

Inclusion, Diversity, Equity and Indigeneity Checklist for Speakers

This checklist is designed to promote the planning, development, and implementation of equitable and inclusive continuing professional development activities. It is inspired by a conceptual framework developed by the Centre for Addiction and Mental Health (CAMH).¹

<input type="checkbox"/>	<p>Are the learning environment and materials accessible to all learners regardless of age or disability? <i>E.g.: appropriate contrast for color-blind people, font size and type, subtitles for audio/video files, etc.</i></p>
<input type="checkbox"/>	<p>Does the training material use plain language throughout? <i>I.e.: Language that is clear, concise, well organized and appropriate to the subject and intended audience. Plain language should avoid professional and discipline-specific jargon unless defined. It should also avoid casual language (e.g., idioms, slang).</i></p>
<input type="checkbox"/>	<p>Is the language respectful, non-discriminatory and inclusive? <i>E.g.: use non-binary language when appropriate, use person-centered language, such as "a person with obesity" instead of "an obese person", etc.</i></p>
<input type="checkbox"/>	<p>Does the content, including learning activities, demonstrate respect for racial, ethnic, cultural and gender diversity, as well as other identities? <i>I.e.: sex, race, age, sexual orientation, or gender fluidity are mentioned in a meaningful way only if they underline key aspects of the topics discussed, to avoid being symbolic or reinforcing stereotypes.</i></p>
<input type="checkbox"/>	<p>Is the content free of stereotypes and bias based on gender, race, ethnicity, culture, religion, age, sexual orientation, ability, and other identities? <i>E.g.: images or content that reinforce stereotypes (male doctors and female nurses) or prejudices against certain populations are avoided (using false accents in an audio clip), etc.</i></p>
<input type="checkbox"/>	<p>Is support in place to help address the needs of learners? <i>I.e.: a range of means are used to get learners actively involved in the activity.</i></p>

¹ Centre for Addiction and Mental Health (2023). Health Equity and Inclusion Framework for Education and Training. Toronto: CAMH. <https://www.camh.ca/en/education/academic-and-education-research-excellence/health-equity-and-inclusion-framework-for-education-and-training>