



# Tips for More Accessible, Inclusive Training



# About the Speakers



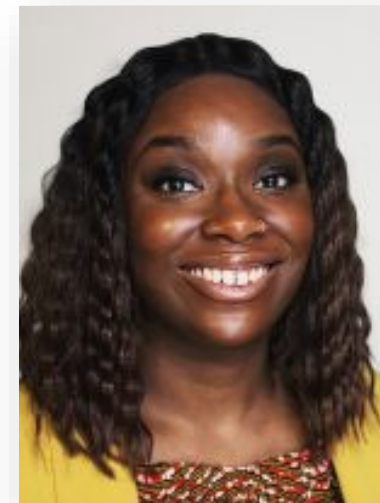
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To see full speaker biographies, visit <https://www.cdc.gov/labtraining/onelab/onelab-summit-2022.html>



# Division of Laboratory Systems



## Tips for Inclusive, Accessible Trainings

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Division of Laboratory Systems





# DIVERSITY & INCLUSIVITY



# “Beautiful Woman” Search Example

The image shows a Google search interface for the query "beautiful woman". At the top, the Google logo is on the left, and the search bar contains the text "beautiful woman". To the right of the search bar are icons for image search, voice search, and a magnifying glass. Further right are settings, a grid icon, and a "Sign in" button.

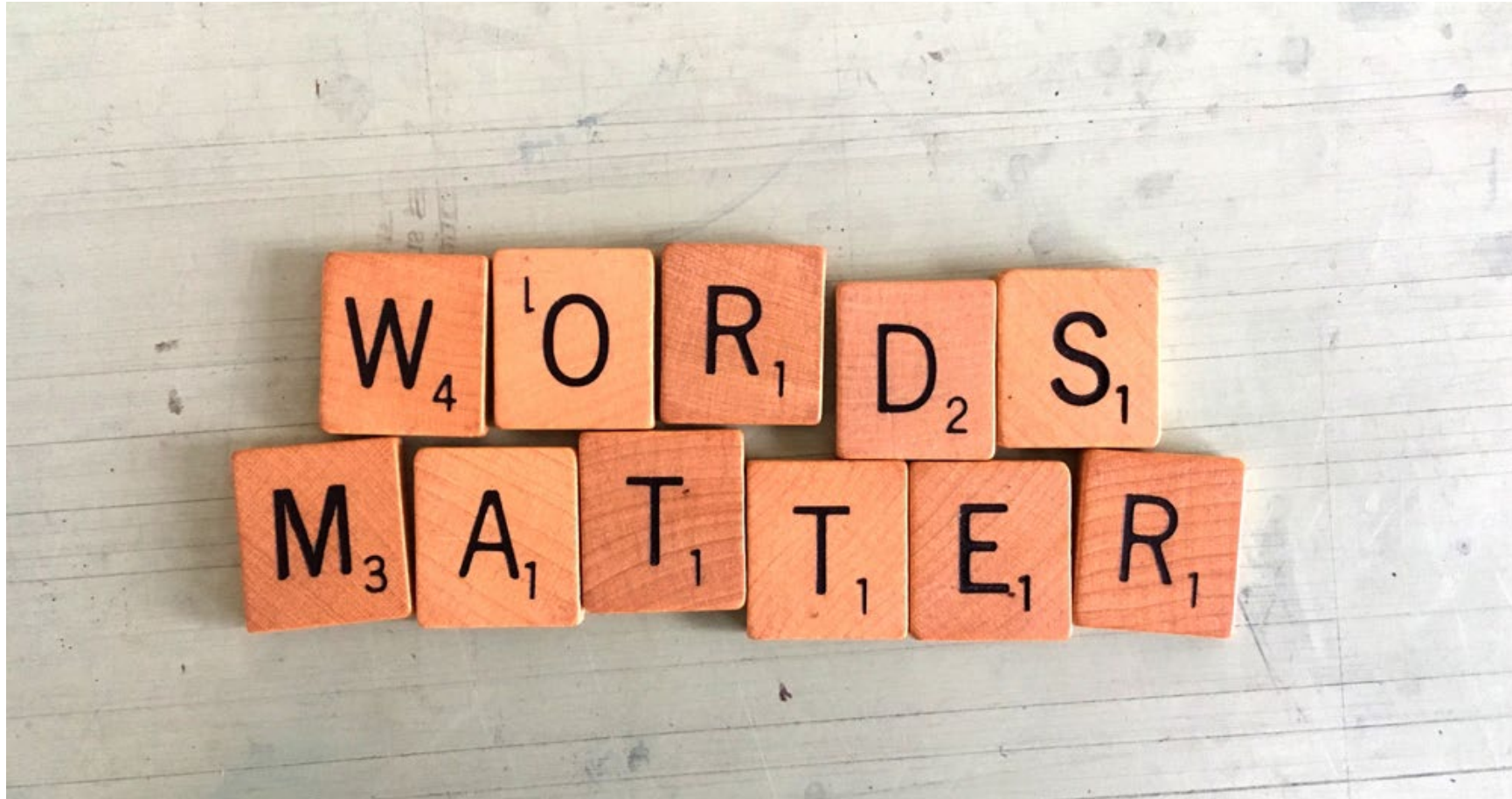
Below the search bar is a horizontal row of filter buttons, each with a small thumbnail image and a text label: "face", "portrait", "smiling", "sad", "hair", "beauty", "attractive", "black hair", "tattoo", "perfect", "simple", "blonde hair", "classy", and "brown skin".

