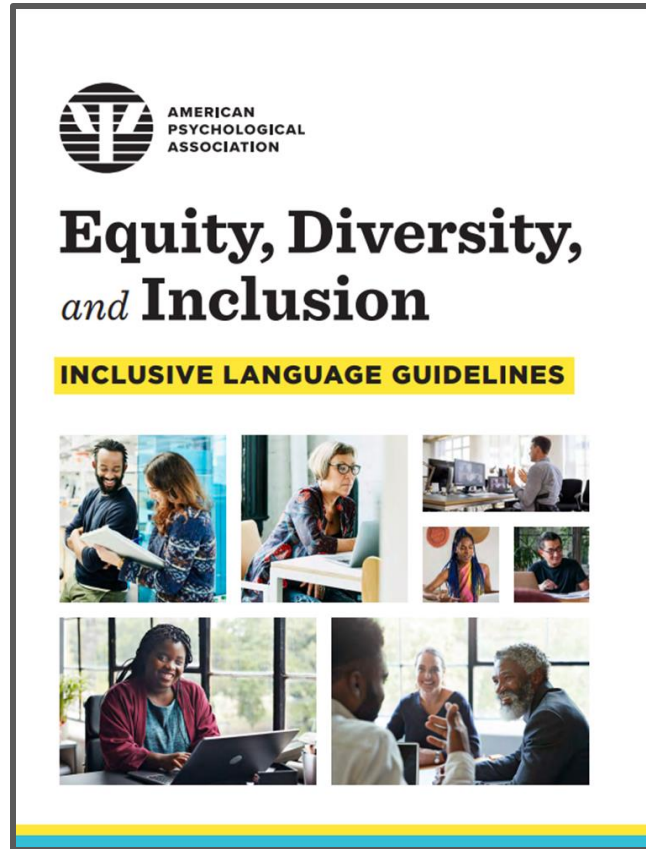
Inclusion

“An environment that offers **affirmation, celebration, and appreciation** of different approaches, styles, perspectives, and experiences, thus **allowing all individuals to bring their whole selves** (and all of their identities) and to demonstrate their strengths and capacities.”

American Psychological Association. (2021). *Equity, diversity, and inclusion framework*.
<https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf>



Inclusive Language Guidelines



- Includes a vast array of **affirming language that seeks to empower historically marginalized communities**
- Alternatives or contemporary replacements for discriminatory terms or phrases
- **Flexible and iterative in nature**, continuing to evolve as new terminology emerges or current language becomes obsolete



Inclusive Language Guidelines

- Intended to build a **common vocabulary** grounded in EDI principles
- *Inclusive Language Guidelines* are divided into two broad categories:
 - using inclusive language in **writing**
 - avoiding microaggressions in **conversation**



ILG Example: “pipeline”

pipeline

A term that is considered offensive and triggering to Indigenous communities as a result of oil companies transporting crude oil through the sacred lands of American Indians or Native Alaskans living in the United States, contaminating their water supply. The National Congress of American Indians (2019) recommends that allies for Indian country should avoid careless use of words that refer to historical trauma or socioeconomic conditions. Suggested alternative: [pathway](#).



ILG Example:

Person-First Language

Person-first language may also be appropriate in the following scenarios (Brandeis University PARC, n.d.):

TERM TO AVOID	SUGGESTED ALTERNATIVE
victim, survivor	person who has experienced... person who has been impacted by...
wheelchair-bound	person who uses a wheelchair
mentally ill	person living with a mental health condition person with a mental disorder person with a mental illness
abusive relationship	relationship with a person who is abusive
addict	person with a substance use disorder
homeless person	person without housing
prostitute	person who engages in sex work
prisoner, convict	person who is/has been incarcerated
slave	person who is/was enslaved



