Division of Laboratory Systems

Tips for More Accessible, Inclusive Training

About the Speakers

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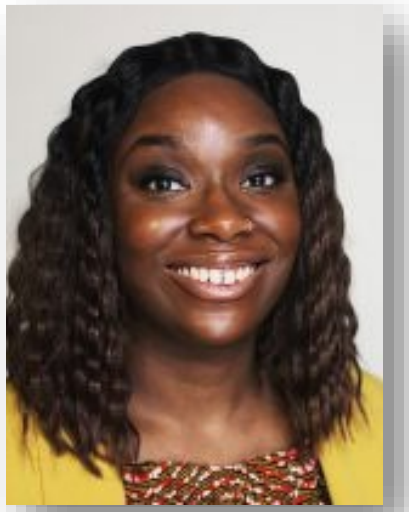

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Health Scientist
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To see full speaker biographies, visit https://www.cdc.gov/labtraining/onelab/onelab-summit-2022.html

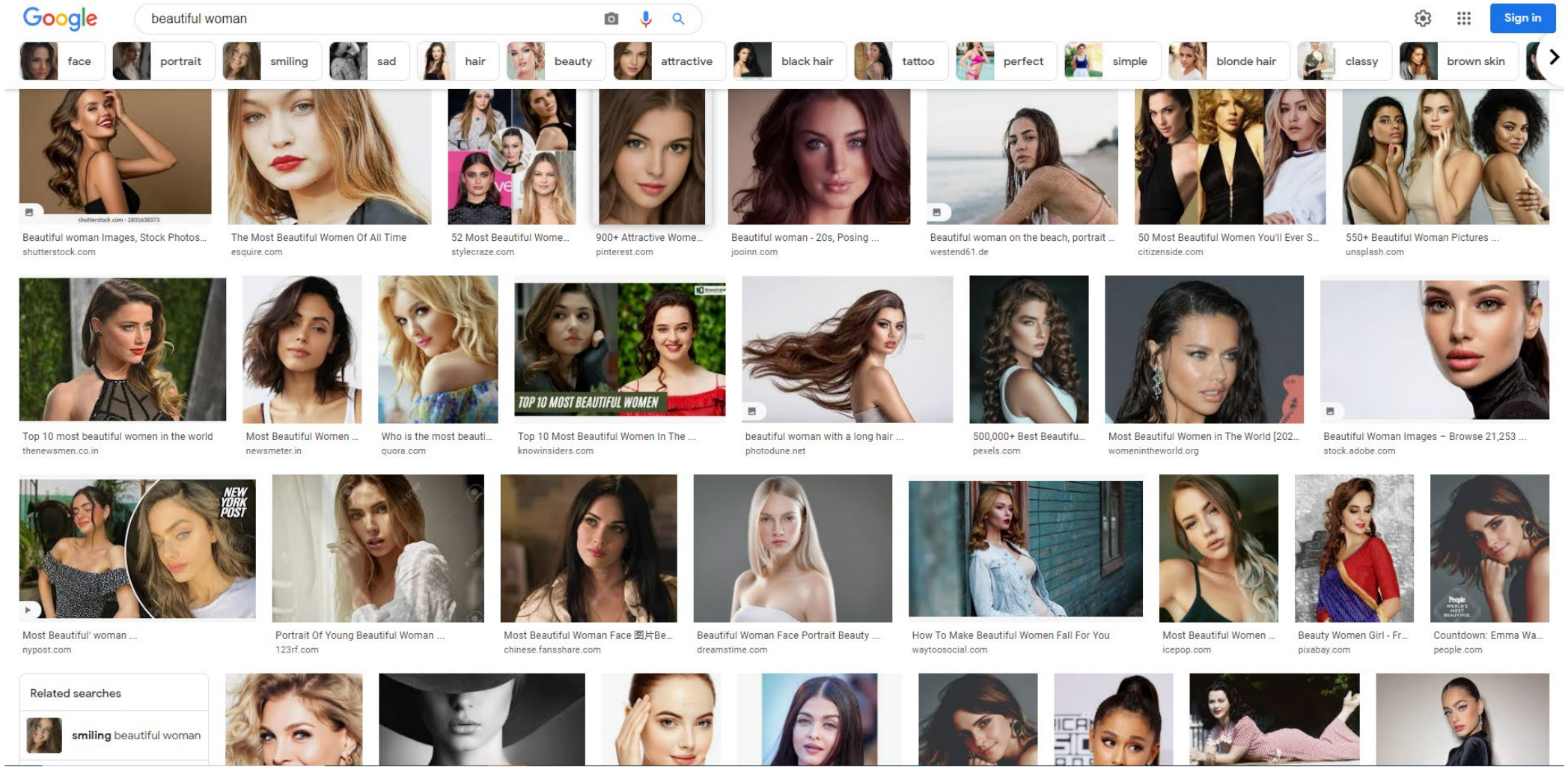
Division of Laboratory Systems

Tips for Inclusive, Accessible Trainings

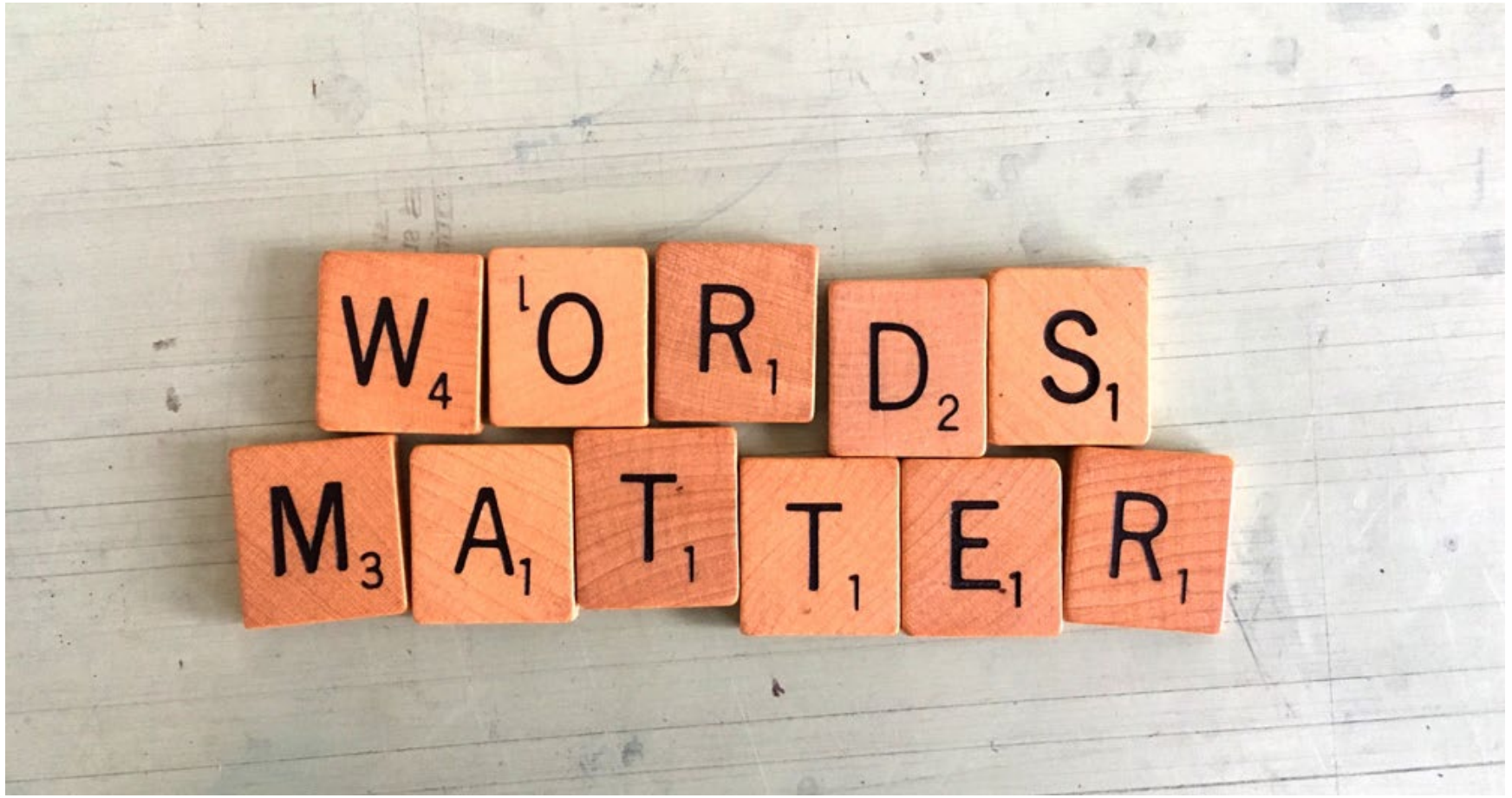
Breyanna M. Mikel, MPH, CHES, Sean Waters,
Blanche Collins, PhD, MCHES, & Kelly Winter, PhD, MPH
Division of Laboratory Systems

DIVERSITY & INCLUSIVITY

“Beautiful Woman” Search Example



Why Focus on Training Content?