The main content area displays a grid of image search results. Each result consists of a thumbnail image and a caption with a source URL. The results include:

- "Beautiful woman Images, Stock Photos..." from shutterstock.com
- "The Most Beautiful Women Of All Time" from esquire.com
- "52 Most Beautiful Wome..." from stylecraze.com
- "900+ Attractive Wome..." from pinterest.com
- "Beautiful woman - 20s, Posing ..." from joinn.com
- "Beautiful woman on the beach, portrait ..." from westend61.de
- "50 Most Beautiful Women You'll Ever S..." from citizenside.com
- "550+ Beautiful Woman Pictures ..." from unsplash.com
- "Top 10 most beautiful women in the world" from thenewsmen.co.in
- "Most Beautiful Women ..." from newsmeter.in
- "Who is the most beauti..." from quora.com
- "Top 10 Most Beautiful Women In The ..." from knowinsiders.com
- "beautiful woman with a long hair ..." from photodune.net
- "500,000+ Best Beautifu..." from pexels.com
- "Most Beautiful Women In The World [202..." from womenintheworld.org
- "Beautiful Woman Images – Browse 21,253 ..." from stock.adobe.com
- "Most Beautiful woman ..." from nypost.com
- "Portrait Of Young Beautiful Woman ..." from 123rf.com
- "Most Beautiful Woman Face 图片Be..." from chinese.fansshare.com
- "Beautiful Woman Face Portrait Beauty ..." from dreamstime.com
- "How To Make Beautiful Women Fall For You" from waytoosocial.com
- "Most Beautiful Women ..." from icepop.com
- "Beauty Women Girl - Fr..." from pixabay.com
- "Countdown: Emma Wa..." from people.com

At the bottom left, there is a "Related searches" section with a small thumbnail and the text "smiling beautiful woman". To the right of this section is a horizontal row of eight additional image thumbnails.

# Why Focus on Training Content?



# General Principles for Training Content

- Choose language and images that are:
  - Inclusive
  - Respectful
  - Bias-free
  - Non-stigmatizing
  - Do not perpetuate negative stereotypes
- When in doubt, swap it out



# Diversity is Multidimensional

Examples of lenses through which to consider content:

- Race
- Ethnicity
- Country of origin
- Age
- Disability status
- Gender
- Sexual orientation





# “Clinical Laboratory Scientist” Search Example

The image shows a Google search interface for the query "clinical laboratory scientist". The search bar is at the top, with the Google logo on the left and a "Sign in" button on the right. Below the search bar is a row of suggested filters: resume, personal statement, lab, cover letter, logo, army, certification, medical, salary, technologist, microbiology, career, and license. The search results are displayed in a grid of 18 items, each with a thumbnail image and a title with a truncated URL. The results include educational programs, career information, and specific laboratory science roles.

clinical laboratory scientist

resume personal statement lab cover letter logo army certification medical salary technologist microbiology career license

