Communications Guide

2019

Prepared by the Communications Department

NATIONAL ASSOCIATION OF CHRONIC DISEASE DIRECTORS COMMUNICATIONS GUIDE
2019

Contents

For questions about this document, contact the NACDD Communications Department at:

Paige Rohe, Director of Communications, prohe@chronicdisease.org

Scott Reid, Web Managing Editor, sreid@chronicdisease.org

Stacey L. Evans, Communications Specialist, sevans@chronicdisease.org

I. How to Use this Guide

Sharing information about the work of the National Association of Chronic Disease Directors (NACDD) is one of the most important ways to garner support for and involvement with NACDD's Mission to promote health and prevent disease. The NACDD's Communications Guide will help those writing on behalf of the Association to communicate using the same voice and to promote the NACDD brand in a consistent way.

This Guide outlines the preferred writing style, terminology, and brand guidelines for all communications created on behalf of NACDD. It includes a Writing Manual (see page 13) divided into sections on abbreviations, acronyms, capitalization, punctuation, word use, use of numbers, and inclusive language. The Quick Reference version of the Writing Manual (see page 10) highlights the most commonly used information and can be printed as a separate document. The Writing Manual content is adapted from several resources, including the CDC Style Guide and the AP Stylebook, among others.

Contact the general NACDD Communications Department inbox at publications@chronicdisease.org for guidance on issues that are not covered in this Guide or consult one of the references on page 38.

NACDD Communications Department

NACDD's Communications Department is ready to assist with the development and creation of new publications, reports, brochures, videos, and other materials to help demonstrate the impact of NACDD and its Members' work.

To request assistance with design, layout, photos, or brand standards, or to submit a near-final document for Communications' review, submit a Communications request through the Creative Product and Media Outreach Request Form on the Consultant Forms page (see page 37). Be sure to provide ample time in your process to account for drafting, editing, design, and approvals. Depending on the project, it can take more than a month to complete a project from start to finish. Refer to the New Publication/Video Production Tip Sheet (see page 37) for more information.

II. Brand and Graphics Standards

Brand Guidelines

A brand is a promise that your organization or product will deliver on what it is expected to do. The NACDD brand is an important way that the Association presents its Mission, Vision, and culture. The Communications Department manages the brand for NACDD and provides guidance on the specific ways branding materials may and may not be used.

NACDD branding materials are creative elements that are used to finish a publicity document or video; such as the logo, official colors, fonts, and even the style and tone of the writing for a product.

NACDD branding materials should reflect the following values:

- Professionalism
- Optimism
- Expertise in chronic disease prevention and health promotion
- Accessibility for all partners and stakeholders

Refer to the NACDD Logo Use Policy, NACDD Branding Tip Sheet, and Quick Start Style Guide when using any element of the NACDD name, logo, or brand. Find these materials here. Additional questions may be directed to the Communications' general inbox at publications@chronicdisease.org.

Attribution to NACDD

All NACDD publications, press releases, and written documents for external release should contain the full name, address, email, and web address of the Association as follows:

National Association of Chronic Disease Directors
325 Swanton Way
Decatur, GA 30030
chronicdisease.org
info@chronicdisease.org

Note: At this time, we are not including our phone number.

Association Terminology

Name
_____

Spell out National Association of Chronic Disease Directors on first reference; shorten to the Association or NACDD on second reference. Do not use "the" NACDD. For internal communication, the abbreviation NACDD is acceptable in all uses.

Members
_____

Capitalize Member, regardless of its placement in a sentence, to emphasize our Members' centrality to the work of the Association. Representative Member, General Member, and Associate Member types are described in the Association Bylaws here.

Description of the Association
_____

All official NACDD reports, publications, fact sheets, and briefs should include an Association boilerplate description.

- Long (preferred):

    The National Association of Chronic Disease Directors
    Promoting Health. Preventing Disease.

    The National Association of Chronic Disease Directors (NACDD) and its more than 7,000 Members seek to strengthen state-based leadership and expertise for chronic disease prevention and control in states and nationally. Established in 1988, in partnership with the U.S. Centers for Disease Control and Prevention, NACDD is the only membership association of its kind to serve and represent every chronic disease division in all states and U.S. territories. For more information, visit chronicdisease.org.

- Short:

    The National Association of Chronic Disease Directors

    Since 1988, the National Association of Chronic Disease Directors and its more than 7,000 Members have worked to strengthen state-based leadership and expertise for chronic disease prevention and control in all states, territories, and nationally. Learn more at chronicdisease.org.

Use "chronic disease," not "chronic diseases" when referring to the general idea. Refer to a specific chronic disease, where possible, rather than using the general term "chronic disease." Use "disease" instead of "condition" when referring to a specific medical diagnosis. In text, most chronic diseases are not capitalized, except as indicated in the Writing Manual rules for capitalization.

The NACDD At-A-Glance fact sheet is updated annually and offers approved statements on NACDD's achievements and the ways in which chronic disease impacts every American. View it on the NACDD website.

The following are brief, approved definitions related to the Association's core programs:

- **Alzheimer's disease**: Alzheimer's disease is a progressive disease beginning with mild memory loss, possibly leading to loss of the ability to carry on a conversation and respond to the environment. It is the most common type of dementia and seriously can affect a person's ability to carry out daily activities.

- **Arthritis**: Osteoarthritis, commonly called arthritis, is joint inflammation caused by mechanical wear and tear on the joints. Arthritis results in joint pain and stiffness that can worsen with age. Rheumatoid arthritis also is a joint inflammation disease that results in painful deformity, especially of the fingers, wrists, feet, and ankles and is caused by the body's immune system attacking its own joints.

- **Cancer**: Cancer is a collection of related diseases in which some body cells divide without stopping and spread into surrounding tissues. Some cancerous growths are called tumors.

- **Cardiovascular disease**: Cardiovascular disease is a disease of the heart and blood vessels, including coronary heart disease, stroke, heart failure, heart arrhythmias, and heart valve problems.

- **Chronic kidney disease**: Chronic kidney disease is a condition in which the kidneys are damaged and cannot filter waste products from the blood as well as healthy kidneys can. Without treatment, diseased kidneys may stop working after a time, a condition called kidney failure.

- **Diabetes**: Diabetes is a disease in which the body either doesn't produce enough insulin or can't use its insulin as well as it should, resulting in above-normal levels of blood sugar. This build-up of blood sugar can lead to many complications including heart disease, blindness, kidney failure, and lower-limb amputations.

- **Gestational diabetes**: Gestational diabetes is a type of diabetes that develops only during pregnancy. Untreated or uncontrolled gestational diabetes can cause problems for the baby, such as a larger than normal birth size, low blood sugar right

after birth, breathing problems (respiratory distress syndrome) and an increased chance of dying before or soon after birth. Women with gestational diabetes are at higher risk for developing type 2 diabetes later in life.

- **Healthy aging**: Healthy aging is the development and maintenance of optimal mental, social, and physical well-being and function in older adults.

- **Heart disease**: The term heart disease includes several types of heart conditions. The most common type in the United States is coronary heart disease (also known as coronary artery disease), which is a narrowing of the blood vessels that carry blood to the heart. Heart disease is a cardiovascular (heart and blood vessel) disease.

- **Lupus**: In lupus, the body's immune system becomes unbalanced, causing inflammation and tissue damage to any organ system in the body, including the skin, joints, heart, lungs, kidneys, and brain.

- **Obesity and overweight**: Obesity is having a high amount of extra body fat. Overweight is having extra body weight from muscle, bone, fat, and/or water. Body mass index, or BMI, is a surrogate measure of body fat. For adults 20 years of age and older, BMI 25.0 – 29.9 is considered overweight; a BMI of 30.0 and above is considered obese.

- **Prediabetes**: Prediabetes is a health condition characterized by blood sugar levels that are higher than normal, but not high enough to be diagnosed as diabetes. Lifestyle change programs, such as those offered through CDC's National Diabetes Prevention Program, can help people with prediabetes reduce their risk of developing type 2 diabetes by as much as 58%.