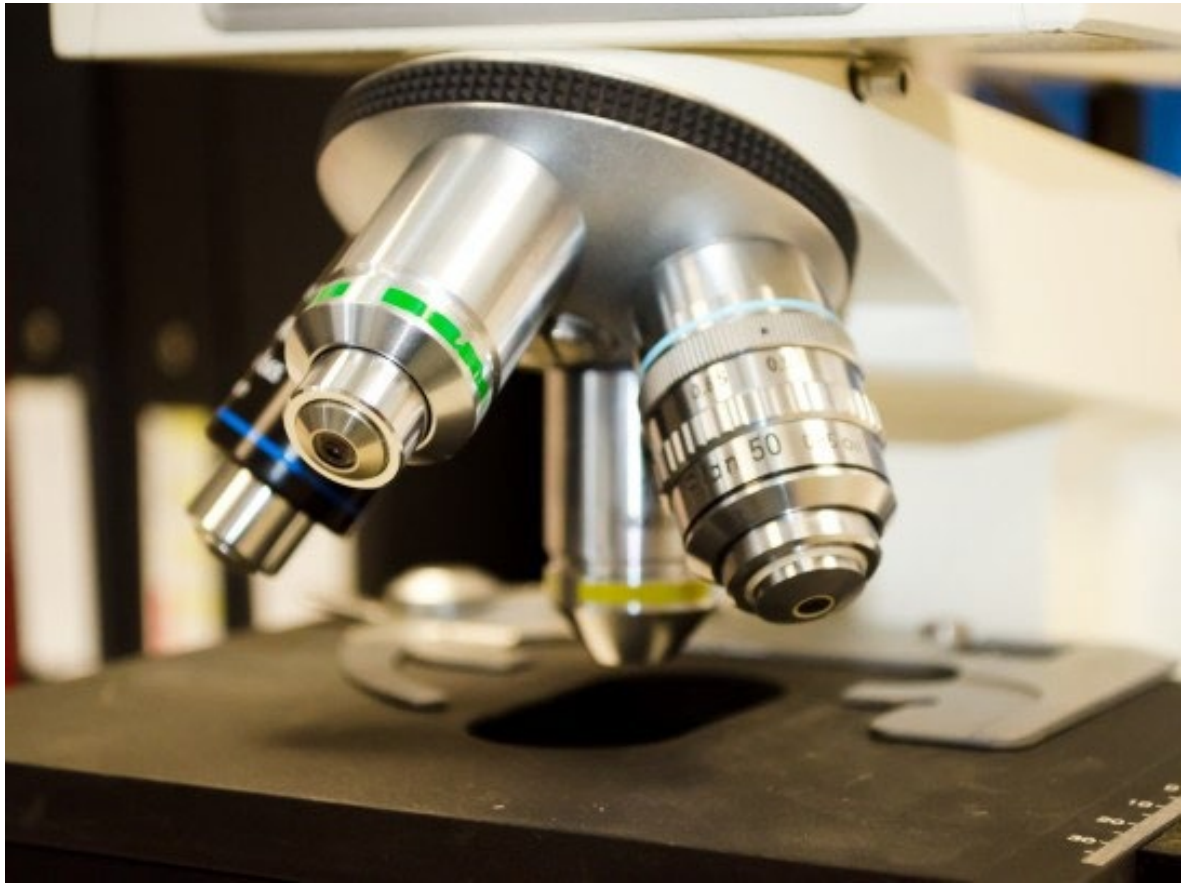
General Principles for Training Content

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

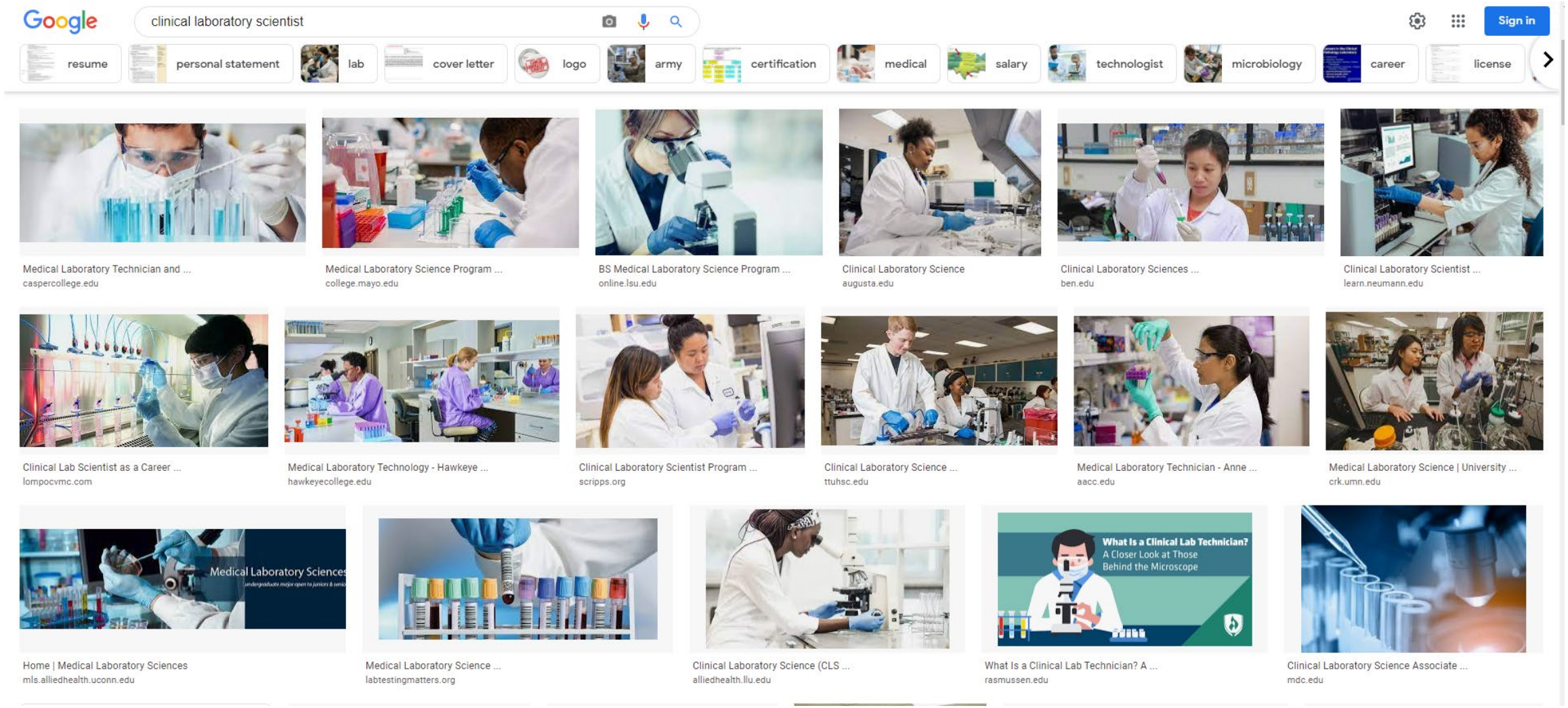
Diversity is Multidimensional

Examples of lenses through which to consider content:

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



“Clinical Laboratory Scientist” Search Example

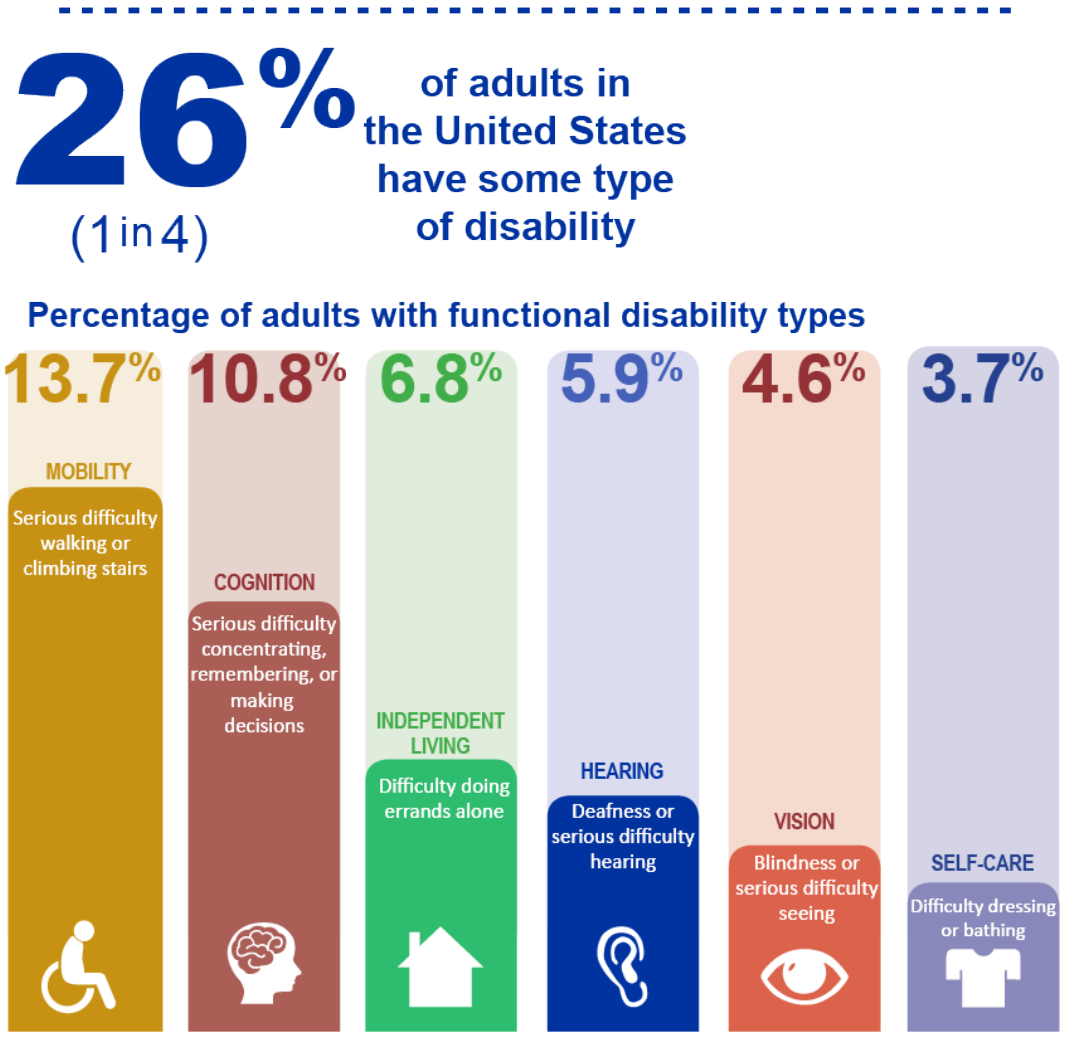


ACCESSIBILITY

Why Accessibility?