Medical Laboratory Technician and ...  
caspercollege.edu

Medical Laboratory Science Program ...  
college.mayo.edu

BS Medical Laboratory Science Program ...  
online.lsu.edu

Clinical Laboratory Science  
augusta.edu

Clinical Laboratory Sciences ...  
ben.edu

Clinical Laboratory Scientist ...  
learn.neumann.edu

Clinical Lab Scientist as a Career ...  
lompcvmc.com

Medical Laboratory Technology - Hawkeye ...  
hawkeyecollege.edu

Clinical Laboratory Scientist Program ...  
scripps.org

Clinical Laboratory Science ...  
tuhsc.edu

Medical Laboratory Technician - Anne ...  
aacc.edu

Medical Laboratory Science | University ...  
crk.umn.edu

Home | Medical Laboratory Sciences  
mls.alliedhealth.uconn.edu

Medical Laboratory Science ...  
labtestingmatters.org

Clinical Laboratory Science (CLS ...  
alliedhealth.ltu.edu

What Is a Clinical Lab Technician? A ...  
rasmussen.edu

Clinical Laboratory Science Associate ...  
mdc.edu



# ACCESSIBILITY



# Why Accessibility?

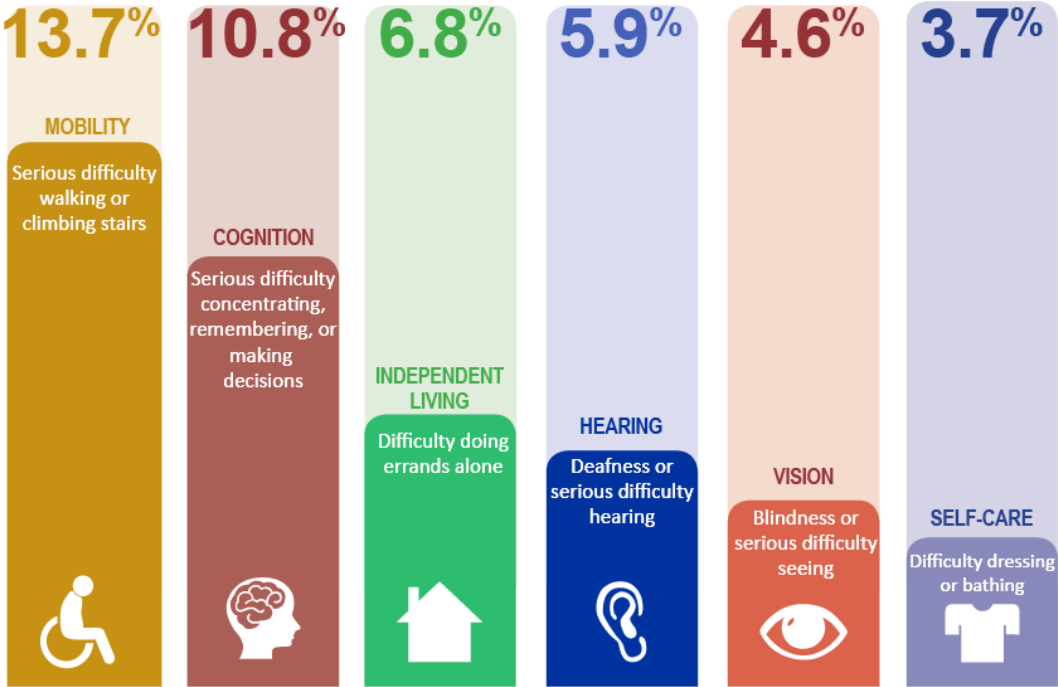
Looking at the Graph on the right, what percentage of adults in the United States have some type of disability?



What about now?

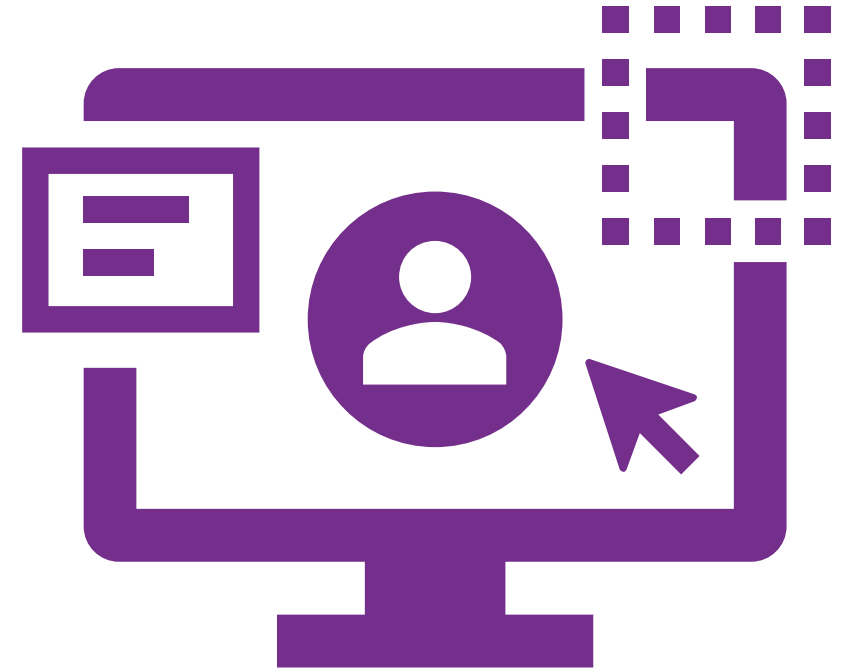
**26%** of adults in the United States have some type of disability  
(1 in 4)

Percentage of adults with functional disability types



# Accessibility Tips for Online Training Materials

- Properly fill out document properties
- Remove all comments, track changes, mark-up items and hidden data
- Use standard fonts, colors, style elements
- Add alternate text to all images, complex charts, and graphs
- Indicate header row on all tables
- Ensure that all links are active and descriptive
- Include closed captioning for any narration
- Avoid interactions that require intricate/complicated mouse movements



For more tips, visit  
[Section508.gov](https://www.section508.gov)



# ROUNDTABLE DISCUSSION





What are some considerations  
for increasing diversity and inclusivity  
within training content?



