

# Accessibility Plan for an Online Module

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## 1. Module Overview

### Module Title: Emerging Threats: Syphilis Infectious Disease Resources

#### Primary Learning Objective:

Congenital syphilis cases increased 755% between 2012–2021 (McDonald et al., 2023). Syphilis during pregnancy can lead to stillbirth, miscarriage, and infant death. These outcomes can be prevented through screening and treatment. With the growing number of cases and devastating health consequences, perinatal nurses will learn to identify the manifestations, apply evaluation strategies, and implement treatment protocols. These grant-funded resources are available for free from a website.

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## 2. Accessibility Features

**Feature 1:** Include closed captioning on all video or audio materials.

- **Explanation:** Course materials must be presented in ways that all learners can perceive. People with sensory challenges may struggle with video or audio content. Providing equivalent alternatives allow all learners to choose formats that best suit their needs (Gronseth, 2018).

**Feature 2:** Ensure PDF's and infographics are screen-reader compliant: Adding alt text for images, element order for items on the page, and table and text labels and headings.

- **Explanation:** Ensuring that written and graphic materials are accessible improves the learning experience for all. These features make the content perceivable, easily distinguishable, and operable for assistive technologies like screen readers and switch controls (Gronseth, 2018).

**Feature 3:** Create homepage coding and design that is WCAG 2.2 AA compliant.

- **Explanation:** WCAG 2.2 AA (which was updated on September 22, 2025) provides tools and checklists to help ensure that online materials conform to their accessibility standards (World Wide Web Consortium, 2025). Strategies to comply cover all aspects of web and content design, including providing alt text for non-text content or captions for videos, ensuring all functionality is available from a keyboard, and establishing text color contrast ratios for readability.
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### 3. UDL Principles

**UDL Principle:** Design multiple means of representation

**1.2 Perception:** Support multiple ways to perceive information

**2.5 Language & Symbols:** Illustrate through multiple media

**Implementation Strategy:** Provide learners with various ways to access information and knowledge.

- **Explanation:** Learners can build meaning and understanding by accessing flexible content that offers multiple perspectives and delivery methods (CAST, 2024c). This free grant-funded online program includes live webinars, recordings of those webinars, infographics, journal articles, fact sheets, and animated video education. Learners can customize their learning experience and explore their preferred modalities.

**UDL Principle 2:** Design multiple means of engagement

**8.2 Sustaining Effort and Persistence:** Optimize challenge and support

**9.1 Emotional Capacity:** Recognize expectations, beliefs, and motivations

**Implementation Strategy:** Provide learners with clear evidence of the scope of the problem. Provide multiple tools and levels of response that can be customized for each learner's practice setting and available resources.

- **Explanation:** The UDL framework believes in the ability of every learner and the importance of setting high expectations. The learning environment should provide materials with a range of complexity and difficulty (CAST, 2024a). By presenting the scope of syphilis infections in the birthing population, the program motivates learners to engage with the material. The various options support learners in setting realistic personal goals and help them develop the confidence they need to lead change in their facilities (CAST, 2024b).

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### 4. Module Layout and Navigation

WCAG 2.2 suggests several ways to structure the layout and navigation to make it perceivable, operable, understandable, and robust (World Wide Web Consortium, 2025). There are checklists that detail every aspect of webpage construction. A few guidelines that can help learning designers build accessible content are:

- Clearly titling each webpage and section to describe the topic and subtopic will help users navigate the various content offerings.

- Ensuring that proper color-contrast ratios for fonts, icons, and backgrounds are preserved will help users perceive the education regardless of how they are accessing it (mobile, desktop, tablet).
  - Naming link text so that it communicates the purpose of the link and providing labels for the type of content (PDF, video, webpage, etc.) assist users to find their preferred content modalities.
  - Creating content in HTML as much as possible supports accessibility. HTML code is mobile-friendly, fast to load, and works with browser accessibility tools (changing font, video, image sizes, keyboard shortcuts, etc.) (University of Washington, n.d.).
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## **5. Summary of Accessibility Plan**

The Emerging Threats: Syphilis module takes an inclusive and accessibility-first approach by aligning its design with WCAG 2.2 AA standards and UDL principles. Accessibility features such as closed captions, screen-reader-compliant PDFs, and high-contrast, keyboard-navigable web design make the content perceivable and operable for learners with diverse sensory needs and technological use-cases. Applying the UDL principles of multiple means of representation and engagement ensures that learners can access information in varied formats (videos, infographics, and articles) and connect the content to their own practice settings. Together, these strategies support perinatal nurses' diverse learning preferences and needs, promote equitable participation, and enhance motivation and engagement in this important topic.

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## References

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