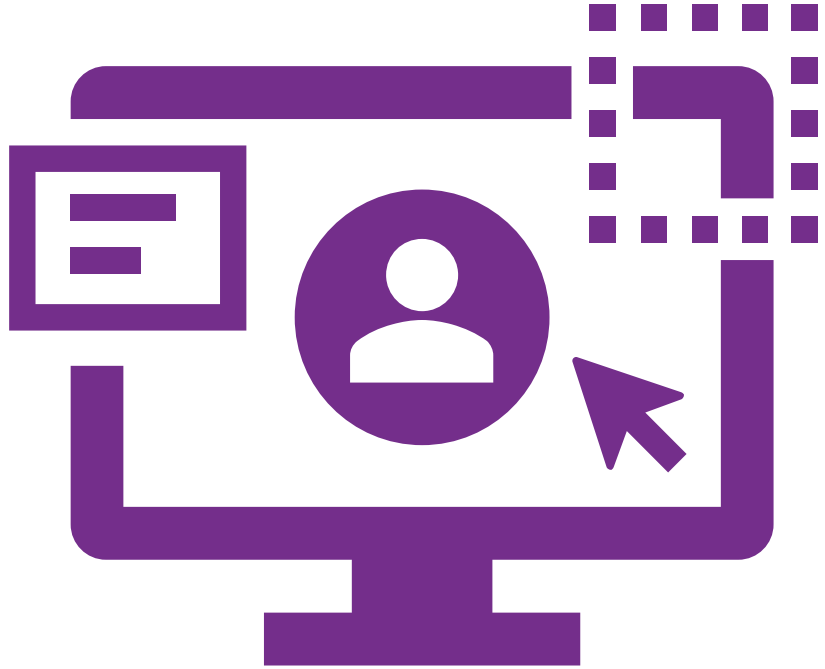
Looking at the Graph on the right, what percentage of adults in the United States have some type of disability?

What about now?