# Examples of Making Trainings More Inclusive

## Introduction to CLIA



The screenshot shows a webpage for the CLIA Curriculum. At the top left, there is a logo with a microscope and the text "CLIA Curriculum Introduction to CLIA". The main content area has a title "CLIA Program Oversight and Administration" and a subtitle "The Evolution of Laboratories and Testing". Below this is a paragraph of text, followed by a list of three bullet points. On the right side, there is a vertical navigation menu with icons for "MENU", "HOME", "REFS", and "LINKS". At the bottom right, there are left and right arrow navigation buttons. The background of the page features a photograph of a person in a white lab coat, a blue surgical mask, and a red protective headgear, holding a clipboard.

**CLIA Curriculum**  
*Introduction to CLIA*

### CLIA Program Oversight and Administration

#### The Evolution of Laboratories and Testing

Since the implementation of CLIA, healthcare practices, technology, and laboratory testing services have continued to evolve. As these changes occur, CLIA continues to apply guiding principles which include ensuring quality regardless of where clinical laboratory testing is performed or who is tested.

Some examples of the changes in testing practices since CLIA was implemented include:

- Testing at the point-of-care or in nontraditional facilities has expanded significantly, partly due to the increase in waived tests from nine tests in 1992 to thousands of tests today.
- The development of new technology, including many molecular tests, has contributed to large increases in test volumes.
- More self-collection kits and tests are available either by prescription or over the counter in a pharmacy or retail store without a prescription. Self-testing is not subject to CLIA regulations.

Page n of nn



# Introduction to Laboratory Risk Management

The image is a screenshot of a digital document interface. At the top, a teal header bar contains a clipboard icon with a checklist and a pencil, followed by the text 'INTRODUCTION TO LABORATORY RISK MANAGEMENT (LRM)'. To the right of the header are navigation icons: 'CHAPTERS' with a list icon, a link icon, a folder icon, and a home icon. The main content area is white and features the following text:

## CHAPTER 3: RISK MITIGATION

### INTRODUCTION TO RISK MITIGATION

The risk assessment defines and evaluates the organization's risks associated with a specific situation, process, or activity. **Mitigation** is the process of implementing actions and control measures to reduce the risks to acceptable (manageable) levels.

There are five major activities involved in this process:

1. Determining whether the risks are acceptable or unacceptable.
2. Prioritizing unacceptable risks.
3. Selecting control measures and re-assessing the risks.
4. Setting performance metrics.
5. Implementing control measures.

On the right side of the document, there is a photograph of a person in a white lab coat and a clear face shield, wearing blue gloves and using a pipette to transfer liquid into a small vial. The background shows a laboratory setting with various pieces of equipment. At the bottom right of the document, there are two circular navigation buttons with left and right arrow symbols. At the bottom left, the text 'Page n of nn' is visible.

# CLIA and Provider-performed Microscopy (PPM) Procedures



CLIA Curriculum

CLIA and PPM Procedures: An Introduction

## CLIA Requirements for Personnel Performing PPM Procedures

### Personnel Requirements - Competency Assessments (cont.)

Competency assessment for PPM may include (cont.):

- Participating in external assessment activities such as PT programs.
- Completing continuing education modules that demonstrate knowledge of the tests performed.

Personnel must demonstrate competency before testing. Competency must be assessed semiannually during the first year and then at least annually.

Click [here](#) for more information on assessing personnel competency including examples of personnel assessments for mid-level practitioners.



# CLIA and Provider-performed Microscopy (PPM) Procedures



CLIA Curriculum

CLIA and PPM Procedures: An Introduction

## CLIA Requirements for Personnel Performing PPM Procedures

### Who Can Perform PPM Procedures

As discussed in the previous chapter, certain qualified healthcare providers can perform nine specific microscopic examinations under a CLIA Certificate for PPM Procedures.

You must click on each role to learn more about the qualifications for each provider.



If microscopy testing is performed by testing personnel that do not meet these criteria, the laboratory or testing site must obtain a CLIA Certificate of Compliance or a Certificate of Accreditation.

