



# Tips for Applying a Health Equity Lens to Evaluative Writing

*This resource document provides tips to help DP18-1815, DP18-1816, and DP18-1817 recipients apply a health equity lens when writing for evaluation. This guide emphasizes the use of inclusive language to eliminate stereotypes and maintain respect and dignity when referring to people who are disproportionately affected by cardiovascular outcomes. We also recommend referring to your organization's Health Equity style guide, if one exists, when writing for evaluation.*

## Step 1: Fostering Use of Intentionally Inclusive Language

- ✓ Understand the importance of intersectionality.
  - Use disaggregated data to ensure that the experiences of individuals with intersectional identities are not missing or overlooked.
- ✓ When communicating about disparities, be sure to emphasize the value of ensuring that everyone has an equal opportunity for health and that reducing disparities contributes to the common good and benefits all; explain that disparities can be prevented and recommend solutions.
- ✓ When describing long-standing systemic health and social inequities:
  - Avoid implying that a person/community/population is responsible for increased risk of adverse outcomes.
  - Contextualize within the social determinants of health framework.
  - Review content for unintentional stereotyping, stigmatization, or blame
- ✓ Use inclusive language to avoid unintentionally excluding certain groups (e.g., use gender-inclusive language if not referring to a specific sex or gender group – e.g., chairperson instead of chairman, avoid using pronouns or use they or he/she).

## Step 2: Structure Evaluative Writing to Improve and Inform Policy

- ✓ Define that you are evaluating cardiovascular outcomes in specific populations.
- ✓ Be clear about the criteria used for the evaluation.
- ✓ Identify the methodology employed and any limitations
- ✓ State the implications of the evaluation findings in terms of health inequity and health policy
  - Include relevant policy impacts and opportunities for policy improvement

## Step 3: Use Thoughtful Science Communication for Dissemination

- ✓ Ensure that the materials you provide are accessible to individuals with disabilities.
- ✓ Make sure your findings are amplifying the voices and issues of concern for the people, groups, and communities you have studied
- ✓ Disseminate findings to relevant audiences, including policy makers, communities and their partners, public health officials, and health care providers



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## Additional resources to assist in evaluative writing using a health equity lens:

- [Advancing Public Narrative for Health Equity and Social Justice \(2018\). National Association of County and City Health Officials](#)
- [Advancing Health Equity Through Power Building and Narrative Change \(2019\). Region V Public Health Training Center](#)
- [Tips for Writing an Evaluation Report \(2020\). BYP Group](#)

## Additional resources from the sixth writing workshop, “Writing with a Health Equity Lens”:

### Health Equity Style Guides:

- [Preferred Terms for Select Population Groups & Communities | Gateway to Health Communication | CDC](#)
- [GLAAD Media Reference Guide - 11th Edition](#)

### Changing Terminology:

- [Latina, Latino, or LatinX? Here’s the history, and why Latine might work better. – Vox](#)
- [Prioritizing Equity: Narratives and Language – YouTube](#)

### Health Equity 101:

- [Roots of Health Inequity | NACCHO](#)
- [Health Equity | CDC](#)

### Frameworks:

- [Equity | FrameWorks Institute](#)
- [The BARHII Framework | BARHII](#)
- [PowerPoint Presentation \(citymatch.org\)](#)

### Tools for Working with Data:

- [CDC/ATSDR Social Vulnerability Index \(SVI\)](#)
- [Racial Equity Data Road Map | Mass.gov](#)

### Other:

- [Teaching Race: Pedagogy and Practice | Center for Teaching | Vanderbilt University](#)
- [Racism and Health | Health Equity | CDC](#)
- [The CDC Clear Communication Index | CDC](#)

## Resources on the role of metaphor in understanding equity:

- [The Groundwater Approach: Building a Practical Understanding to Structural Racism | Racial Equity Institute](#)
- [Jones, C.P. \(2000\). Levels of Racism: A Theoretical Framework and a Gardeners’ Tale. \*American Journal of Public Health\*, 9\(8\): 1212-1215.](#)
- [Allegories on Race and Racism | Dr. Camara Jones | TEDxEmory – YouTube](#)
- [The 4th Box Sparks Imagination | Interaction Institute for Social Change](#)
- [Accessibility is Delicious: Food Analogies for Digital Inclusion | Law Office of Lainey Feingold](#)

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