/LG Example: pronoun usage

gender-exclusive language

Terms that lump all people under masculine language or within the gender binary (man or woman), which does not include everyone. When describing a generic or hypothetical person whose gender is irrelevant to the context of the usage, do not use gendered pronouns such as “he” and “she” or gendered pronoun combinations such as “he or she” because these pronouns and pronoun combinations assume gender; instead, use the singular “they” because it is gender inclusive. When describing a specific person, use that person’s pronouns (e.g., “he,” “she,” “they,” “ze,” “xe”) (Conover et al., 2021). Ask the person for their pronouns rather than make assumptions. Also avoid gendered nouns when describing people who may be of any gender, as in the following examples: you guys, ladies and gentlemen, policeman, chairman, congressman, and freshman (Brandeis University PARC, n.d.). Instead, use gender-inclusive nouns to describe people who may be of any gender, as in the following examples: everyone, folks, folx, friends, loved ones, or y’all; distinguished guests; police officer; chair or chairperson; congressperson or member of congress; and first-year student or first year.



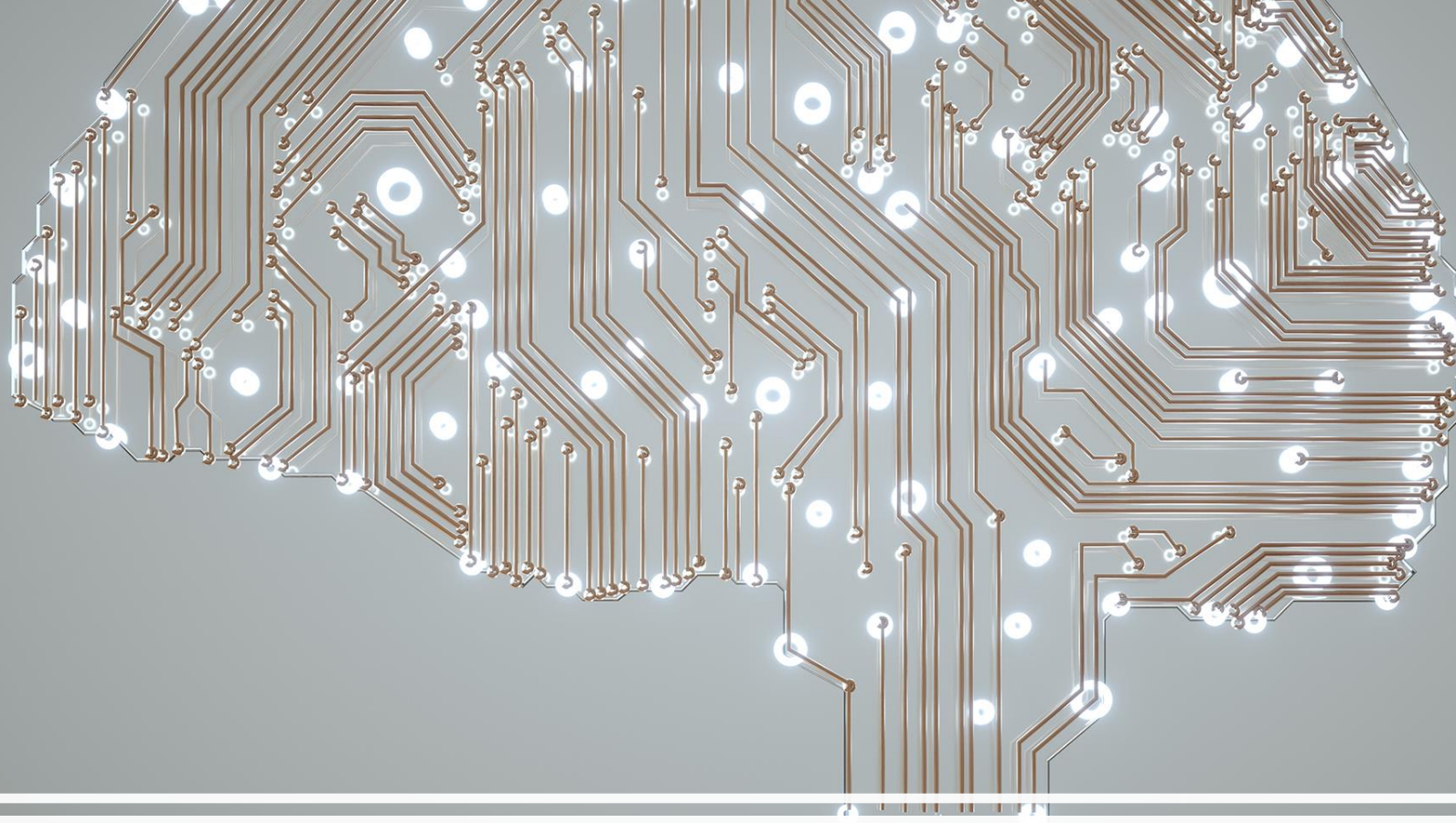
gender-inclusive language

Terms used to be more gender equitable. It is the opposite of gender-exclusive language. Examples of gender-inclusive nouns for general use: everyone or everybody, distinguished guests, folks or folx, friends, humans, individuals, loved ones, person, people, y’all. Examples of gender-inclusive occupational nouns: chair or chairperson, congressperson or member of congress, first-year student or first year. When describing a specific person, use that person’s pronouns (be sure to ask for their pronouns rather than assume; Brandeis University PARC, n.d.).

gender and pronoun usage

Do not use the term “preferred pronouns” because this implies a choice about one’s gender. Use the term “pronouns” or “identified pronouns” instead. When writing about a known individual, use that person’s identified pronouns. When referring to individuals whose identified pronouns are not known or when the gender of a generic or hypothetical person is irrelevant within the context, **use the singular “they”** to avoid making assumptions about an individual’s gender. Use the forms “they,” “them,” “theirs,” and so forth (APA, 2020b).