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

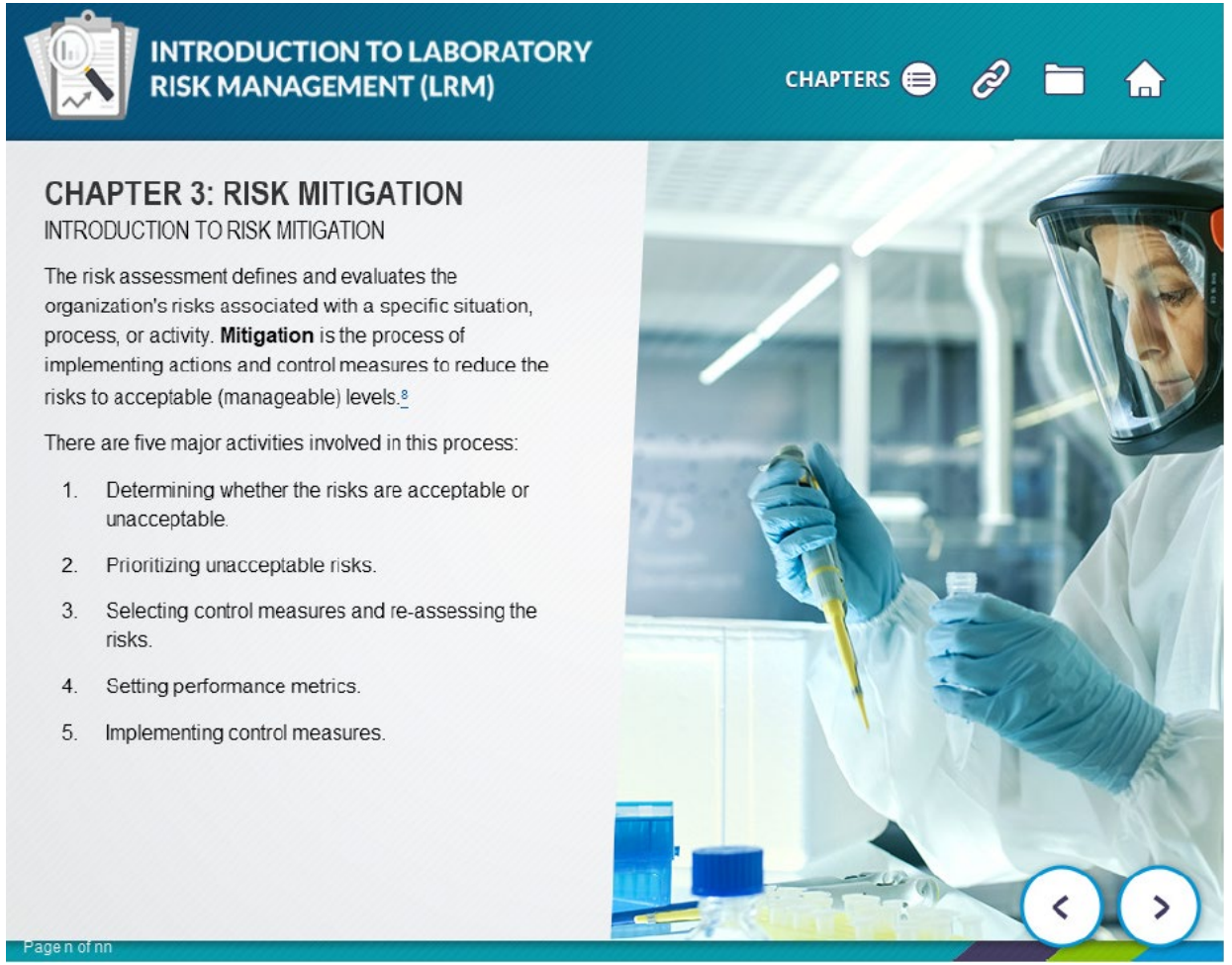
ROUNDTABLE DISCUSSION

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

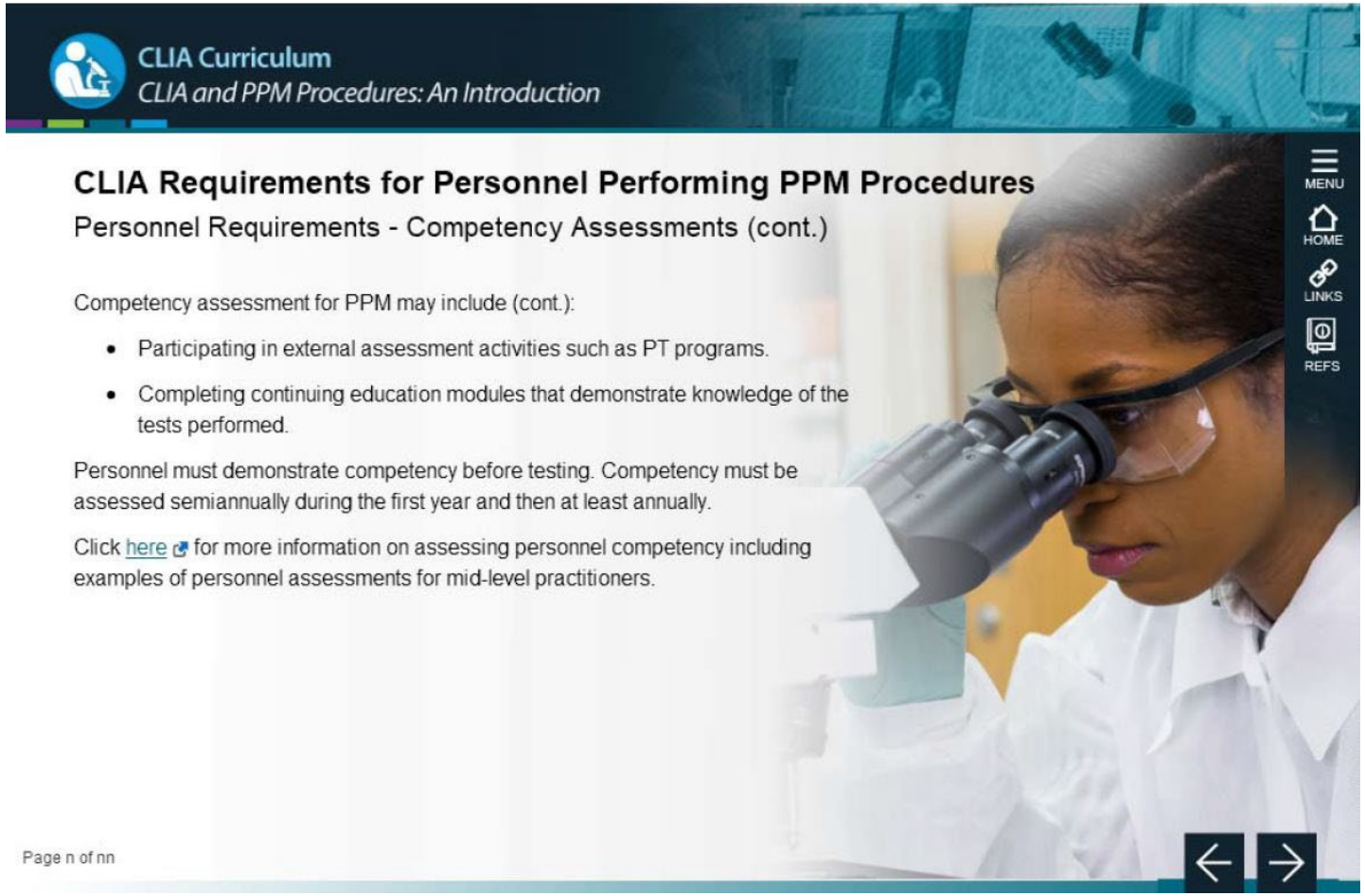
Examples of Making Trainings More Inclusive