# Fundamentals of Personal Protective Equipment (PPE)

The screenshot shows a digital training interface for Personal Protective Equipment (PPE) in clinical laboratories. At the top, a teal header contains the title "FUNDAMENTALS OF PERSONAL PROTECTIVE EQUIPMENT (PPE) IN CLINICAL LABORATORIES" and navigation icons for "CHAPTERS", a link, a folder, and a home button. A "Close Menu" button is located on the right side of the header. The main content area is titled "INTRODUCTION TO PPE" and "MAIN AREAS OF PROTECTION". Below this, a text prompt reads: "Click each button below to learn more about how PPE helps protect each area of the body from hazards." To the right of the text is an illustration of a person in a white lab coat wearing various PPE items: safety goggles, a respirator mask, blue gloves, and blue shoe covers. A trash can icon is also present. On the left side, five blue callout boxes with white text are connected to the person by white lines, pointing to the following areas: "EYE & FACE PROTECTION", "RESPIRATORY PROTECTION", "BODY PROTECTION", "HAND PROTECTION", and "FOOT PROTECTION". At the bottom right, there are two circular navigation buttons with left and right arrows. The bottom left corner of the interface shows the text "Page n of nn".



Now that many trainings are virtual or hybrid - virtual and in-person, how can we help cultivate an inclusive learning environment for all participants?





# How would you define accessibility?



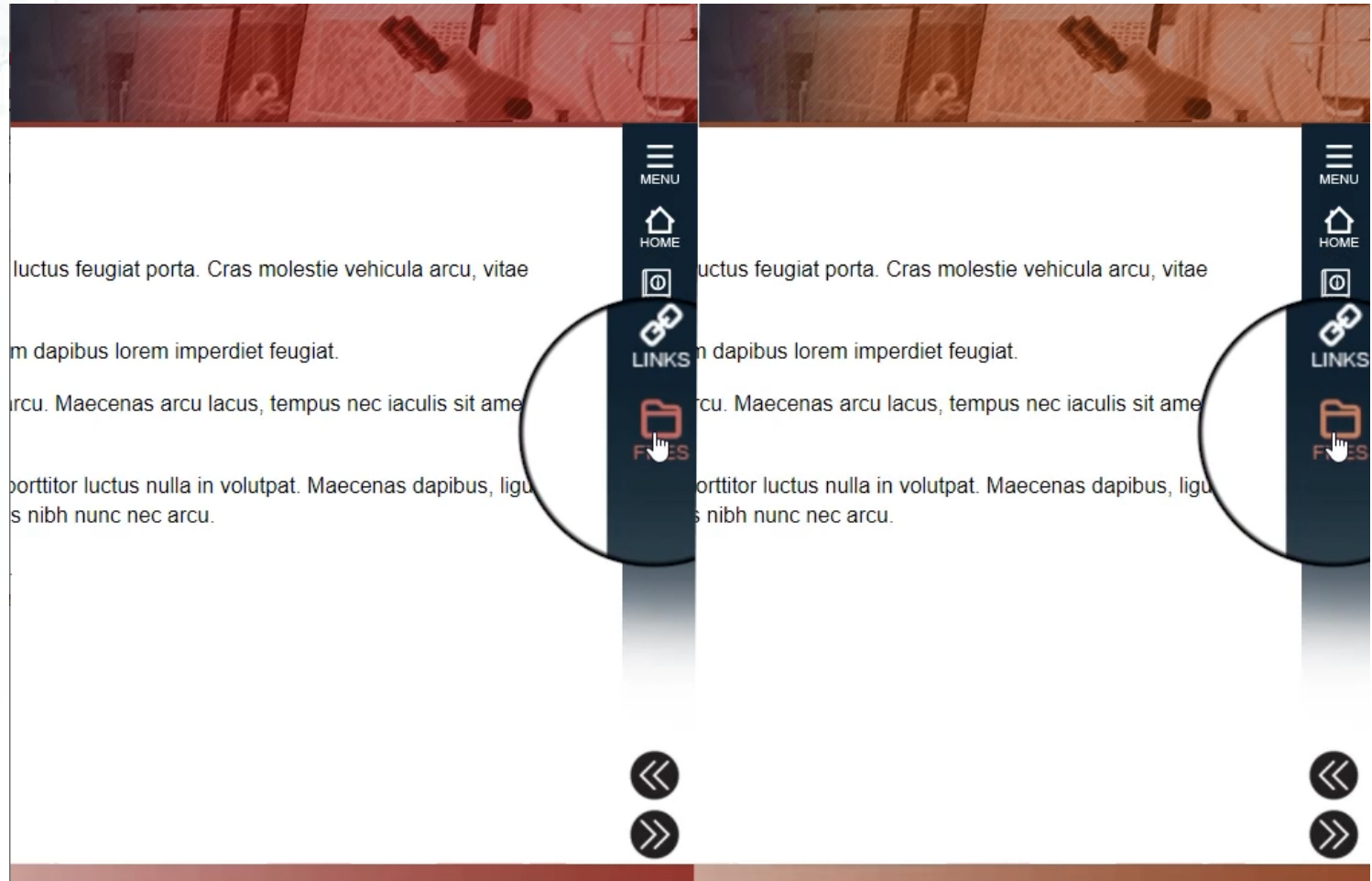


What are some considerations for increasing accessibility in training materials?