- **Stroke**: Stroke occurs when blood flow to an area of the brain is cut off. This can be caused either by a burst brain aneurysm, a weakened blood vessel leak (hemorrhagic stroke), or by a blood clot blocking a blood vessel carrying blood to the brain (ischemic stroke).

For statistics and additional facts about chronic disease, visit the Centers for Disease Control and Prevention National Center for Chronic Disease Prevention and Health Promotion website.

Chronic disease practice domains

NACDD supports the Centers for Disease Control and Prevention's (CDC) recommendation to coordinate and organize chronic disease prevention efforts into four key domains:

Domain 1: Epidemiology and surveillance (monitoring trends and tracking progress)

Domain 2:   Environmental approaches (promoting health and supporting healthy behaviors)

Domain 3:   Healthcare system interventions (improving the effective delivery and use of clinical and other high-value preventive services)

Domain 4:   Community programs linked to clinical services (improving and sustaining management of chronic disease)

Refer to domains by name rather than number, alone. For more information, see CDC's publication, "The Four Domains of Chronic Disease Prevention."

State and Territory Health Department names

Include the full name of the State Health Department on first use. When writing about official action by a State Health Department, refer to them as the State Health Department or by the name of the specific department, not state.

Capitalize State Health Department and Territorial Health Department.

State and Territory Health Department (Department abbreviations in parentheses are from department websites or press materials and are not necessarily official abbreviations)	State/Territory Abbreviation (use AP style abbreviations)
Alabama Department of Public Health (ADPH)	Ala.
Alaska Department of Health and Social Services (DHSS)	Alaska
American Samoa Department of Public Health	Amer. Samoa
Arizona Department of Health Services (ADHS)	Ariz.
Arkansas Department of Health (ADH)	Ark.
California Department of Health Care Services (DHCS)	Calif.
Colorado Department of Public Health and Environment (CDPHE)	Colo.
Connecticut Department of Public Health (DPH)	Conn.
Delaware Department of Health and Social Services (DHSS)	Del.
District of Columbia Department of Health (DOH)	D.C.
Florida Department of Health (DOH)	Fla.
Georgia Department of Public Health (DPH)	Ga.
Guam Department of Public Health & Social Services (DPHSS)	Guam
Hawaii State Department of Health (DOH)	Hawaii
Idaho Department of Health and Welfare (DHW)	Idaho
Illinois Department of Public Health (IDPH)	Ill.
Indiana State Department of Health (ISDH)	Ind.
Iowa Department of Public Health (IDPH)	Iowa

Kansas Department of Health and Environment (KDHE)	Kan.
Kentucky Cabinet for Health and Family Services (CHFS)	Ky.
Louisiana Department of Health (LDH)	La.
Maine Center for Disease Control and Prevention (DHHS)	Maine
Republic of the Marshall Islands Ministry of Health	
Maryland Department of Health (MDH)	Md.
Massachusetts Department of Public Health (DPH)	Mass.
Michigan Department of Health and Human Services (MDHHS)	Mich.
Federated States of Micronesia Department of Health and Social Affairs (HESA)	
Minnesota Department of Health (MDH)	Minn.
Mississippi State Department of Health (MSDH)	Miss.
Missouri Department of Health and Senior Services (DHSS)	Mo.
Montana Department of Public Health and Human Services (DPHHS)	Mont
Nebraska Department of Health and Human Services (DHHS)	Neb.
Nevada Division of Public and Behavioral Health (DPBH)	Nev.
New Hampshire Department of Health and Human Services (DHHS)	N.H.
New Jersey Department of Health (NJDOH)	N.J.
New Mexico Department of Health (NMDOH)	N.M.
New York State Department of Health (NYSDOH)	N.Y.
North Carolina Department of Health and Human Services (DHHS)	N.C.
North Dakota Department of Health (NDDoH)	N.D.
Commonwealth of the Northern Mariana Islands, Commonwealth Healthcare Corporation Division of Public Health Services (DPHS)	
Ohio Department of Health (ODH)	Ohio
Oklahoma State Department of Health (OSDH)	Okla.
Oregon Health Authority (OHA), Public Health Division (PHD)	Ore.
Republic of Palau Ministry of Health	
Pennsylvania Department of Health (PADOH)	Pa.
Puerto Rico Department of Health	P.R.
Rhode Island Department of Health	R.I.
South Carolina Department of Health and Human Services (SCDHHS)	S.C.
South Dakota Department of Health (DOH)	S.D.
Tennessee Department of Health (TDH)	Tenn.
Texas Department of State Health Services (TSHS)	Texas
United States Virgin Islands Department of Health (DOH)	
Utah Department of Health (UDOH)	Utah
Vermont Department of Health	Vt.
Virginia Department of Health (VDH)	Va.
Washington State Department of Health	Wash.
West Virginia Department of Health and Human Resources (DHHR)	W.Va.
Wisconsin Department of Health Services (DHS)	Wis.
Wyoming Department of Health (WDH)	Wyo.

When listing partners, list CDC first, whenever possible; if not possible, list alphabetically. Also acknowledge partners and funders in the creation of the work whenever possible.

Where required by the funder, insert a funding attribution statement in publications indicating the use of the funds to produce the publication.

Publications produced using CDC funds must include the following statement:
> This publication was supported by the Cooperative Agreement Number (INSERT AGREEMENT NUMBER) funded by the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the author and do not necessarily represent the official views of the CDC or the Department of Health and Human Services.

When citing a specific CDC funding source, identify the funding using the complete name on first use; shorten on second use, if necessary. Do not italicize.

- First use: State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (DP 13 1305)
- Second use: DP 13 1305

The NACDD Finance Department can assist with further language regarding funding sources, as needed.

Providing Accessible Formats

Many people with physical, sensory or intellectual disabilities cannot access typical video, audio, online or written materials. The Web Content Accessibility Guidelines, (w3.org/TR/WCAG20) and Section 508 of the Rehabilitation Act of 1973 (section508.gov) provide information on accessibility of web sites and other forms of information technology. The American Publishing House for the Blind has Accessible Media Guidelines for written materials at aph.org/accessible-media-guidelines.

NACDD provides its documents, publications, and electronic resources in alternative formats when requested by a user. All official publications must contain the following statement on accessibility in bold, 18 pt font:
> If you require this document in an alternative format, such as large print or a colored background, please contact the Communications Department at publications@chronicdisease.org. Alternate formats can be made available within two weeks of a request.

A document does not need to be produced in an alternative format until a request is received.

Photos and Quotes

Release forms are used to formally document a person's permission to have their image/likeness/quote used in publicity materials. NACDD Release forms specify that the subject allows NACDD to use their image, voice, or quote without further review nor payment for its use.

A release form should be used when you are working with an individual to take his/her photo, videotape them, or quote them for use in NACDD publicity materials.

A release is not needed for crowd shots or for quotes taken from the public record (like during public speeches or webcasts).

A release only can be signed by someone who is:
- Older than 18 (or his or her legal guardian on behalf of a minor)
- Capable of understanding what he or she is signing (or ask his or her legal guardian to sign on his/her behalf)

A list of royalty-free or open-source stock image and vector art websites to support communications projects, titled "Additional Online Communications Tools and Resources," is available (see page 37).

The NACDD Communications Department can provide stock photos or can assist with taking photos at an event. Submit a Creative Product and Media Outreach Request (see page 37) for photo assistance. When depicting people with disabilities in photos, please confer with the Communications Department to ensure these portrayals are inclusive and accurate.

Social Media

For NACDD, social media includes all means of communicating or posting information or content of any sort on the internet. In short, anything that can be created and posted on the internet is social media.

Speaking on behalf of NACDD on social media requires permission and training from the Communications Department.

It is not permitted to use the NACDD logo on personal sites or social media accounts without permission from the Communications Department as outlined in the Logo Use Policy.

Logo Guidelines

Consult the NACDD Quick Start Style Guide for information on correct placement, colors, and other details about using the NACDD logo (see page 37).