Introduction to CLIA

Introduction to Laboratory Risk Management



CLIA and Provider-performed Microscopy (PPM) Procedures



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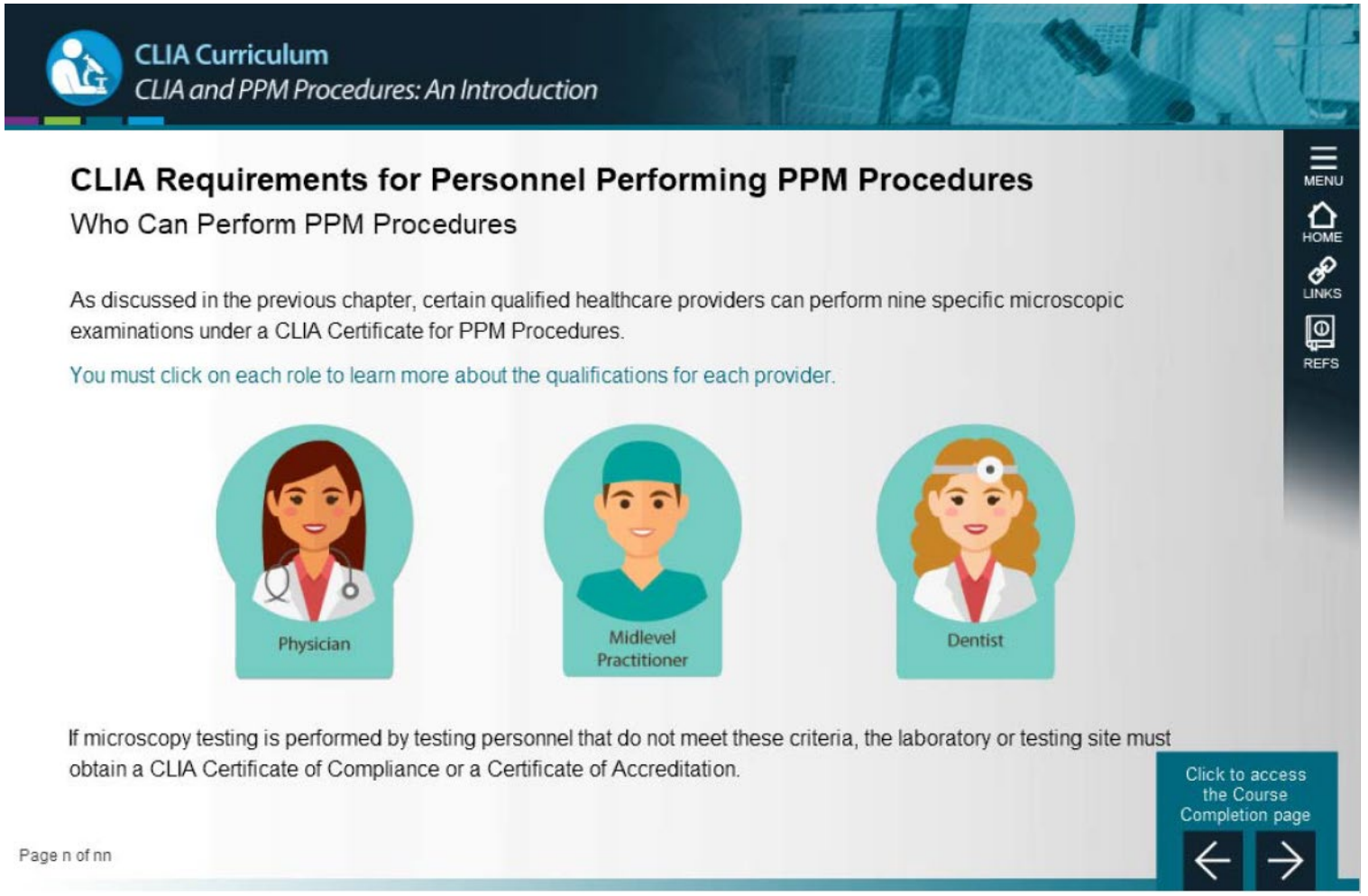


