

Accessibility review of Preparation for Dietetic Practice

- **Reviewed by:** Janice Wong, Web Accessibility Assistant, Digital Media Projects, CCS
- **Date:** Feb 9, 2022
- **Location:** <https://pressbooks.library.ryerson.ca/dietmods/part/diabetes/>
- **Content management system:** PressBooks
- **Tools used:** [Sally](#)

Content issues

Content accessibility issues that should be addressed by a content author or editor. The following issues should be fairly straightforward to fix.

Alternative text

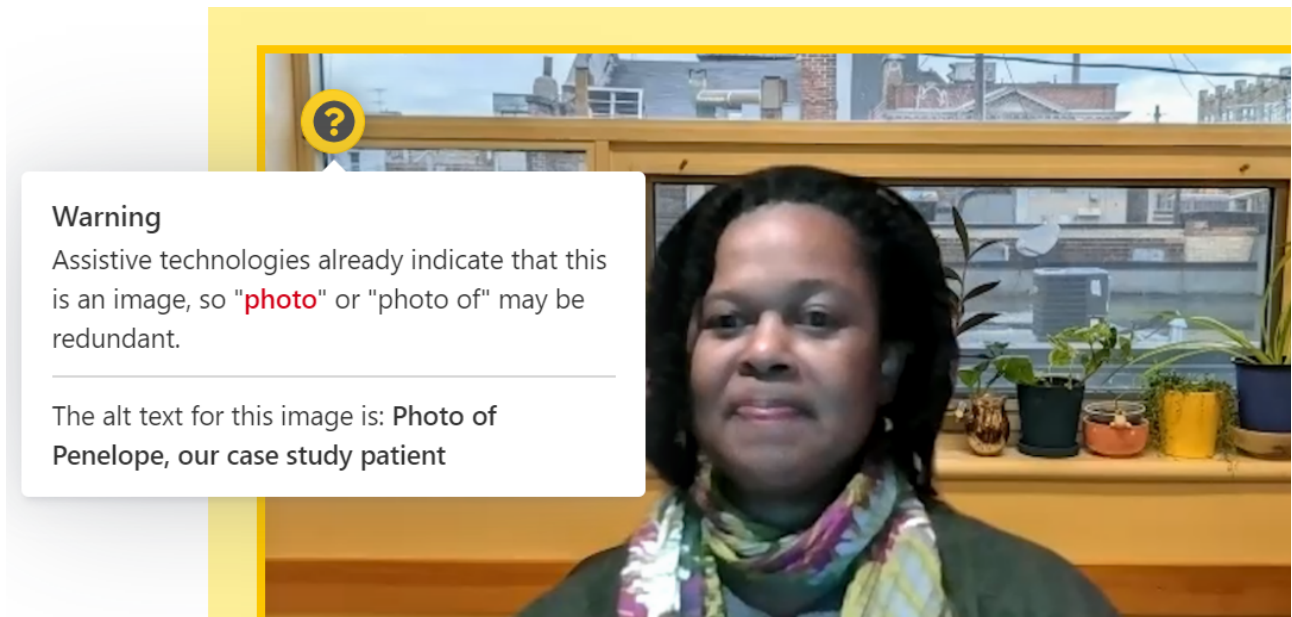
People who are blind and or have low vision rely on the alt text attribute to understand the equivalent meaning of images in textual form. For examples of good alt text, please refer to the [alternative text guide](#).

Best practice: Remove ‘photo of’ or ‘image of’ in alt text

Summary of issue

Including words like ‘photo of’ or ‘image of’ in the alt text is redundant since assistive technologies already indicate that the element is an image.

Screenshots



Relevant pages with this issue

- [Module: Diabetes Assess](#)
- [Module: Hypertension and Dyslipidemia Assess](#)
- [Module: Renal Assess](#)

How to fix

Remove the words 'Photo of'.

Alternative text doesn't sufficiently describe image

Summary of issue

Some instances of alternative text do not sufficiently describe the image, or require a long description. Please review [alternative text examples for STEM](#).

Relevant pages with this issue

- [Background](#) - all diagram images
- [Module: Hypertension and Dyslipidemia Implement](#) - Nutrition Facts table

How to fix

Ensure all text in the image is encapsulated in the alt text or provide an alternative text format for the image (such as a long description which is an attribute of an image element that leads to a link with a long description of the image).

Images marked as decorative require alt text

Screenshots

These images require alt text. Alt text should provide a concise description conveying essential information about the image.