For complete guidance, refer to the NACDD Communications Guide or contact the NACDD Communications Department at: publications@chronicdisease.org.

Academic degrees
Use abbreviations only after a full name and set off by commas. Ex.: Susan Smith, MPH, spoke first.
Omit periods in abbreviations; use:
    associate degree
    bachelor's degree or Bachelor of Arts or BA
    master's degree or Master of Public Health or MPH
    doctorate or PhD

Acronyms
Spell out terms on first reference; follow with the acronym in parentheses. Use the acronym in the rest of the document. If the acronym will not be reused or is used only two or three times, omit it and spell out the term each time. Omit the article in front of most acronyms including CDC and NACDD.
Avoid acronyms at the beginning of a sentence or in a title or heading unless the acronym spells out a word (STaR) or stands for an agency.

Active voice
Use active voice and action verbs to show the Association and Members as initiators of positive action. Active voice also makes sentences shorter, more direct, and easier to read.

Bulleted lists
Capitalize the first word of each item in a bulleted list and use parallel construction (i.e., use the same grammatical category such as a verb or noun for the first item in each bullet).

CDC centers, divisions, and offices
Write out the full center, division, or office name to avoid alphabet soup.

Comma, serial comma
Use a comma before the last conjunction in a series of three of more terms (serial comma).
Ex.: A healthy lifestyle involves eating right, getting plenty of physical activity, and avoiding sugar.
Use a comma to join two independent clauses with a coordinating conjunction (for, and, nor, but, or, yet, so). Use FANBOYS as a memory aid acronym.
Ex.: The public health system is adequate, and the public can feel safe. (Both clauses can stand alone).
Use a comma before and after the year in a complete date and to separate city and state in text.
Ex.: The next one is on May 21, 2018, in Atlanta, Ga.
Do not use a comma when only the month and year are written in text.
Ex.: The groups reconvene in December 2018.

Dash
Use the *en* dash (short dash) to indicate ranges.
Ex.: 21-36 days, 12%-15%
Use the em dash (long dash) to show an abrupt change in thought or to separate words in a series.
Ex.: The group decided – totally independently – to meet for another three months.

Formal titles
Abbreviate titles used before a full name: Dr., Gov., Lt. Gov., Rep., Sen. Spell out Doctor if it starts a sentence.
Capitalize titles before and after names. *Note: This deviates from AP Style.* Ex.: Speakers include Bill Walker, Governor of Alaska.
Use lowercase when titles stand alone.
Use lowercase for terms that are job descriptions, not formal titles. Ex.: community health worker

Government, business, institution names
Capitalize the names of government agencies, businesses, and other institutions. Conjunctions, articles, or prepositions of three or fewer letters (the, and, of, for) should be lowercase unless they start a sentence. Ex.: National Institutes of Health

Hyphen
Use a hyphen when combining nouns with an adjective:
Ex.: Healthy lifestyle includes low-fat, high-fiber diets.
For certain compound modifiers:
Ex.: She inserted the first-third into the document.
To designate dual heritage:
Ex.: Mexican-American, African-American
For prefixes that precede a proper noun, a capitalized word, or an abbreviation (some exceptions):
Ex.: The program was designed for non-English speakers.

NACDD, NACDD Members
Spell out the National Association of Chronic Disease Directors on first reference; shorten to the Association or NACDD on second reference. Do not use "the" in front of NACDD. For internal communications, the abbreviation NACDD is acceptable in all uses.
Capitalize Member, regardless of its placement in a sentence, to emphasize our Members' centrality to the work of the Association.

Proprietary and brand names
Capitalize product proprietary names and brand names; do not include the trademark symbol. Always include the generic name with the proprietary name, but do not capitalize.
Ex.: Diabetes medicines include Trulicity (dulaglutide).
Exception: For partner trademarked initiatives, use the trademark symbol [superscript ® or TM] on first use only, unless it's in the title, then use the symbol on first instance in the text. Ex.: Million Hearts®

Quotation mark
A period and a comma go within quotation marks; a dash, semicolon, question mark, and exclamation point go within the quotation marks when they apply to the quote, alone. They go outside when they apply to the whole sentence.
Ex.: Which theater is showing "Star Wars"? (the words within the quotation marks are not a question).

Semicolon
A semicolon replaces a coordinating conjunction (and, but, for) when joining two independent clauses.
Ex.: The team met on Monday; a few members were unavailable.

Time
Use the abbreviations *a.m.* and *p.m.* in lowercase. Use standard time zone abbreviations. For the Eastern Time Zone, use ET instead of EST or EDT, unless it is important to distinguish.
Use numerals except for noon (12 p.m.) and midnight (12 a.m.).
Spell out the units of measurement in time sequences:
Ex.: 11 hours and 56 minutes

State names, state, federal, local used as an adjective
Use AP style abbreviations.
Use postal codes (AZ, PA) only with ZIP codes.
Do not capitalize the terms state, federal, or local, unless it starts a sentence or is part of the official name of an agency. Ex.: The state government; the state Department of Health; New York State Department of Health
Hyphenate when used as an adjective. Ex.: state-level

United States
Abbreviate United States used as an adjective; spell out when used as a noun.
Ex.: U.S. residents will attend.
      Members from the United States will attend.

assure, ensure, insure
Assure means to promise or to say something with confidence; to remove doubt. Ensure means having what is necessary to succeed or guarantee. Insure means to provide insurance coverage. Avoid using words that reflect a level of confidence greater than evidence can support; use phrases such as "may affect" or "could help" when describing potential outcomes that cannot be guaranteed.

case, patient, client
A case is an instance or episode of disease. Do not use case to refer to a person under medical care for a disease (patient). Avoid referring to persons with a chronic disease as patients unless this is accurate. Many clinical associations also refer to the patient-empowering term client.

compose, comprise
Compose means to be made of or to include; it takes the passive voice.
Ex.: The group is composed of children.
Comprise means to consist of; it takes the active voice. Never use the phrase "to be comprised of."

Ex.: NACDD comprises 7,000 Members. (Instead of: NACDD is comprised of 7,000 Members)

e.g., i.e.
e.g. (exempli gratia) means "for example" and is used only within parentheses.
Ex.: The report covers many topics (e.g. coordination, partnership).
i.e. (id est) means "that is" and is used only within parentheses. If a complete list follows, use a conjunction before the final item in the list.
Ex.: The group discussed many factors (i.e. those traits that support successful behavior change).
      The group discussed three factors (i.e., smoking, drinking, and overeating).

follow, follow up, follow-up, followup
follow and follow up are verbs
follow-up is an adjective
followup is a noun
Ex.: Staff followed up with all NACDD Members.(verb)
      Followup will be guided by staff. (noun)
      NACDD conducted a follow-up survey. (adjective)

jargon
Avoid jargon – see chart of alternatives on next page

11

nation

Avoid using nation or this country as a synonym for the United States; NACDD readership is international.

over, under

Do not use over and under with time spans; instead use "for" or "for more than." Use "less than" instead of under.

Ex.: They worked on the project for less than 12 years. (Instead of: They worked on the project under 12 years.)

For age groups, use older than and younger than

Ex.: Many students in the class are younger than 18 years of age. (Instead of: are under 18 years of age)

When referring to numbers of persons, things, or groups, use more than, fewer than, or less than.

Ex.: More than 44 million households in the United States have a dog.

percent, percentage

Use percent only with numbers; use percentage with nouns.

Use of % is acceptable except at the beginning of a sentence.

Ex.: Nine percent of the U.S. population has diabetes. The percentage of Americans with diabetes is growing. Not: Nine % of the U.S. population has diabetes.

In a graph illustrating percentages, label the axis as percent, not percentage.

that, which, who

That and which refer to animals, things, or anonymous groups of people. That introduces a defining or limiting phrase and which introduces a parenthetical phrase. Which often requires commas before its use.

Who refers to people and animals with names or special characteristics and introduces restrictive or nonrestrictive clauses.