# Color Choice Example

Red-green color blindness makes it difficult to distinguish between reds and greens.





- Closed captions
- Video transcript
- Low resolution version

The screenshot shows the YouTube closed caption editor interface. On the left, there is a list of caption entries with their corresponding timestamps. The entry at 0:26:06 is highlighted with a yellow box and contains the text: "Refer to your laboratory SOP to make sure your method and procedure is compatible with". A yellow arrow points from this caption to the video player. The video player shows a close-up of a gas cylinder with a blue hose and a gauge. Another yellow arrow points from the video player to the same caption entry. The interface includes a "SAVE DRAFT" button, a "PUBLISH" button, and a "Copy link" icon in the top right corner.

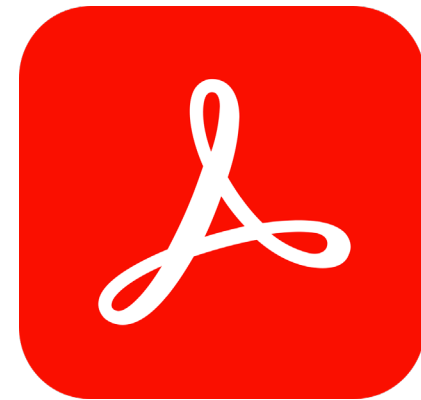
The screenshot shows a YouTube video player for the video "Donning and Doffing PPE in Clinical Laboratories: Basic PPE for Routine Laboratory Procedures" by the CDC. The video title is displayed in a large blue banner at the top. The video content shows a person in a laboratory setting. A yellow box highlights a subtitle that reads: "The first step is to remove personal items such as jewelry, watches, coats, jackets,". A yellow arrow points from this subtitle to the video player. The video player interface includes a play button, a volume icon, a progress bar showing 0:24 / 5:08, and a "CC" icon. Below the video player, there are two buttons: "View Transcript" and "Low Resolution Video". A yellow arrow points from the "View Transcript" button to the video player. Another yellow arrow points from the "Low Resolution Video" button to the video player. The "CC" icon is also highlighted with a yellow box.



An important part of quality training is ensuring that participants have tools to use on the job. How do you ensure your job aids are accessible to participants with disabilities?




- MS Accessibility checker for Word documents
- Accessibility Check Adobe Acrobat for PDFs
- Both programs have a built-in checker, but you will still need to run the accessibility checkers to review.





## Fundamentals of Centrifuge Safety



### DESCRIPTION

Centrifuges are instruments used to separate mixtures, based on particle size and density, by spinning the mixtures at high speed. These instruments are essential tools in all types of laboratories. Serious injuries or potential exposures can occur if centrifuges are improperly used or maintained.

This basic-level eLearning course provides information on the safe use of centrifuges. Topics covered include major parts of a centrifuge, types of centrifuges, potential hazards, how to work safely with a centrifuge, and what to do if there is an emergency.

### AUDIENCE

This online course is designed for public health and clinical laboratory staff, safety professionals and persons interested in safe use of centrifuges.

### SPECIAL NEEDS

Course content is applicable to individuals with disabilities. For more information, contact the course provider.

### FREE REGISTRATION

- Locate the course online at [www.cdc.gov/labtraining](http://www.cdc.gov/labtraining).
- Follow the link to register for the course.
- If you have difficulty with the online registration process, please email [labtraining@cdc.gov](mailto:labtraining@cdc.gov).

### OBJECTIVES


At the conclusion of this course, the learner will be able to:

- Identify common types of centrifuges used in Laboratories.
- Describe the potential hazards associated with centrifuge use.
- Identify control measures to minimize exposure to centrifuge hazards.
- Describe what to do in the event of an emergency.

### CONTINUING EDUCATION

The Centers for Disease Control and Prevention Division of Laboratory Systems is approved as a provider of continuing education programs in the clinical laboratory sciences by the ASCLS P.A.C.E.® Program. This course is approved for 0.5 contact hours. (ASCLS credit: P.A.C.E.® number 208-035-0000)

For a complete list of courses, visit <https://www.cdc.gov/labtraining>.