Fundamentals of Personal Protective Equipment (PPE)

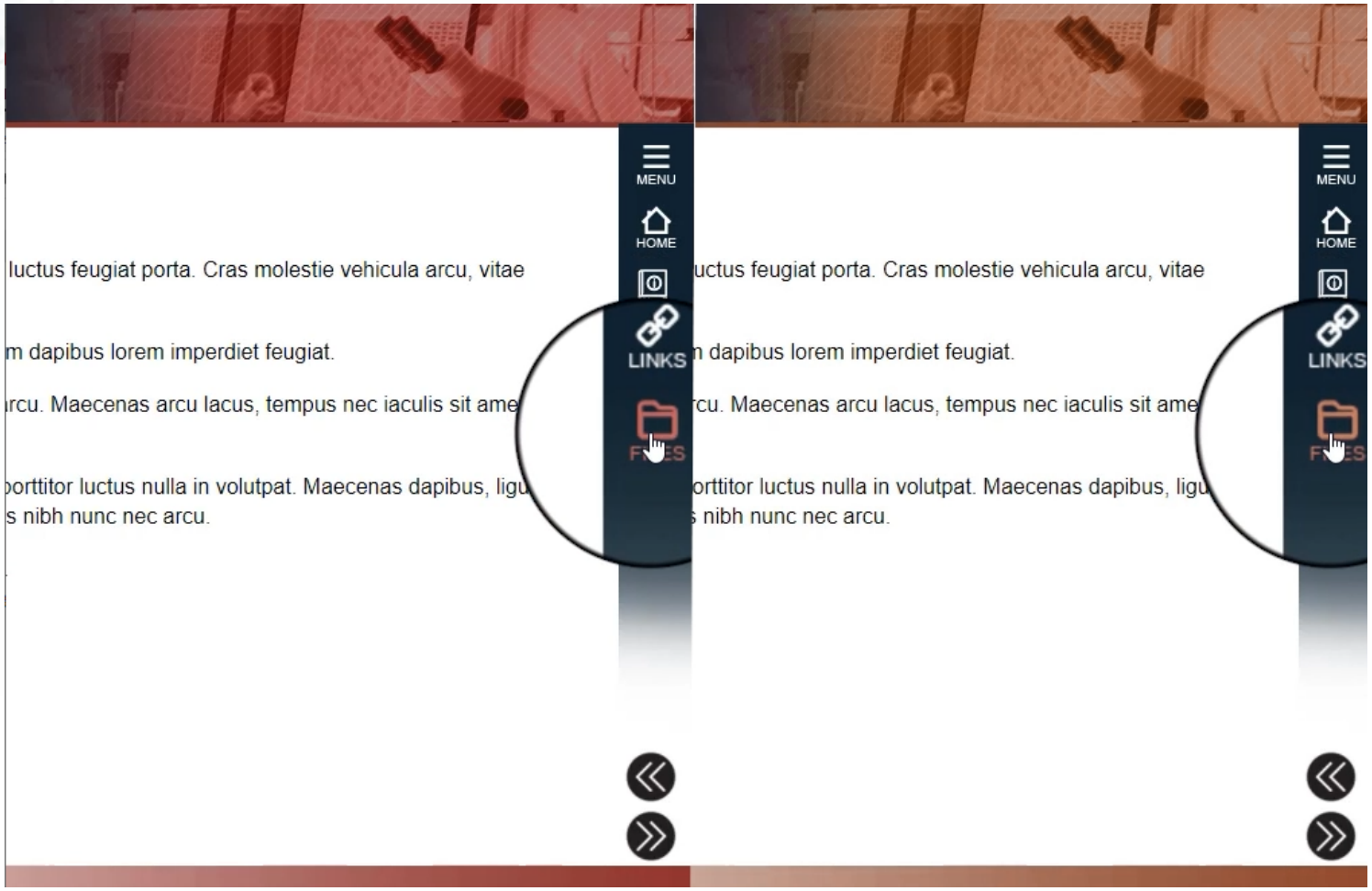
Now that many trainings are virtual or hybrid - virtual and in-person, how can we help cultivate an inclusive learning environment for all participants?

How would you define accessibility?

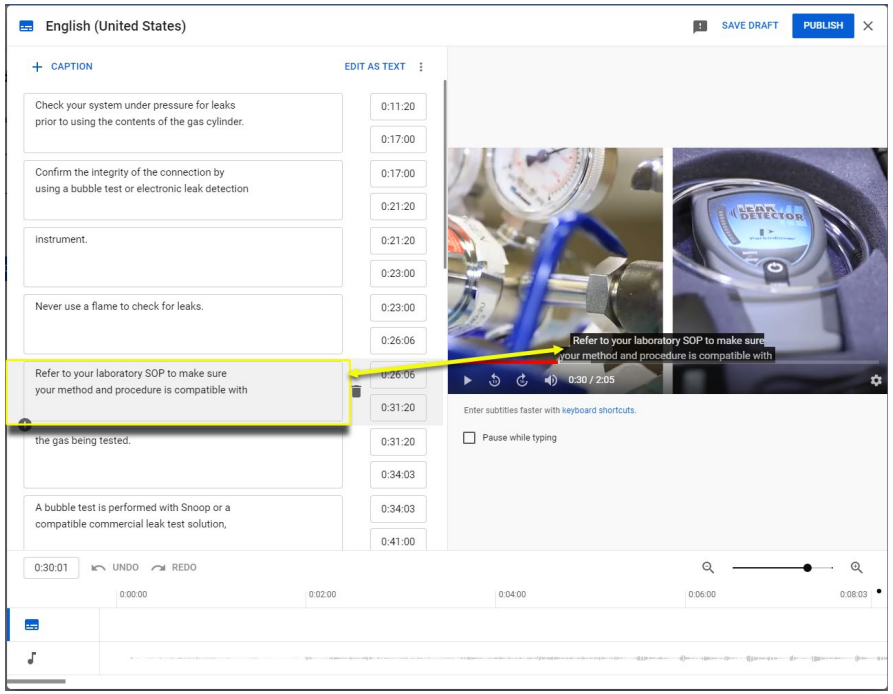
What are some considerations for increasing accessibility in training materials?