Ex.: The books that he read were all history-related. (The clause "that he read" defines the noun books; it tells which books were read.)

The books, which he read, were all history-related. (Which introduces extra information that could be dropped without affecting the sentence.)

The president, who came to Washington, D.C. in 2008, visits many public schools.

Technology and Public Health Terms

Use	Do not use
email	e-mail
healthcare	health care
internet	Internet
login	log in, Log-in
nonprofit	not for profit, non-profit
offline	off-line
online	on-line
payer	payor
preventive	preventative
URL	url
the web	the Web, world wide web
webmaster	web master
website, webpage	web site, web page

Jargon to Avoid
(alternative words in parentheses)

as well as (and, also)

as a means of (to)

currently (now)

emphasize (stress)

in addition to (and, also)

in order to (to)

in the vicinity of (near)

in the event that (if)

large number of (many)

the majority of (most)

utilize (use)

with regard to (about)

use, utilize, usage

The verb to use is preferred. The short form of a word is preferable to the long form.

Brand Standards

NACDD staff, partners, and donors should use the NACDD name, logo, and branding properly. Uniformity in presentation maximizes the awareness of our name and protects our logo rights.

Refer to the NACDD Logo Use Policy, tip sheet, and quick branding guide when using any element of the NACDD name, logo, or brand.

Find these guides at: chronicdisease.org/page/Communications

IV. Writing Manual

When writing for all NACDD audiences, do the following:

- Use [clear language](#) that effectively communicates with your audience.
- Avoid jargon, clichés, and buzz words (see tables below).
- Be mindful of sentence length; avoid stringing multiple clauses together.
- Use active voice and action verbs to show the Association and Members as initiators of positive action. Active voice also makes sentences shorter, more direct, and easier to read.
- "Show" don't tell an audience why something is important by using statistics, anecdotes, or references to research findings.

Jargon to Avoid (alternative words in parentheses)
as well as (and, also)
as a means of (to)
currently (now)
emphasize (stress)
in addition to (and, also)
in order to (to)
in the vicinity of (near)
in the event that (if)
large number of (many)
the majority of (most)
utilize (use)
with regard to (about)

Clichés to Avoid		
a total of	for all intents and purposes	last, but not least
absolutely	good	major
actually	great	obviously
as a matter of fact	I believe that	of course
basically	important	quite
completely	in due course	really
current	in the end	significant

definitely	it is important that	the fact of the matter is that
each and every one of	it should be noted	the month of
existing	I would like to point out	very
extremely	I would like to say	to ensure
fine	I would like to stress	suffering from
proven		

General style considerations

font, type styles
NACDD preferred, accessible fonts are 12-pt Arial and Verdana. Additional approved font options are noted in the Quick Start Style Guide (see page 37).

Avoid underlining and using all capital letters as it makes text hard to read. Use bold type for emphasis sparingly. Italics are inaccessible to readers with low vision; also use sparingly.

Do not use italics to reference the titles of books, journals, magazines, reports, pamphlets, and software programs.
   Ex.: Washington Post, Journal of the American Medical Association

expletives
The words "there" or "it" followed by some form of "to be" are called expletives. Avoid expletives for clarity.
   Ex.: Evidence suggests that physical activity improves academic performance.
       (Instead of: There is evidence to suggest that physical activity improves
        academic performance.)

split infinitives
Sentence construction that splits infinitives or compound verbs is awkward.
   Ex.: The speaker wanted *to present* the information quickly.
       (Instead of: The speaker wanted *to* quickly *present* the information.)

subject-verb agreement
Units of measure are treated as collective nouns and require a singular verb.
   Ex.: One hundred dollars is the average fee. (Instead of: One hundred dollars are the
       average fee)

Staff is a collective noun denoting a unit and often takes a singular verb, unless referring to multiple actions by a group.
  Ex.: Program staff is expected to attend. Program staff are working on many projects.

tone
Use positive, patient-empowering language; avoid using words like "sufferers," "victims," "confined to" or "afflicted" that make assumptions about how a person might view their disease experience.

wordiness
Be concise. Use only the number of words needed to make your point and limit unnecessary phrases, adverbs, adjectives, and buzz words.
  Ex.: They made the trip because the weather was good.
      (Instead of: As a consequence of the good weather, they were afforded the
       opportunity to make the trip.)

Abbreviations

academic degrees
Note that we differ from AP Style.

To establish a person's credentials, the preferred form is to use a phrase, not an abbreviation.
  Ex.: Susan Smith, who has a master's degree in public health, is the keynote speaker.

Correct usage (omit periods in abbreviations):
  associate's degree
  bachelor's degree or Bachelor of Arts or BA (Instead of: B.A.)
  master's degree or Master of Public Health or MPH (Instead of: M.P.H.),
  Master of Science, MSc or MS
  doctorate or PhD (Instead of: Ph.D.)

Use abbreviations only after a full name and set them off by commas.
  Ex.: Susan Smith, MPH, spoke first.

Don't precede a name with an academic degree title and then follow it with the degree abbreviation.
  Ex.: Doctor Jones was the speaker (Instead of: Doctor Jones, MD, was the speaker.)

CDC centers, divisions, and offices
Write out the full center, division or office name to avoid alphabet soup.
  Ex.: National Center for Chronic Disease Prevention and Health Promotion
      (Instead of: NCCDPHP)

Do not use "the Chronic Center."

community of practice
Use COP on second reference, not CoP. Do not capitalize term.

formal titles
Abbreviate titles when used before a full name: Dr., Gov., Lt. Gov., Mrs., Rep., the Rev., Sen. Spell out Doctor and Professor if they start a sentence.

journal titles
 For NACDD publications, titles of published material are not italicized or abbreviated. However, when writing for other publishers or academic journals, follow the guidance provided by their editorial teams. In general use the [National Library of Medicine Index Medicus abbreviations](#).

months and time
Spell out the month when used alone or with a specific year (no comma).
  Ex.: The initial meeting was February 2004.

For specific dates, always spell out March, April, May, June, and July and abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec.
  Ex.: March 12 was a windy day.
      Feb. 12 was a windy day.

For month, day, and year together, insert a comma after the day and year.
  Ex: February 12, 2004, was the last day.

For time, use the abbreviations a.m. and p.m. (Instead of: am and pm)

state names, state
Spell out the names of U.S. states in text when they stand alone or after a county:
  Ex.: Three projects began this year in Sussex County, Delaware.

Spell out state, country, or territory names after a city or use Associated Press abbreviations (see page 6). Use the two-letter postal code (DE, PA) with full addresses including ZIP codes only. Use commas after the city and state in a sentence.

Ex.: Members came from the office in Yigo Village, Guam, to participate.
Members came from the office in Nashville, Tenn., to participate.

Never abbreviate these state names in text: Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas, and Utah.

Include the name of the state at the first mention of the city, unless it is one of the cities on the list below. These cities are so widely known, they can stand alone without a state reference.
Ex.: Send your application to the office located in Wilmington, Delaware.

Atlanta	Detroit	Minneapolis	Salt Lake City
Baltimore	Honolulu	New Orleans	San Antonio
Boston	Houston	New York	San Diego
Chicago	Indianapolis	Oklahoma City	San Francisco
Cincinnati	Las Vegas	Philadelphia	Seattle
Cleveland	Los Angeles	Phoenix	Washington
Dallas	Miami	Pittsburgh	
Denver	Milwaukee	St. Louis	

Avoid use of the phrase "the state of."
Ex.: "In Utah," instead of "in the state of Utah"
Do not capitalize state when used as an adjective to specify a level of jurisdiction.
Ex. state Rep. William Smith, the state Transportation Department, state funds

time zones
Use standard time zone abbreviations when indicating a clock time in text. A resource for time zone information is timeanddate.com.

Clock times for Association events available in multiple time zones should be indicated in Eastern Time to reflect the location of the NACDD office in the Eastern Time Zone. Use the abbreviation ET, unless it's necessary to be more specific. Event times should be arranged during normal business hours to include business hours in as many time zones as possible.