Screenshots



Relevant pages with this issue

- [Hypertension and Dyslipidemia](#)

How to fix

Add descriptive alt text to the image.

Heading structure

Headings do not only act as visual cues, but also as an outline as to how a page is structured and how sections relate to one another. Learn more about [heading structure](#).

Apply heading semantics to headings

Summary of issue

Headings are used to separate different sections of content, so heading semantics are required for the titles below.

Screenshots

Penelope's Biochemical Data H2

Lab results: ?

Warning
Is this a heading? **Lab results:**

A line of bold text might look like a heading, but someone using a screen reader cannot tell that it is important or jump to its content. Bolded text should never replace semantic headings (Heading 2 to Heading 6).

	Target Range
	≤ 7.0%
L	5.0 – 10.0 mmol/L

Relevant pages with this issue

- [Module: Diabetes Assess](#)
- Part/Module Complete at the bottom of the module pages
 - E.g. [Module Hypertension and Dyslipidemia: Plan](#) - PART 2 – PLAN COMPLETE

How to fix

Apply heading semantics to the headings above.

Bolding text does not make it a heading. Use a heading format instead. Headings should not skip levels either.

Link text

Descriptive links improve page usability as they act as scanning cues for sighted users, and accurately convey purpose and function for non-sighted users. Descriptive links also provide search engines context and relationships between link text and link destinations, which is good for search engine optimization (SEO). Learn more about [link text & writing](#).


Remove empty link

Summary of issue

Empty links can cause confusion to those who rely on assistive technology to navigate webpages.

Screenshots

Other Resources H1

-  [Kidney Foundation of Canada.](#)

Error

Remove empty links without any text.

Kidney Foundation of Canada: [Kidney Commu](#)
nk: [Clinical Tools & Education](#)

Relevant pages with this issue

- [Module: Renal Reading List](#)

How to fix

Remove the empty link.

Video

Video requires alternative to sight-only content

Summary of issue

The first half of the video relies on sight-only as there is solely text in the video and no audio accompanying the information displayed.

Screenshots

Simulation: Diabetes
Question 1 video

Continue »

VLS Introduction & Question 1 Prelude

Share

Katie Brunke is a Ryerson Alumna, Toronto-based Registered Dietitian & Certified Diabetes Educator. She works full-time as a clinician in a Diabetes Education Program & in an urban primary healthcare team. As a Diabetes Educator she is passionate about community dietetics & working with clients to achieve their nutrition & wellness goals.

The Registered Dietitian represented in these videos has contributed their knowledge & expertise for educational purposes. The following video clips depict both appropriate & non-appropriate communication styles to demonstrate the importance of providing client-centered care.

0:07 / 0:41

Reuse Embed H-P

Relevant pages with this issue

- [Module: Diabetes Assess](#)
- [Module: Hypertension and Dyslipidemia Assess](#)
- [Module: Renal Implement](#)

How to fix

Add a voiceover for the text in the video or provide a media alternative, such as an enhanced transcript.

Video captioning

Summary of issue

Ensure all videos have captions. Automated captions are a great starting point, but they still need to be reviewed for accuracy.

Screenshots

Simulation: Diabetes
Question 1 Option A result

Continue »

VLS Question 1 Result
Katie Brunke, Registered Dietitian

Share

Penelope Susan, Patient

lifestyle your medications
and your health goals so for

0:08 / 0:28

CC Settings YouTube

Reuse Embed

Relevant pages with this issue

- [Module: Diabetes Assess](#)
- [Module: Hypertension and Dyslipidemia Assess](#)

How to fix

Refer to the [captioning & description accessibility](#) guide for more information. If this video is not owned by Ryerson, please consider contacting the video owner to provide closed captions.

List semantics

Summary of issue

There are items depicted as a list, but lack the semantic markup of one.

Screenshots

1. Identify where to gather clinical, anthropometric, biochemical, and dietary data necessary to complete a nutrition assessment for a client living with hypertension or dyslipidemia.
2. Interpret biochemical values and diagnostic test values, including BP readings, TC, HDL, LDL, and TG.
3. Analyze the 9 areas of nutrition-related concern (medication adherence, dietary patterns, sodium intake, saturated and trans fat intake, fibre intake, physical activity, smoking, alcohol intake, and stress) in clients living with hypertension or dyslipidemia and form PES statements for each.
4. Determine likely causes for high blood pressure, cholesterol, and triglyceride levels and recommend methods to treat and prevent each through diet and/or lifestyle

```
▶ <div>...</div>
▼ <div>
  "1. Identify where to gather clinical, anthropometric, biochemical, and dietary data
  necessary to complete a nutrition assessment for a client living with hypertension or
  dyslipidemia."
  </div>
▼ <div>
  "2. Interpret biochemical values and diagnostic test values, including BP readings, TC,
  HDL, LDL, and TG."
  </div>
```

Relevant pages with this issue

- [Hypertension and Dyslipidemia](#)

How to fix

Create an ordered list by containing the list items with the `` tag.