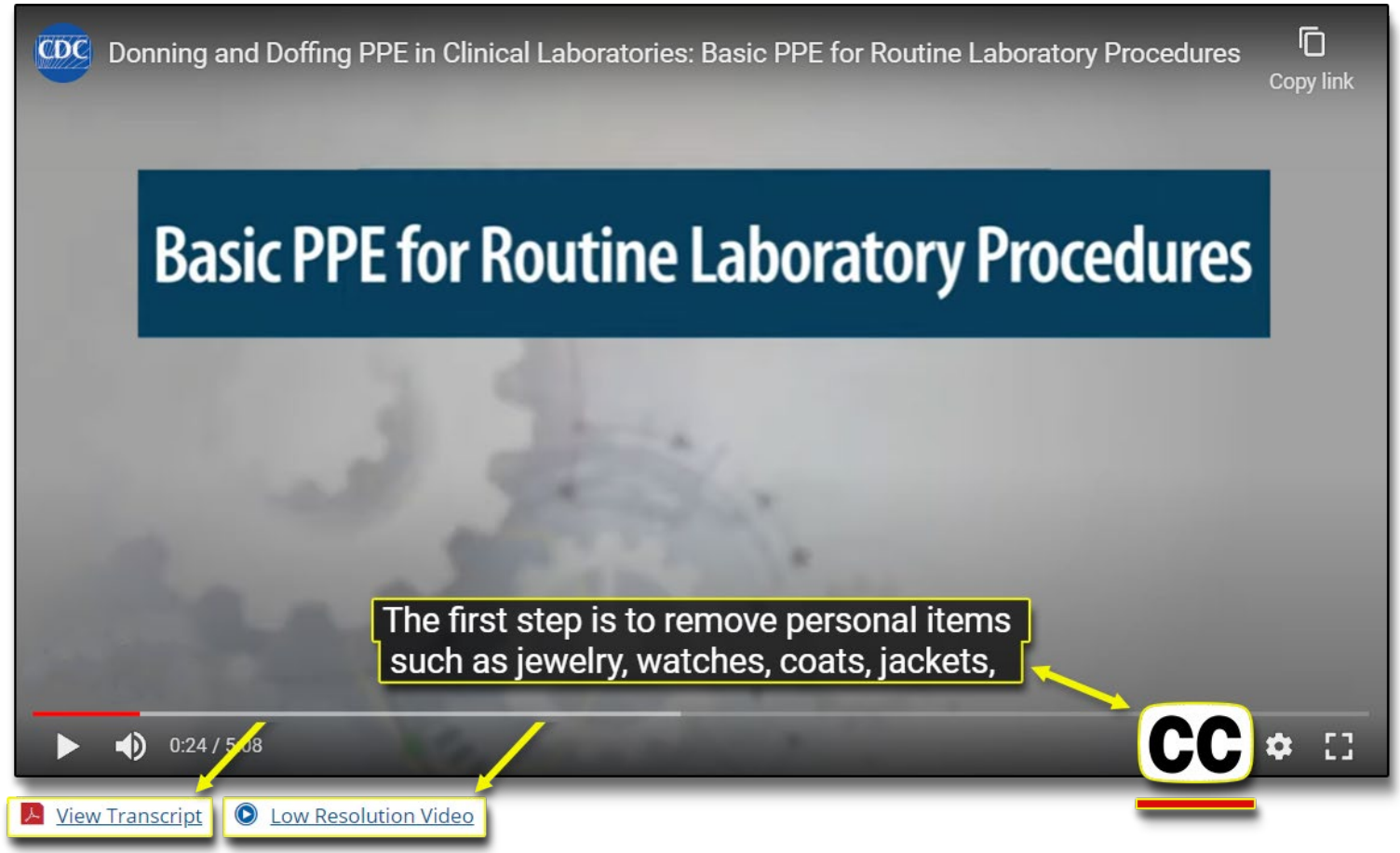
Color Choice Example

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



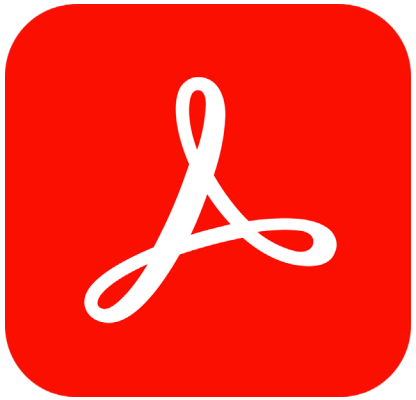
- Closed captions
- Video transcript
- Low resolution version