Abbreviate time zone on first reference for zones within the continental United States when linked with a clock reading. Do not separate time and zone with a comma.
Ex.: 3 p.m. ET or noon CST

United States
Abbreviate United States when used as an adjective; spell out when used as a noun.
Ex.: The U.S. network includes 7,000 practitioners.
Membership from the United States grew by more than 1,200 this year.

Alphabet soup in text slows down the reader and reduces comprehension. Spell out terms on first reference, followed by the acronym in parentheses. Use the acronym in the rest of the document. If the acronym is used less than three times, omit it and spell out the term each time.
  Ex.: The National Association of Chronic Disease Directors (NACDD) developed the
        resource. According to NACDD, the resource is available to all Members.

If the term's spelling is possessive, don't include the possessive in the parentheses.
  Ex.: The National Association of Chronic Disease Directors's (NACDD) training
        resource is now available.
        Preferred use is "the Association's"

using *the* with acronyms
The preferred NACDD usage is to omit the article in front of most acronyms including CDC and NACDD, unless it looks or sounds odd.

The acronyms FBI, CIA, and GOP do not need to be spelled out because they are widely known.

Avoid acronyms at the beginning of a sentence or in a title or heading unless the acronym spells out a word (STaR) or stands for a widely known agency.

Capitalization

Use capitalization only when necessary for proper names or for the beginning word of a sentence. Exceptions include Chronic Disease Director, State Health Department, and Member.

bulleted lists
Capitalize the first word of each item in a bulleted list and use parallel construction (i.e., use the same grammatical category such as verb or noun for the first item in each bullet).

Incorrect (not parallel): Principles of good writing include the following:
- write for your audience
- avoidance of unnecessary capitalization
- not using acronyms

Correct (parallel): Principles of good writing include the following:

- Write for your audience
- Avoid unnecessary capitalization
- Use few acronyms

For short items and short lists, make the list part of the sentence.
  Ex.: Aspects of good writing include tone, style, and plain language.

cross-references to chapters, figures, pages, and lines in text
Capitalize nouns (e.g., table, figure, chapter, volume, appendix) if they are used to designate a specific table or figure and are followed by a number or letter.
  Ex.: As shown in Figure 3.
       Refer to Chapter 2, Section III.

When referring generally to a section or chapter, do not capitalize the word. If you are referring to the specific title of a section or chapter, capitalize the full title and enclose it within quotation marks.
  Ex.: Refer to the chapter on coordination.
       Refer to the "Coordination Issues" chapter.

Put references to pages and lines of text in lowercase.
  Ex.: The paragraph on planning starts on page 10, line 48.

first word of a quotation
Quoted material should reflect the original form, and in most cases, the first word of a quote is capitalized because it is an independent clause. If the quote is not an independent clause, use lowercase.
  Ex.: (Incorrect) The article stated that "Approximately 250 people attended."
       (Correct) The article stated that "approximately 250 people attended."
  Ex.: (Correct) The article stated that "Chronic diseases are a major source of unnecessary suffering in the U.S."

geographic names
Capitalize official geographic locations, including cities, counties, states, regions, countries, mountains, parks, and bodies of water.
  Ex.: the Indian Ocean, the Yosemite Valley, the East Coast

Do not capitalize common nouns used with a geographic name in the plural.
  Ex.: the Pacific and Indian oceans

government agencies, businesses, and other institutions
Capitalize the names of government agencies, businesses, and other institutions. Conjunctions, articles, or prepositions of three or fewer letters (the, and, of, for) should be lowercase unless they start a sentence.
  Ex.: National Institutes of Health

Do not capitalize federal, state, and local, unless they start the sentence or are part of the official name of an agency.
  Ex.: Many women work in federal, state, and local government positions.
    Many women work at the Federal Trade Commission.

For names of institutions, do not capitalize the article "the" unless it is part of the official title.
  Ex.: They graduated from The Johns Hopkins University.

For capitol buildings, correct use is U.S. Capitol or the Capitol to refer only to the building in Washington, D.C. where Congress meets. The capitol buildings of other locations are not capitalized. The word capital refers to the city that is the seat of government, not the building, and is not capitalized, as in Dover is the capital of Delaware.

proper names
Capitalize common nouns such as party, river, and street when they are part of a full name for a person, place or thing.
  Ex.: Republican Party, Pacific Ocean
Use lowercase when these nouns stand alone in subsequent references.
  Ex.: the party, the ocean

Use lowercase for the common noun elements of plural names.
  Ex.: Center and Capitol streets, Delaware and Susquehanna rivers
  Exception: Plurals of formal titles with full names are capitalized: Governors Jerry
          Brown and Larry Hogan

proprietary and brand names
Capitalize product proprietary names and brand names; do not include the trademark symbol. Always include the generic name with the proprietary name, but do not capitalize generic drug names.
  Ex.: Diabetes medications such as Trulicity (dulaglutide) are used to control the
    disease.

Exception: For partner trademarked initiatives, use the trademark symbol [superscript ® or TM] on the first instance only. If the first instance is in the title, use the symbol in the title and then in the text.
  Ex.: Million Hearts® (first use only)

titles
Capitalize formal titles used before and after name. (*Note: This differs from AP style*).
Use lowercase when titles stand alone or are set off from a name by commas.
  Ex.: On May 4, Governor Walker will speak at the conference.
     Speakers at the conference include Bill Walker, Governor of Alaska*.*

Use lowercase for terms that are job descriptions rather than formal titles.
  Ex.: community health worker, physician assistant, registered nurse

Numbers (also see table beginning on page 23)

In text, spell out numbers one through nine. Spell out zero to avoid confusion with the letter o. Use figures for 10 or above.
  Ex.: Her presentation contains nine slides.
        The conference begins in 12 days.

In tables and figures, use numerals for units of measure (e.g., age, time, money) and for forms of numbers (e.g., decimal, percent), even if they are below 10.
  Ex.: The patient took 5 mg of the medicine for seven days.
        She found errors in 7% of the surveys.

Spell out the ordinals *first* through *ninth* and use the numeral for 10th and above.
  Ex.: The third time was the charm*.*
        Today's webinar is the 12th in a series.

Spell out numerals at the beginning of a sentence.
  Ex.: Seventeen students went on the field trip.

When large numbers are spelled out at the beginning of a sentence, hyphenate a number ending in "y" when connected to another word.
  Ex.: ninety-nine

ages
Use hyphens for ages used as adjectives before a noun or as a noun substitute.
  Ex.: She has a 10-year-old car.
        He attends a class for 6-year-olds.

consecutive numbers
When two consecutive numbers can't easily be separated, spell out the one that is more easily understood in word form or rephrase the sentence.
  Ex.: His wallet contained 5, five dollar bills.

dates
Always use numerals and do not add *st*, *nd*, *rd,* or *th*.
  Ex.: Her birthday is Dec. 5. (Instead of: Her birthday is December 5th.)

decimals

Round numbers to the least number of decimal places needed in text, preferably none. Use decimals for units of measure, not fractions. If the decimal value is less than 1, add a zero in front of the decimal point.
  Ex.: 0.5 kg (Instead of: ½ kg)

fractions

Spell out common fractions and hyphenate.
  Ex.: Applicants complete the form correctly one-third of the time.

numbered addresses

Use Arabic numerals for an address.
  Ex.: 100 Main St.

Spell out and capitalize "first" through "ninth" as street names; use Arabic numerals for 10th and above.
  Ex.: 1006 Ninth Ave.
        1006 42nd St.

percent, percentage

Use numerals and a *%* symbol for specific percentages with no space between them. (*Note: This differs from AP style, which always requires the word to be spelled out*). Spell out both terms if a percentage starts the sentence.
  Ex.: About 50% of the practitioners responded.
        Fifty percent of the practitioners responded.

In a range of percentages, each number should have a percent symbol; in a series of percentages, only the last figure has the symbol.
  Ex.: The weather was responsible for 40% to 50% of the decline in attendance.
        These amounts represent 15, 25, and 60% of the total.