# Accessibility Check with MS Word

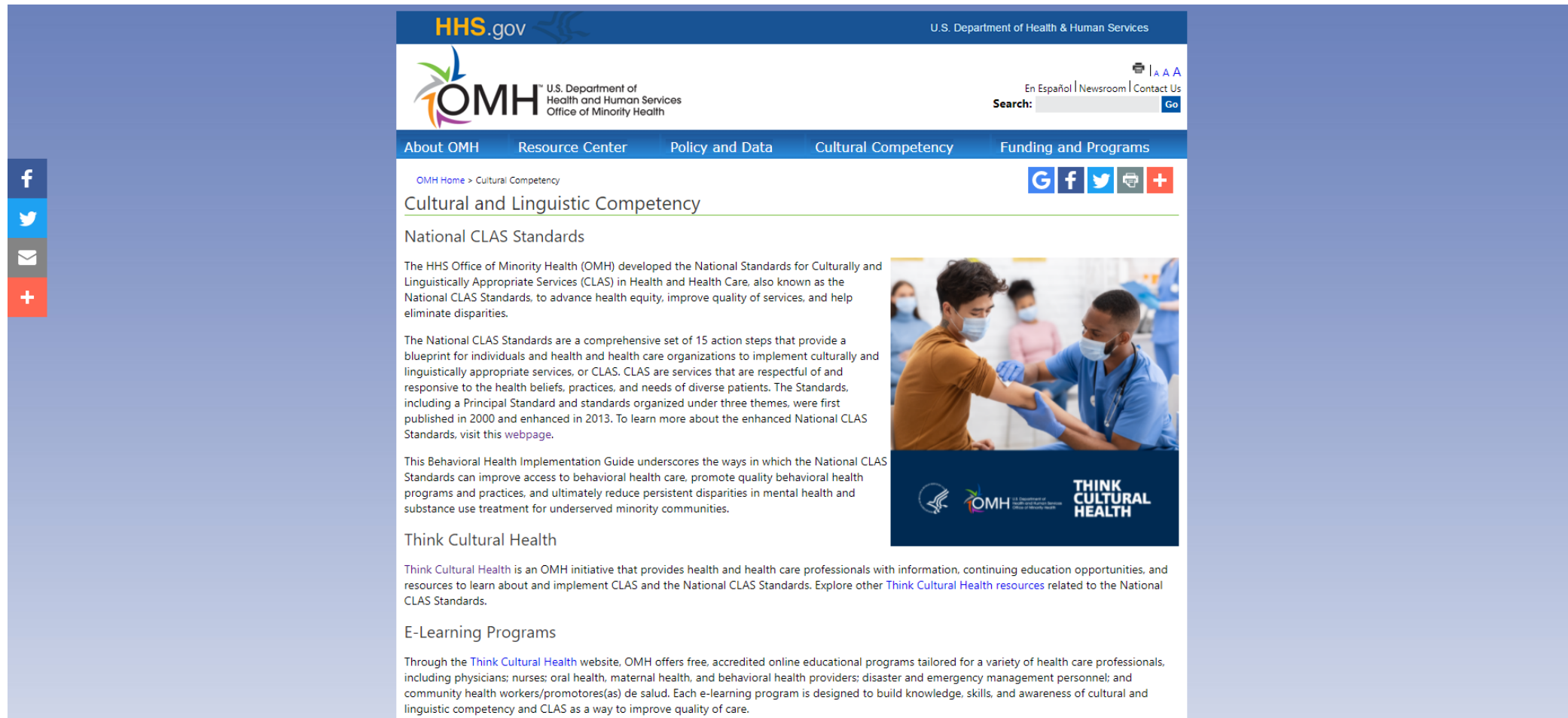




What are some additional resources or checklists to help make sure the content in my training is more diverse, inclusive, and accessible?



# Additional Resources



**HHS.gov** U.S. Department of Health & Human Services

**OMH** U.S. Department of Health and Human Services Office of Minority Health

En Español | Newsroom | Contact Us

Search:  Go

About OMH Resource Center Policy and Data Cultural Competency Funding and Programs

OMH Home > Cultural Competency

## Cultural and Linguistic Competency

### National CLAS Standards

The HHS Office of Minority Health (OMH) developed the National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care, also known as the National CLAS Standards, to advance health equity, improve quality of services, and help eliminate disparities.

The National CLAS Standards are a comprehensive set of 15 action steps that provide a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services, or CLAS. CLAS are services that are respectful of and responsive to the health beliefs, practices, and needs of diverse patients. The Standards, including a Principal Standard and standards organized under three themes, were first published in 2000 and enhanced in 2013. To learn more about the enhanced National CLAS Standards, visit this [webpage](#).



This Behavioral Health Implementation Guide underscores the ways in which the National CLAS Standards can improve access to behavioral health care, promote quality behavioral health programs and practices, and ultimately reduce persistent disparities in mental health and substance use treatment for underserved minority communities.

### Think Cultural Health

[Think Cultural Health](#) is an OMH initiative that provides health and health care professionals with information, continuing education opportunities, and resources to learn about and implement CLAS and the National CLAS Standards. Explore other [Think Cultural Health resources](#) related to the National CLAS Standards.