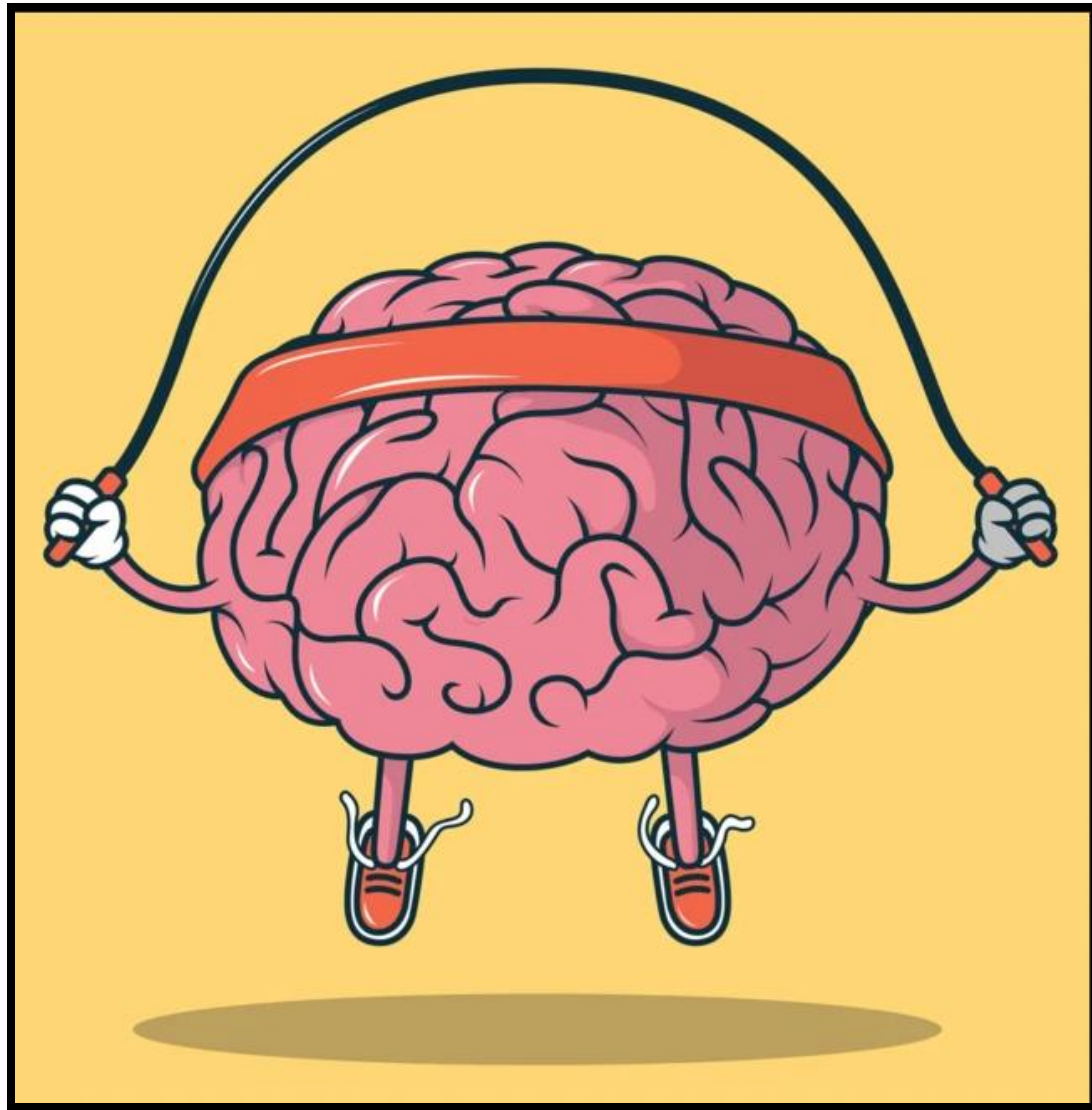
Language is **ALWAYS** Evolving

Strategies for Staying Current

Make inclusive language a part of your life

- Read resources from professional organizations
- Follow EDI topics on social media
- Subscribe to newsletters and listservs
- And many other things ☺