Use the word percent only with a number; use percentage in other uses.
  Ex: A large percentage of the practitioner network attended.

Use percent only with numbers; use percentage with nouns.
  Ex.: Nine percent of the U.S. population has diabetes.
        The percentage of Americans with diabetes is growing.

In a graph illustrating percentages, label the axis as percent, not percentage.

time

Use Arabic numerals for time of day. Spell out 12 p.m. as noon and 12 a.m. as midnight.

Ex.: The meeting starts at noon and ends at 5 p.m.
The meeting starts at 8:30 a.m. and ends at midnight.

Avoid redundancy.
Ex.: Noon (Instead of: 12 noon)
5 p.m. (Instead of: 5 p.m. in the evening or 5 o'clock p.m.)

Use of Numbers with Units of Measure	
Age	at age 8 years the boy, age 6, ran patients 30 to 40 years of age class for 6-year-olds men ages 50 years and older in her 90s (no apostrophe)
Compound modifier	a 5-foot-ten-inch woman
Date	was born on Dec. 5, 1981 began in April 1975 began on April 8, 1975, as a new activity
Measurement range	Put the unit of measure after the second number in a range. 2 x 4 feet 12 to 24 inches 250 to 500 mg Exception: when there is no space between the number and the unit of measure, each number should have a unit or measure. 2' x 4' 12% to 24%

Money	10 cents $10 $10.50 $1,050 $10 million or $10,000,000
	
	Repeat million, billion, trillion with each number
	   Full funding is $35 million to $75 million
	
	Do not express millions, billions, and trillions in fractions
	   $500,000 (Instead of: ½ million)
	
	Express related amounts the same way
	   From $100 to $1,000,000 (Instead of: from $100 to $1 million)
	
	Repeat the money symbol with each number
	   $5 to $10
	
	Express combinations of dollars and cents in dollars
	   $.75 to $1.75 (Instead of: 75 cents to $1.75)

Ratios	Consider using lower ratios or ratios below 10 when possible to improve comprehension. a ratio of 1-to-3, 1 in 4 members Omit the word to when numbers indicate a ratio. 2-1 majority (Instead of: 2 to 1 majority) Use the word ratio or a phrase to describe the relationship of the numbers, such as majority
Temperature	Do not put a space between the number and the degree symbol. Repeat the symbol after each number in a range. 10°C to 20°C
Time Clock time	8 a.m.; noon (Instead of: 12 noon); 8 o'clock (Instead of: 8 o'clock p.m.)
Time period	5 a.m. to 5 p.m.; 5 a.m. to 5:30 p.m.; 2-3:30 p.m. 5 hours a 5-hour trip the '80s, the mid-'80s during 1970-1980 (Instead of: 1970-1980) Fractions are acceptable for expressing time periods in text. The trip took 2½ days.

Punctuation

brackets and parentheses
Square brackets in a quotation indicate words added to the quote to provide context or clarification. Use brackets when other words in the text are already in parentheses.
  Ex.: The coach said, "Our last losing season [2007] was a fluke."
        Marine omega-3 fatty acids (eicosapentaenoic acid [EPA] and docosahexaenoic acid [DHA]) mainly come from fish.

colon
Use a colon to introduce lists or other text at the end of a sentence. Capitalize the first word after the colon if it's a proper noun or the beginning of a complete sentence.

Use one space after a colon
  Ex.: Garden design is based on three things: color, texture, and plant size.
      (Instead of: Garden design is based on: color, texture, and plant size.)

A colon isn't needed after "including" or "such as" in a sentence, except before a long list of complex phrases.
  Ex.: The project incorporates two public health functions, including monitoring health status and developing policies and plans.
      (Instead of: … incorporates two public health functions including: monitoring health status and developing policies and plans.)

comma, serial comma

Use a comma before the last conjunction in a series of three or more terms (Oxford comma).
  Ex.: A healthy lifestyle involves eating right, getting plenty of physical activity, and avoiding too much sugar.

Use a comma to join two independent clauses with a coordinating conjunction. The coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) are easy to remember using the acronym FANBOYS.

In a sentence with a coordinating conjunction where the two clauses can stand by themselves, use a comma to separate the clauses.
  Ex.: The public health system is adequate, and the public can feel safe. (Both clauses can stand alone.) (Instead of: The public health system is adequate, and makes the public feel safe.)

Use a comma before and after the year in a complete date, to separate city and state in text, and to offset city and state from a sentence. (See page 17 for a list of cities that do not need state pairings).

  Ex.: The next conference is on May 21, 2018, in Atlanta.
        The conference in New Haven, Conn., was very interesting.

Do not use a comma when only the month and year are written in text.
  Ex.: The groups will reconvene in December 2018.

Insert a comma before a direct quote.
  Ex.: She said, "We'll add your suggested text to the manuscript."

dash
Use the *en* dash (short dash) to indicate ranges.
  Ex.: 21-36 days, 12%-15%

Use the *em* dash (long dash) to show an abrupt change in thought or to separate words in a series.
  Ex.: The group decided – totally independently – to meet for another three months.
Insert these dashes in Microsoft Word from the special characters list using the insert symbol function.

hyphen (compound words)
These words are always hyphenated: state-of-the-art, up-to-the-minute, out-of-date, over-the-counter, know-it-all. Consult a reference (see page 38) for complete rules. Common hyphen uses are shown below.

For clarity of meaning
  Ex.: She recovered her money. He re-covered the sofa.

To combine a noun with an adjective
  Ex.: A healthy lifestyle includes a low-fat, high-fiber diet.

For certain compound modifiers
  Ex.: She inserted the first-third of the text into the document.
       She applied for a full-time job at a nonprofit organization.

To designate dual heritage (see page 30 for language guidance on race.)
  Ex.: German-American, Mexican-American, African-American
  Exceptions (no hyphen): French Canadian, Latin American

For prefixes
Hyphenate prefixes when they precede a proper noun, a capitalized word, or an abbreviation (some exceptions below).
  Ex.: The program was designed for non-English speakers.
       She reviewed the pro-ADA agenda.

These prefixes generally do not need to be hyphenated:

ante	anti	bi	co	contra
counter	de	extra	infra	inter
intra	micro	mid	neo	non
over	pre	post	pro	pseudo
re	semi	sub	supra	trans
tri	ultra	un	under	

Exceptions:
When spelling is awkward without the hyphen
  Ex.: He has a pre-existing condition.

Hyphenate all-, self- and ex- (when it means former).
   Ex.: She is a self-directed person.
         The applicant is an ex-lobbyist.
         They stayed at an all-inclusive resort.

period
Do not put a period at the end of each item in a bulleted list unless the item is a complete sentence. If the list, itself, is a complete sentence, use sentence punctuation.
   Ex.: The principles of good writing are:
- writing for your audience,
- avoiding unnecessary capitalization, and
- using few acronyms.

quotation mark
A period and a comma go within the quotation marks; a dash, semicolon, question mark and exclamation point go within the quotation marks when they apply to the quote alone. They go outside when they apply to the whole sentence.
   Ex.: Which theater is showing "Star Wars"? (The words within the quotation marks are not a question.)

semicolon
Use a semicolon to replace a coordinating conjunction (and, but, for) when joining two independent clauses.
   Ex.: The team met on Monday; a few members were unavailable.

spacing
Use one space after periods, colons, and bullets in a list.

Inclusive and Non-Judgmental Language

NACDD communications should use language that does not exclude or stigmatize particular groups of people.

The inclusive language and definitions of terms in this section are from several sources including Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community, a Joint Commission publication; the CDC Style Guide; National Center on Health, Physical Activity and Disability (NCHPAD); and NACDD Health Equity Council publications, among other resources.

Inclusion is a term used often in discussions about people with disabilities. It means to transform communities based on social justice principles in which all community members: are presumed competent; are recruited and welcome as valued members of their community; fully participate and learn with their peers; and experience reciprocal social relationships.