### E-Learning Programs

Through the [Think Cultural Health](#) website, OMH offers free, accredited online educational programs tailored for a variety of health care professionals, including physicians; nurses; oral health, maternal health, and behavioral health providers; disaster and emergency management personnel; and community health workers/promotores(as) de salud. Each e-learning program is designed to build knowledge, skills, and awareness of cultural and linguistic competency and CLAS as a way to improve quality of care.



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*A quality training is one that meets all eight standards*

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- 1** **TRAINING NEEDS ASSESSMENT** informs training development
- 2** Training includes **LEARNING OBJECTIVES**
- 3** Training content is **ACCURATE AND RELEVANT**
- 4** Training includes opportunities for **LEARNER ENGAGEMENT**
- 5** Training is designed for **USABILITY AND ACCESSIBILITY**
- 6** **TRAINING EVALUATION** informs improvement
- 7** Training includes opportunity for **LEARNER ASSESSMENT**
- 8** Training includes **FOLLOW-UP SUPPORT FOR THE LEARNER**

## Gateway to Health Communication

CDC > [Gateway Home](#) > [Inclusive Communication Principles](#)



[Gateway Home](#)

[Inclusive Communication Principles](#)

[Using a Health Equity Lens](#)

[Key Principles](#)

[Preferred Terms](#)

[Developing Inclusive Communications](#)

[Resources & References](#)

[Featured Campaigns](#)

[Interim Guidance](#)

[Risk Communication](#)

[Resources for Writers](#)

[Trainings, Tools & Templates](#)

[Health Communication Science](#)

# Resources & Style Guides for Framing Health Equity & Avoiding Stigmatizing Language

## Table of Contents

[Inclusive Communication Principles](#)

[Preferred Terms](#)

[Using a Health Equity Lens](#)

[Developing Inclusive Communications](#)

[Key Principles](#)

[Resources & References](#)

Links to references, other resources, and style guides to frame health equity and avoid stigmatizing language

### Health Equity Guiding Principles Fact Sheet


An introduction to inclusive communication

[Download and share](#) 

### Got a Question?

Please contact us with any questions or comments at [HEGuidingPrinciples@cdc.gov](mailto:HEGuidingPrinciples@cdc.gov)

## Accessibility

- [CIDI webinars](#) 

Webinars and tools that provide training and awareness on COVID-19 and accessibility to all



## Accessibility Compliance Checklists

[www.hhs.gov/web/section-508/accessibility-checklists](http://www.hhs.gov/web/section-508/accessibility-checklists)

### Checklist Documents

Checklists are available in Excel format to aid in the creation of compliance reports.

- [Web Sites, Web Applications & Software](#)
- [Microsoft Word](#)
- [Microsoft PowerPoint](#)
- [Microsoft Excel](#)
- [Adobe PDF](#)

- Policies & Standards +
- Accessibility -
  - HHS Accessibility & Section 508 Policy
  - Compliance Checklists
  - Accessibility Resources
  - OS Accessibility Program
    - Training Resources
- Building & Managing Websites +
- Social Media +
- Services & Resources
- Governance +
- About ASPA Digital

The accessibility checklists provide the evaluation criteria that must be met to ensure content is accessible to all users. Section 508 requires that all external public facing content and non-public facing official agency communications be accessible. Examples of Information and Communications Technology (ICT) and internal official agency communications include, but are not limited to, the following.

- Websites, web applications, desktop software and mobile applications;
- Printers, scanners, phones, and kiosks;
- Software used but not purchased by the federal government;
- Email; PDFs, MS Office documents, support materials;
- Posting to and the use of social media sites;
- A survey questionnaire;
- A template or form;
- Educational or training materials;
- Intranet content designed as a web page;
- Emergency notifications;
- An initial or final decision adjudicating an administrative claim or proceeding;
- A formal acknowledgement of receipt;
- An internal or external program or policy announcement;
- A notice of benefits, program eligibility, employment opportunity, or personnel action;

### Checklist Documents

Checklist documents are available in Excel format to aid in the creation of compliance reports.

[Web Sites, Web Applications & Software](#)

[Microsoft Word](#)

[Microsoft PowerPoint](#)

[Adobe PDF](#)

### Contact the OS Accessibility Program

Feedback and inquiries regarding accessibility and Section 508 pertaining to the Department or OS can be directed to the [HHS Accessibility Help Desk](#). Requests for training or conformance evaluation are encouraged.

For more information, contact CDC  
1-800-CDC-INFO (232-4636)  
TTY: 1-888-232-6348 [www.cdc.gov](http://www.cdc.gov)

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of Centers for Disease Control and Prevention.



# Closing Remarks

