



2.3 IDEA principles

Inclusion, diversity, equity, accessibility

The IDEA principles of inclusion, diversity, equity, and accessibility acknowledge learners' identities, demographics, learning preferences and needs, experiences, and professional backgrounds that should be considered and applied when providing a learning opportunity [18].

These principles should be applied in the preparation, implementation, and evaluation stages. In order to ensure the plans are aligned with (and responsive to) the diverse needs of the learning community, it is imperative that representative voices be heard and incorporated into the educational planning.

The IDEA principles should also be incorporated when considering planning committee composition, location, and/or context. They should also be applied toward understanding the relationships and histories embedded within these systems that may affect the success of a learning intervention.



Designing for inclusivity

Using inclusive and respectful language is an important component of program design as this influences the development of collaborative relationships in both learning and clinical spaces [18].

Planning committees, if you have one, optimally should seek representation and/or feedback from diverse stakeholders (including those with lived experience and their families) as learning interventions are developed to ensure inclusive language and attentiveness to constructs such as gender, race, ethnicity, age, ability, sexual orientation, and profession or discipline [18].

Culturing an inclusive learning environment will be an important goal of facilitation. Setting ground rules early on in a program is helpful [18].



Designing for diversity

Developing authentic learner-centered experiences includes paying attention to the diversity of learner needs and the diversity within real-life examples or group dynamics. Representing authenticity in examples or scenarios will be an important piece in achieving impact [18].

Acknowledging that learners (and planners or facilitators) have diverse lived experiences and learning preferences can inspire planners to develop a broad variety of learning activities. For example, planners may wish to seek out examples from under-represented/marginalized populations, ensuring that stereotypes are eradicated, and biases are removed, minimized, and/or declared [18].

In program delivery, for example, visual or audio tasks can be accompanied by written transcripts to account for learners with diverse learning needs or preferences [18].



Designing for equity

Designing for equity means that developers work to address the differences between individuals and population groups that are systematic, unnecessary, unfair and avoidable [18].

When facilitating learning opportunities, consider broadening perspectives from the individual to the institutional level, taking into consideration advantages some may access or burdens some may be unable to avoid [18].

Consider designing activities that support equity-based improvements in program or service delivery, decision making, or resource allocation [18].

Designing for accessibility



Accessibility is an important consideration in both content development and education delivery.

Bringing examples related to accessibility into small group, reflective, or case-based activities allows for the learner to include accessibility as a consideration [18].

The increased use of virtual platforms to deliver case-based learning can promote accessibility by reaching a larger target audience. However, it is critical to consider access to network bandwidth and the burden of cost, especially for remote and marginalized areas [18]. Additional considerations include assistive devices for learners with audiovisual challenges, strategies to facilitate physical limitations, and language translation when appropriate.

Furthermore, the technology used for virtual, blended, or hybrid learning sessions needs to be perceived as easy to use and accessible to encourage learners to actively participate [18].

IDEA considerations when designing your CE intervention [18]

INCLUSION

- ✓ Does your intervention plan use inclusive and respectful language?
- ✓ Are the facilitators using inclusive language when addressing learners?
- ✓ Do you seek representation or feedback about your activities and materials from diverse stakeholders?
- ✓ Do the facilitators have a clear guideline on how to set ground rules and expectations?

DIVERSITY

- ✓ Do your materials represent and respect the diversity in your population?
- ✓ Are the context, backgrounds, experiences, and needs of learners considered in the CE session design?
- ✓ Do you engage diverse stakeholders when vetting your CE content?
- ✓ Is your content free of stereotypes and bias associated with gender, race, ethnicity, culture, religion, age, sexual orientation, ability, and other identities?

IDEA considerations when designing your CE intervention [18]

EQUITY

- ✓ Do your learning objectives target systemic and structural issues or individual-level issues?
- ✓ Does your content prompt equity-based improvements to clinical care?
- ✓ Does your CE content consider the experiences and needs of vulnerable or marginalized groups?
- ✓ Are your facilitators unbiased, objective, and inclusive?

ACCESSIBILITY

- ✓ Will your CE session be conducted in-person or virtually?
- ✓ Do your CE session activities address scenarios pertaining to access?
- ✓ Are there different methods to access the CE session materials to participate?
- ✓ If you are using a virtual platform, is it easy to use and understand?