Use person-first language such as "person with a disability," "patient with diabetes," or "boy with asthma." Use positive, patient-empowering language; avoid using words like "sufferers," "victims," or "afflicted" that make assumptions about how a person might view their disease experience.

There are some groups that prefer to have their condition mentioned first. When targeting specific populations with chronic conditions, it's always a good idea to check with advocacy websites to determine how they prefer to be referenced.

behavioral health
Use accurate language to describe people with behavioral health conditions. Avoid shaming terms such as: "substance abuse," "substance misuse," "addict," "abuser," "alcoholic," "mentally ill," and "a schizophrenic."

> Use neutral terms such as "substance use" or a "person who has (insert a term such as a "drug," "alcohol") use disorder." Use words that describe a person as having a condition such as a "person with schizophrenia" rather than identifying a person by the condition itself (as a schizophrenic). When developing materials for specific groups, always check with stakeholders to identify the most appropriate language to use.

disability, handicap, normal, abnormal
Disability can refer to a condition that limits a person's ability to carry out a function. Avoid using judgmental terms such as "handicap." Compare persons with disabilities to nondisabled persons or persons without disabilities, when needed, rather than using the term "normal person" or "healthy person" to refer to nondisabled persons. Do not use negative phrasing such as "confined to a wheelchair" or "bedridden"

> **More guidance** is available in the CDC fact sheet Communicating With and About People with Disabilities, the National Center on Disability and Journalism's style guide and the National Center on Heath, Physical Activity and Disability's Inclusive Health Communication Guidelines.

Inclusion is a practice that incorporates programmatic and architectural accessibility and accommodates people of all ability levels.
(nchpad.org/1456/6380/Definition~of~Inclusion)

Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. -Ron Mace, Center for Universal Design, North Carolina State University

Universal design is an important concept in creating health promotion programs and environments for people of all ability levels.
Source: https://projects.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm

gender, sex
The following gender/sex definitions are from AP and the Joint Commission report noted above:

Gender
Not synonymous with sex. Gender refers to a person's social identity while sex refers to biological characteristics. Not all people fall under one of the two common categories for sex or gender, according to leading medical organizations. Avoid references to "both," "either" or "opposite" sexes or to genders as a way to encompass all people. When needed for clarity or in certain stories about scientific studies, alternatives include men and women, boys and girls, males and females.

he, she, words ending in -man or -woman
The NACDD preference is to write the sentence to avoid the use of gendered pronouns. Avoid using a plural pronoun for a singular antecedent.
Ex: Instead of: A novice hiker may lose his or her way without a map.
Use: Novice hikers may lose their way without a map.
Avoid: A novice hiker may lose their way without a map. (The antecedent is singular, and the pronoun is plural)
Use: A noice hiker may get lost without a map.

Use gender neutral words such as "chair" or "chairperson"; not "chairman" or "chairwoman."

Sex
Refers to a person's biological status and is typically categorized as male, female, or intersex (that is, atypical combinations of features that usually distinguish male from female). It is generally understood as a biological construct, referring to the genetic, hormonal, anatomical, and psychological characteristics of males or females.

Gender identity
One's basic sense of being a man, woman, or other gender (such as transgender). Although many people identify with the sex assigned to them at birth, some people with male anatomy identify as female, and some people with female anatomy identify as male.

Gender nonconforming (n.), gender-nonconforming (adj.)
Acceptable in broad references as a term for people who do not conform to the traditional view of two genders. A gender non-conforming person may or may not identify as transgender, gay, lesbian, or bisexual.

Sexual orientation
The preferred term to use when referring to an individual's physical and/or emotional attraction to other people. Sexual orientation describes how people locate themselves on the spectrum of attraction.

LGBT, LGBTQ
Acceptable in all references for lesbian, gay, bisexual and transgender, or lesbian, gay, bisexual, transgender, and questioning and/or queer. In quotations and the formal names of organizations and events, other forms such as LGBTQIA and other variations are also acceptable when the other letters are explained. "I" generally stands for intersex, and "A" can stand for asexual (a person who doesn't experience sexual attraction), ally (a person who is not LGBT, but who actively supports the LGBTQ community) or both. Queer is acceptable for people and organizations that use the term to identify themselves. Avoid use of the term "queer" unless working closely with members of this community, as it can be interpreted as a slur.

More resources: Language around gender and sexual orientation is evolving. You may find an expanded and more inclusive glossary of terms on the websites of GLADD glaad.org/reference or the Human Rights Campaign hrc.org/resources/glossary-of-terms.

health disparity
Health disparity is the difference in health status and death rates across population groups

health equity
Health equity exists when all people have the opportunity to attain their full health potential and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.

health inequity
Health inequity is the difference in health status and death rates across population groups that is systematic, avoidable, unfair, and unjust.

individual, person
Because the term individual is dehumanizing, use the word person unless you need to distinguish individuals from a class or group.
  Ex.: Both individuals and institutions can register to participate.

at risk, vulnerable, marginalized
Avoid using terms like "vulnerable" and "marginalized" that can stigmatize groups that may be underrepresented within a population. Avoid blanket generalizations based on demographic trends, such as "rural communities are less healthy." Where possible, cite studies that point to reasons behind disparities in health outcomes and describe the social/economic factors or institutional barriers impacting the health of the population. (For example, "Studies show that people in rural areas may be at greater risk for heart disease because they have less access to healthcare.")

race or ethnicity
Use terms to identify race or ethnicity only when relevant. The following explanation of different classifications of race and ethnicity is from CDC:

Alaska Native (Aleuts, Eskimos, Indians of Alaska), Alaskan
An Alaska Native (NOT Alaskan Native) is a person whose origins are in any of the original peoples of Alaska and who maintains cultural identification through tribal affiliation or community attachment. An Alaskan is anyone who was born in Alaska or who is a long-term resident of Alaska.

American Indian or Native American
An American Indian is a person whose origins are in any of the original peoples of North, Central, or South America (except Alaska) and who maintains cultural identification through tribal affiliation or community attachment. Whenever possible, specify the nation or people (e.g., Navajo, Nez Perce, Inuit) rather than using the more general term.

Asian
An Asian is a person whose origins are in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Philippines, Thailand, and Vietnam. Do not use the word "oriental." Avoid using the word "Asian."

Black or African-American
An African-American is an American black person of African descent. The term African-American is preferred; black also is acceptable and should be lowercase. When discussing scientific data related to African-Americans or people of color, use the term that is used in the source of the data.

Hispanic or Latino
A Hispanic is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term Spanish origin also may be used. Because the terms are vague, use the more specific geographic origin, if possible. Latino (for a group with multiple genders) or Latina (to refer to women) is preferred. Latinx (pronounced la-teen-ex) also is acceptable to be gender inclusive.

Native Hawaiian or Other Pacific Islander
A Native Hawaiian is a person whose origins are in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands. It does not include a person who is native to the State of Hawaii by virtue of being born there. Other terms such as Part-Hawaiian also may be used when appropriate. Note: Capitalize Part-Hawaiian because it is a legal status. However do not capitalize part with other nationalities (example: part-Japanese).

White, Caucasian
Use the term "white." Do not capitalize white, unless it starts a sentence. The term "Caucasian" is not necessarily interchangeable with the term "white."

More resources: More guidance can be found in Race Forward's Race Reporting Guide (raceforward.org/reporting-guide) and Buzzfeed's Style Guide (buzzfeed.com/emmyf/buzzfeed-style-guide).

resident, citizen
People living in a state or area may not be U.S. citizens. Use the term "resident" rather than "citizen" to include the entire group of people who live in a specified area.

Websites and email addresses

websites
When citing a website, do not include the full web address.
  Ex. Chronicdisease.org, not https://www.chronicdisease.org.

Also, in digital communications, avoid writing "click here for more information." Instead, use a phrase such as, "Read more about the project" and hyperlink the word "project."

Email addresses
Write out the email address instead of only hyperlinking the name.
  Ex. For more information, contact Paige Rohe at prohe@chronicdisease.org.

