

Creating Inclusive Learning: In-Person Activities

Assessment	Findings	Content Delivery Considerations	Planning Committee Considerations
Learners: “Who is your audience?”	Single role/job type	How can you incorporate a variety of viewpoints and considerations into activities to always be thinking about collaborative practice?	How does the intended audience impact how the content needs to be developed and are additional members needed on the PC?
	Multiple roles/job types	How can you ensure relevance and collaboration throughout the entire event for all participants? For activities does it make sense to separate by job type, or intentionally mix up job types?	How does DEI influence the gap for this audience? Does there need to be a focus on SDOH or other inclusive concepts?
Environment: “What is the room space and set up like? Do these help or hinder learner engagement strategies I have planned?”	Psychological accessibility/safety	Do you set ground rules at the start of your activities? Do you ask for feedback for ways to make the next offering more inclusive of everyone? This may give you great, and often very easy, ideas for the future plus it builds trust with the learners.	What is the best way to evaluate holistic accessibility of the event?
	Physical accessibility	Are there stairs or other physical barriers that create separation or exclusion between individuals? Are there immovable chairs that create space limitations for larger individuals or anyone who needs additional space?	Does the presenter have an opportunity to visit the room and/or building to assess these factors prior to the class?
	Social accessibility	Can learners sit in a variety of places safely, depending on their comfort level with proximity? If they are somewhat removed, how will you include them in group activities?	If yes, when can this be scheduled? Is an additional PC meeting to review how to make the space more inclusive needed?
	Sensory accessibility	What is the lighting like? Is your presentation visible from all areas of the room? If someone sits in the back, is your font large enough? Do you need a microphone as you present?	Can the presenter proactively send an email to participants about any additional needs to be more inclusive, listing all items already being considered.
	Emergency exits and bathrooms	Are there any barriers to leaving the space? Where are the nearest bathrooms and are they fully accessible? Is there a designated pumping space for anyone currently nursing?	
Tools: “What should supplement my teaching?”	A/V supportive materials (assists with auditory impairments)	Closed captions, transcript function on PowerPoint	What is the comfort level in developing inclusive materials?
	A/V supportive materials (assists with visual impairments)	Physical or digital handouts, alternative text imbedded into PowerPoint, font size considerations, maximize white space/minimize words, use white space	What support is needed by the presenter to ensure accessible supportive materials are available?

Relatability: “How do I make this relatable and relevant?”	Case studies review - Are you perpetuating negative stereotypes to “lead” in a certain direction?	Develop case studies that are relevant to health inequities in the patient population, intentionally addressing SDOH as a component of the case study.	Is there representation from key impacted groups on the PC, or is their voice being brought in another way? If presenters are not on the PC, what is the plan to partner in working with them for inclusion and engagement?
	Engagement strategies	How can you use a variety of engagement strategies that support all learning styles?	
Breaks: “How long and how often should they be scheduled?”	Frequency	How long is the class, how much content is needed to be covered, and how frequently can you reasonably provide breaks? Don’t give the option to not take breaks.	What is the plan for breaks throughout the event? This includes frequency and length.
	Duration	Consider a minimum of 10 minutes when possible – this will allow people the time for bathroom use, prayers or other rituals, or to take care of other personal needs. If longer breaks are needed by specific individuals, how can you work with them to meet their needs (pumping, personal needs that take longer, etc.)?	

Creating Inclusive Learning: Virtual Activities

Assessment	Findings	Content Delivery Considerations	Planning Committee Considerations
Learners: “Who is your audience?”	Single role/job type	How can you incorporate a variety of viewpoints and considerations into activities to always be thinking about collaborative practice?	How does the intended audience impact how the content needs to be developed and are additional members needed on the PC?
	Multiple roles/job types	How can you ensure relevance and collaboration throughout the entire event for all participants? For activities does it make sense to separate by job type, or intentionally mix up job types?	How does DEI influence the gap for this audience? Does there need to be a focus on SDOH or other inclusive concepts?
Environment: “What technological programs am I using? Do these help or hinder learner engagement strategies I have planned?”	Psychological accessibility/safety	Do you set ground rules at the start of your activities? Do you ask for feedback for ways to make the next offering more inclusive of everyone? This may give you great, and often very easy, ideas for the future plus it builds trust with the learners.	What is the best way to evaluate holistic accessibility of the event? Can the presenter proactively send an email to participants about any additional needs to be more inclusive, listing all items already being considered.
	Physical accessibility	Are there any programs which require access to devices that individuals may not have?	Are there any potential barriers for individuals who are attending to have access to equipment? If so, how can these be addressed?
	Sensory accessibility	Is there background noise which impacts participants’ ability to hear you or other speakers? Do you have a microphone setup you can use to avoid this? Are your font colors and sizes accessible to learners?	Do all videos include closed captions included and/or are headphones available for audio support? Is the content developer familiar with font, size, and color accessibility requirements? Can the presentation be proactively sent via pdf to participants so they can independently increase size of the document(s)?
Tools: “What should supplement my teaching?”	A/V supportive materials (assists with auditory impairments)	Closed captions, transcript function on PowerPoint	What is the comfort level in developing inclusive materials? What support is needed by the presenter to ensure accessible supportive materials are available?
	A/V supportive materials (assists with visual impairments)	Physical or digital handouts, alternative text imbedded into PowerPoint, font size considerations, maximize white space/minimize words, use white space	

Relatability: “How do I make this relatable and relevant?”	Case studies review - Are you perpetuating negative stereotypes to “lead” in a certain direction?	Develop case studies that are relevant to health inequities in the patient population, intentionally addressing SDOH as a component of the case study.	Is there representation from key impacted groups on the PC, or is their voice being brought in another way? If presenters are not on the PC, what is the plan to partner in working with them for inclusion and engagement?
	Engagement strategies	How can you use a variety of engagement strategies that support all learning styles? Do you need additional support to make this successful virtually (breakout room moderation, gamification, 3 rd party systems, videos)?	
Breaks: “How long and how often should they be scheduled?”	Frequency	How long is the class, how much content is needed to be covered, and how frequently can you reasonably provide breaks? Don’t give the option to not take breaks. Keep adult learning principles in mind with attention span and knowing that virtual learning may be more difficult to stay engaged in without sufficient breaks.	What is the plan for breaks throughout the event? This includes frequency and length. Keep in mind attention span for optimal learning in virtual environments.
	Duration	Consider a minimum of 10 minutes when possible – this will allow people the time for bathroom use, prayers or other rituals, or to take care of other personal needs. If longer breaks are needed by specific individuals, how can you work with them to meet their needs (pumping, personal needs that take longer, etc.)?	