Audit of Outpatient GI, Enteral Nutrition, Parenteral Nutrition, Inpatient GI

Accessible identification of trigger foods

Bolding and highlighting may not be enough for someone who uses assistive technology like screen readers. It's recommended to also add an asterisk to each item.

Christian's 24-hour diet recall	
Note: trigger foods for GERD are bolded and highlighted	
Meal	Christian's diet recall
Breakfast 6 am	Fruit smoothie (strawberries, apple , avocado, kale, cucumber, almond milk), 2 hard boiled egg or "egg muffins" with spinach mixed in, and 1 large coffee with 2 cream (5%)
Lunch 12 pm	Premade salad or rice bowl (spring mix or brown rice, marinated or spiced baked chicken, cucumber, tomato, green pepper, onion, chick peas or kidney beans, walnuts, and feta or goat cheese with an olive oil dressing or any "light" dressing available), 1 large coffee with 2 cream (5%)
Dinner 5 pm	6 oz baked fish, chicken, or beef, with mixed roasted vegetables (broccoli, cauliflower, asparagus, potatoes cooked in olive oil with garlic, paprika, and other spices), and 1 cup of quinoa, rice, or whole grain pasta
HS snack 11 pm	1-2 glasses of red wine , 1-2 cookies or 2 cups of popcorn or carrots with red pepper hummus

Issue is also relevant on two charts on the [Inpatient GI Assess page](#).

Long description needed

tests are intended to confirm the flow or textural characteristics of a product at a

Warning

Alt text description is **too long**. Alt text should be concise, yet meaningful like a *tweet* (around 100 characters). If this is a complex image or a graph, consider putting the long description of the image in the text below or an accordion component.

The alt text is **732** characters: **The IDDSI framework: the bottom pyramid outlines drink thickness, in ascending order of thin to thick. The top pyramid outlines food textures in descending order of solid**

The diagram shows two pyramids. The left pyramid (ascending) has levels: 1. LIQUIDISED, 2. PUREED, 3. THIN & MOIST, 4. BITE-SIZED, 5. EASY TO CHEW, 6. REGULAR, 7. SOLID. The right pyramid (descending) has levels: 1. MODERATELY THICK, 2. EXTREMELY THICK. A question mark icon is in the top left corner.

H5P iframe requires descriptive title

H5P fill-in-the-blank on the [Assess](#) page requires a “human readable” title. Please populate the meta Title field on the H5P component page. Currently, it is “EN_Assess_Weight”.

- [Implement page](#)
- [Assess weight page](#)
- Please review **all remaining H5P object titles**

Table needs headers

All charts on [Parenteral Nutrition](#): Implement page, [Evaluate](#) page, require table headers.

Empty headings

Please delete two empty headings on the [Inpatient GI background page](#).

Chart for Monitoring Parenteral Nutrition

Here is a chart representation of the monitoring parameters mentioned at

Parameter	Initial
	X
	X
	X
	X

Semantic headings needed

Semantic headings needed on the [Parenteral Nutrition page](#), including [Evaluate](#)

Poppy's Education

Pause and answer these questions based on the information provided to your knowledge!

Poppy is asking to speak to the dietitian to understand why she is not all of being hungry. The dietitian will need to use easy to understand language for PN and how PN is administered. The dietitian should explain possible complications, but also be able to reassure Poppy with evidence that this plan.

1. Think about the possible side effects and complications with PN.
2. List 3 benefits of PN that you could share with Poppy.
3. Create a plain-language explanation of PN to share with Poppy.

Final Summary: Implementation of Poppy's Nutrition Care Plan



Video missing accurate closed captions

This list is non-exhaustive. Please review YouTube video manager to ensure accurate closed captions were uploaded for each video.

- <https://www.youtube.com/watch?v=27PicEWizwl>
- <https://www.youtube.com/watch?v=rQDPxaSTMRA&t=9s>
- <https://www.youtube.com/watch?v=Ak1fWUXto5Y&t=15s>