Cultivate a non-
judgmental
growth mindset



Maintaining Your Mindset

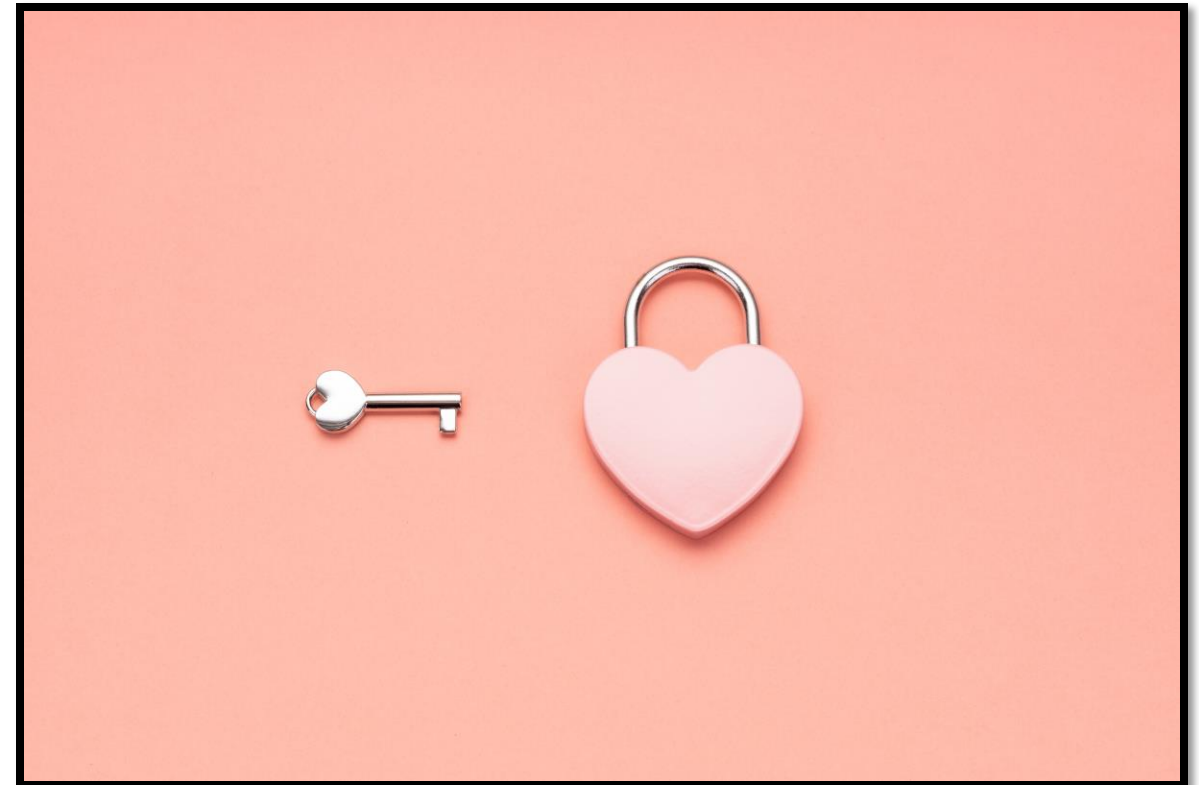
Language Matters

The words we use are key to creating psychologically safe, inclusive, welcoming, and respectful environments.



Psychological Safety

- “Create and sustain psychological safety in various environments across the **field of psychology**—in the education and training of undergraduate and graduate students, trainees, interns, postdocs, and psychologists **that fosters the full inclusion and safe engagement of all**, especially those from marginalized social identities and social identity intersections.”
- Psychological safety requires
 - an acknowledgment of who has been harmed
 - the impact of that harm
 - a commitment to cultivating an honest and transparent relationship



Microaggressions

Threats to Psychological Safety

- Brief daily verbal and/or behavioral indignities
- Intentional or unintentional
- Communicate hostility, derogatory, negative slights, and/or insults
- Negative psychological impact

Sue, D.W., & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley Publishing.



Microaggressions

Intent vs. Impact

No one “is immune from unintentionally offending or invalidating” others (p. 288).

“The open endorsement of egalitarian or nonprejudiced views is not a reliable indicator of an individual’s awareness about their biases or stereotypes. In fact, evidence suggests those who consider themselves politically liberal are often at greatest risk of maintaining implicit bias or rationalizing their beliefs through nuanced ways (e.g., microaggressions)” (p. 289).

Why Inclusive Language Matters

“Individuals’ inability to break down their preconceived notions and assumptions is one of the most significant obstacles preventing the growth of their [emotional intelligence] ... **assumptions can become limitations, distracting us from truly understanding ourselves and realizing our full potential.**”

Kaoun, T. M. (2019). Enhancing leaders’ emotional intelligence: Why mindfulness? *Journal of Leadership Education*, 18(1), 200-212.
<https://doi.org/10.12806/V18/I1/T2>

“We address inequity also by **acknowledging how we experience, see, understand, participate in, and advocate against** these macro-logics and micro-inequities differently based on our racial identities, personal histories, and intersecting positions within broader systems of power and privilege. **Talking and listening across these differences has meant, for us, struggle, yet hope; vulnerability, yet possibility.**”

Diab, R., Ferrel, T., Godbee, B., & Simpkins, N. (2013). Making commitments to racial justice actionable. *Across the Discipline*, 10(3).
<https://wac.colostate.edu/books/antiracist/diab.pdf>



be Authentic

QUESTIONS & ANSWERS



FINAL THOUGHTS

- A recording along with the slides and resource guide will be emailed to you in approximately 2 weeks
- Please complete our survey immediately after the webinar has concluded.
- Our next presentation: [Using Inclusive Language in Your Presentations | Join us: October 25 at 2:00 p.m. ET](#)



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THANK YOU!

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