Word Use and Spelling

Definitions below are adapted from the *CDC Style Guide*.

acute, chronic
These terms describe the duration—not the severity—of symptoms, conditions, or diseases. Acute diseases have a sudden onset, sharp rise, and short course. Chronic diseases are marked by long duration or frequent recurrence. Avoid using these terms to describe people, as in "chronic smokers."

affect, effect
The verb "affect" means "to produce an effect upon." The verb "effect" means "to bring about" or "to cause;" the noun "effect" means "a distinctive impression."
  Ex.: The sunshine affects my vision.
        The move will have an unsettling effect.
        The move will effect a longer commute for employees.

although, while
Use "while" to connote time; otherwise, use "although."
  Ex.: We adjusted the agenda while the meeting was in progress.
        We're designing our report, although we haven't seen the guidelines yet.

assure, ensure, insure
Assure means to promise or say something with confidence; to remove doubt. Ensure means having what is necessary to succeed or guarantee. Insure means to provide insurance coverage. Avoid using words that reflect a level of confidence greater than evidence can support; use phrases such as "may affect" or "could help" when describing potential outcomes that cannot be guaranteed, rather than assure or ensure.

biannual, biennial, biweekly, semiweekly
Biannual means semiannual or twice a year; biennial means every two years. Biweekly means every other week; semiweekly means twice a week.

case, patient, client, consumer
A case is an instance or episode of disease. Do not use "case" to refer to a person under medical care for a disease (patient). Avoid referring to persons with a chronic disease as patients unless this is in the context of a discussion on clinical care. Use "person with" to describe someone who has a disease in more general use. The word consumer refers to a person who uses a service and can often substitute for client or patient in text.

compose, comprise
Compose means to be made of or to include; it takes the passive voice. Avoid use of comprise.
  Ex.: The group is composed of people with diverse backgrounds.
Comprise means to be composed of or to consist of; it takes the active voice. Never use the phrase "to be comprised of."
  Ex.: NACDD includes 7,000 Members. (Instead of: NACDD is comprised of 7,000 Members.)

each, every
Each and every always are singular.
  Ex.: Each group has plans to attend.
      Every student, teacher, and principal is planning to attend.

e.g., i.e.
e.g. (*exempli gratia*) means "for example," only used within parentheses, and is followed by a comma.
  Ex.: The report covers many topics (e.g., coordination, partnership).
      The report covers many topics, for example, it covers coordination and partnership.

i.e. (*id est*) means "that is," only is used within parentheses, and is followed by a comma. If a complete list follows, use a conjunction before the final item in the list.
  Ex.: They discussed important factors (i.e., those traits that support successful behavior change).
      They discussed three important factors (i.e., smoking, drinking, and overeating).

follow, follow up, follow-up, followup
follow and follow up are verbs
follow-up is an adjective
followup is a noun
  Ex.: Staff followed up with all NACDD Members. (verb)
      The staff guided the followup. (noun)
      NACDD conducted a follow-up survey on the impact of the project. (adjective)

immunize, vaccinate
Immunize means "to confer immunity." Vaccinate means "to administer a vaccine." Use "immune" to refer to a history of protection from disease.
　Ex.: People vaccinated against the flu may not be immunized against every strain.
　　　Not everyone was vaccinated, but some are immune.

morbidity
Morbidity means the relative incidence of disease as well as the condition of experiencing a disease. Use "illness," "disease," or "condition" when writing for lay audiences. Prioritize discussions of solutions or preventive measures in conversations about morbidity.

nation
Avoid using nation or "this country" as a synonym for the United States because NACDD readership is international.

over, under
Do not use "over" and "under" with time spans or amounts. Use "for more than" or "more than" instead of "over"; use "less than" instead of "under."
　Ex.: They worked on the project for more than 12 years.
　　　(Instead of: They worked on the project for over 12 years.)

For age groups use "older than" and "younger than."
　Ex.: Many students in the class are younger than 18 years of age.
　　　(Instead of: Many students in the class are under 18 years of age.)

When referring to numbers of persons, things, or groups, use "more than," "fewer than," or "less than."
　Ex.: More than 44 million households in the United States have a dog.
　　　(Instead of: Over 44 million households in the United States have a dog.

preventive, preventative
In public health, "preventive" means intervening (e.g., with medicine or treatment) to stop disease or ill health from occurring. NACDD's preferred use is "preventive"

since, because
For clarity, use "since" with time frames only (e.g., since 1960), not as a synonym of "because."

scientific terms
For a list of abbreviations commonly used in the scientific field, consult the [AMA Manual of Style](#).

target, targeting
Avoid indicating that an initiative targets a certain group. Instead, use another phrase such as "trying to reach."

that, which, who
"That" and "which" refer to animals, things, or anonymous groups of people. "That" introduces a defining or limiting phrase, and "which" introduces a nonrestrictive (parenthetical) phrase that may require a comma before and/or after.

"Who" refers to people and animals with names or special characteristics and introduces restrictive or nonrestrictive clauses.
  Ex.: The books that he read were all history-related.
      (The clause "that he read" defines the noun books; it tells which books were read.)
        The books, which he read, were all history-related. (Which introduces extra
        information that could be dropped without affecting the sentence.)
        The president, who came to Washington in 2008, visits many public schools.

use, utilize, usage
The verb "to use" is preferred. The short form of a word is preferable to the long form.

Use the following spellings for common technology and public health terms.

Use	Do not use
email	e-mail
healthcare	health care
internet	Internet
login	log in, Log-in
nonprofit	not for profit, non-profit
offline	off-line
online	on-line
payer	payor
preventive	preventative
URL	url
the web	the Web, World Wide Web
threatened	at risk
webmaster	web master
website	web site

36

National Association of Chronic Disease Directors

The following information on the fair use of copyrighted material is from the website of the United States Copyright Office:

> Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is of fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use. Section 107 calls for consideration of the following four factors in evaluating a question of fair use:
> - Purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes
> - Nature of the copyrighted work
> - Amount and substantiality of the portion used in relation to the copyrighted work as a whole
> - Effect of the use upon the potential market for or value of the copyrighted work

Permissions to use copyright protected and licensed material for academia or other works can be published through Copyright Clearance Center.

As a general matter, copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

Creative Commons licenses have six main levels. An Attribution License is the least restrictive. It allows "distribution, altering, and building on a work, even commercially, as long as credit for the original work is given." Read more about Creative Commons licenses online.

V. Communications Department Resources and Processes

Use NACDD forms to be sure all important information is relayed to the Communications team in a timely way. Use available NACDD Communications Department templates to ensure consistency when communicating about the Association.

NACDD forms are available on the Consultant Group webpage when logged in to the NACDD website. To submit forms, consultants should use the electronic version found on the group webpage.

The following policy documents, forms, and tip sheets detailing best practices for working with the Communications Department as well as for adhering to the Association's larger brand standards and policies are available online.

- Additional Online Communications Tools and Resources
- Best Practices for Working with the Media
- Creative Product and Media Outreach Request Form
- Feedback Form
- Impact Brief Submission Form
- Impact Brief Submission Guidelines and Tip Sheet
- Logo Use Policy
- Media Relations Tip Sheet
- NACDD Branding Tip Sheet
- New Publication/Video Production Tip Sheet
- Quick Start Style Guide
- Website and Social Media Request Form
- Quick Reference Writing Guide
- Release Form
- Release Form Tip Sheet
- Social Media Policy
- Social Media Tip Sheet

IV. References

The Associated Press Stylebook
apstylebook.com

CDC Style Guide
https://developtraining.files.wordpress.com/2013/11/cdc-style-guide.pdf

AMA Manual of Style
amamanualofstyle.com

Citing Medicine: The NLM Style Guide for Authors, Editors, and Publishers
nlm.nih.gov/citingmedicine

CDC Alzheimer's Disease and Healthy Aging
cdc.gov/aging/aginginfo/alzheimers.htm

Race Reporting Guide
http://raceforward.org/reporting-guide

VII. Index

National Association of Chronic Disease Directors

National Association of Chronic Disease Directors

Word Use