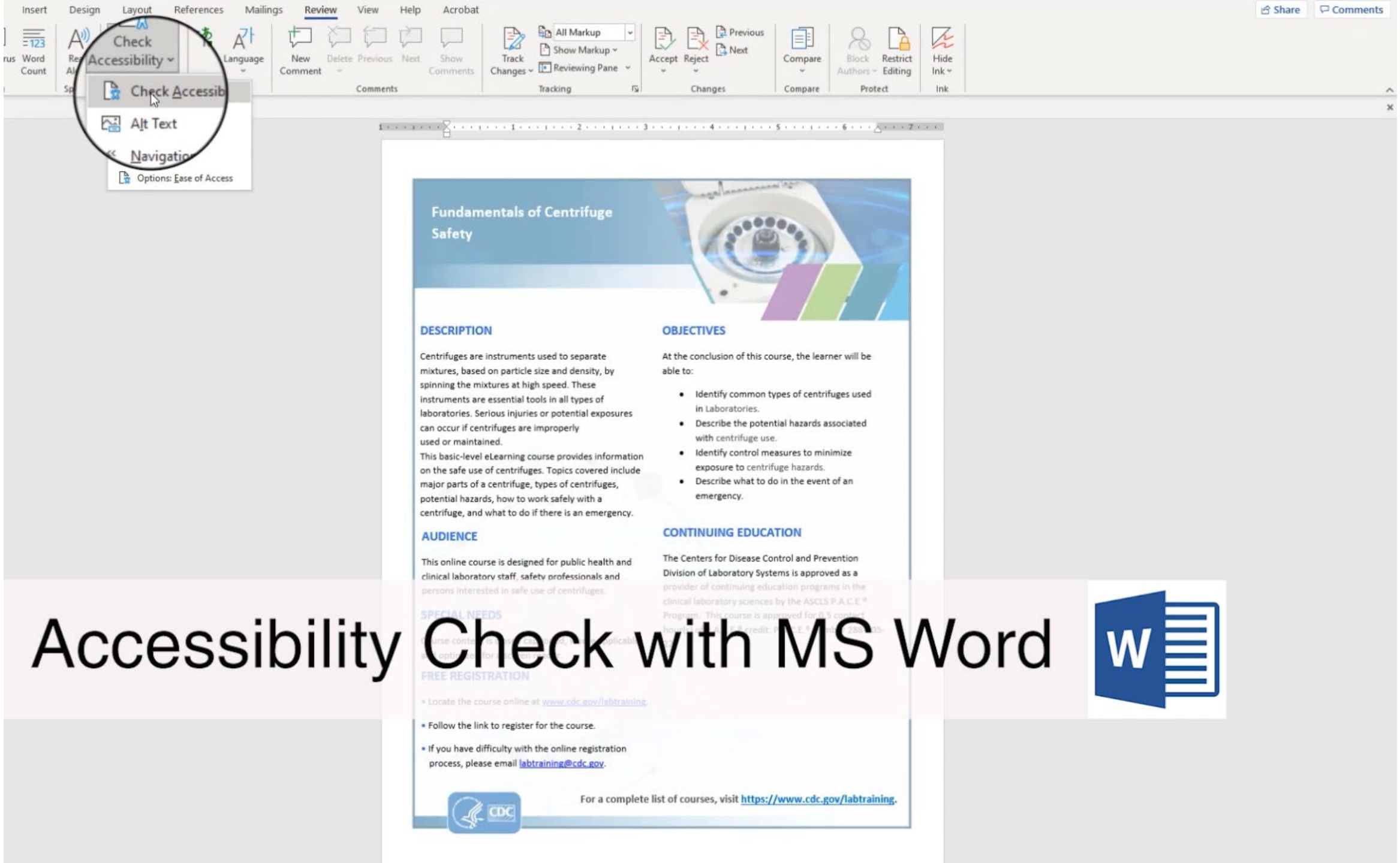




An important part of quality training is ensuring that participants have tools to use on the job. How do you ensure your job aids are accessible to participants with disabilities?

- 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.





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

A A A

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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.

A quality training is one that meets all eight standards

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 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
Using a Health Equity Lens
Key Principles
Preferred Terms
Developing Inclusive Communications
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?

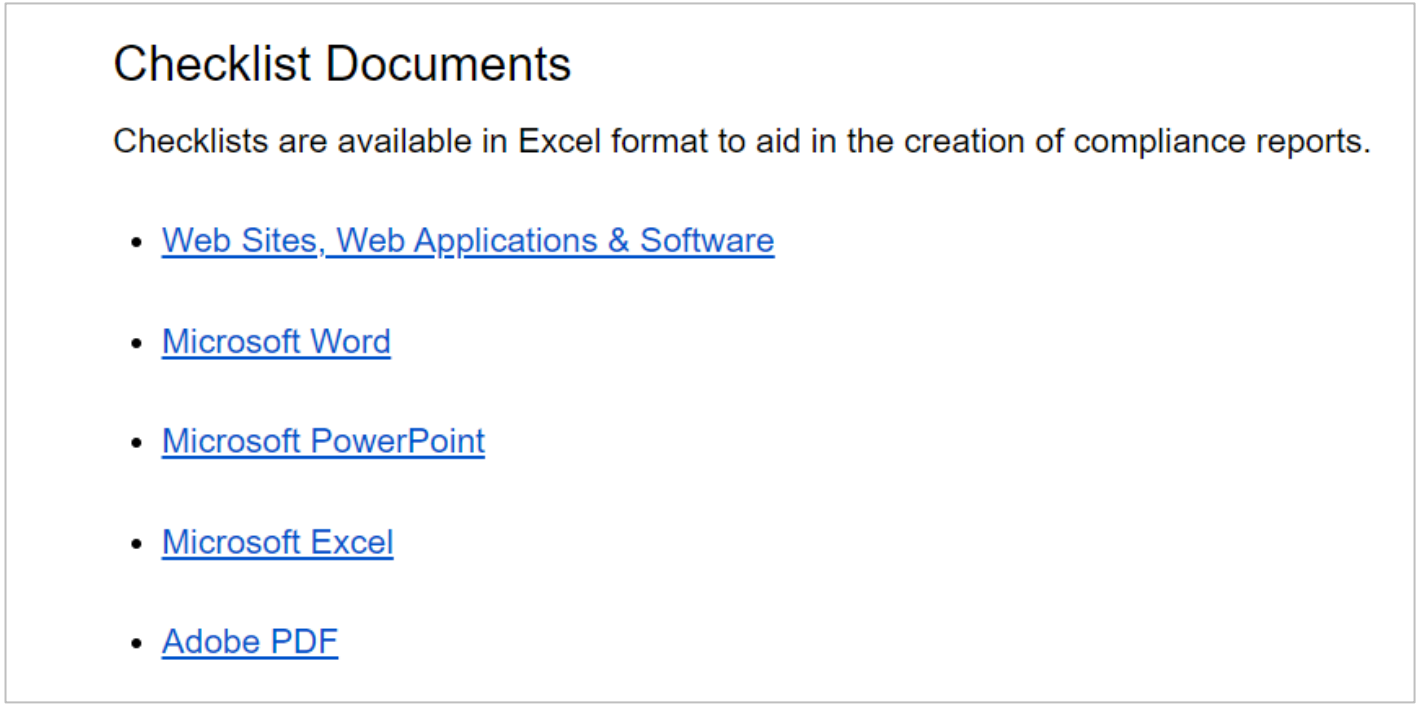
Please contact us with any questions or comments at HEGuidingPrinciples@cdc.gov

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



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

Excel format to aid in the creation of compliance reports.

- 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

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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