

AIHA Training Resources Bulletin

Supporting Access to the Latest Professional Online Training Resources

January 2016

In This Issue ...

ONLINE COURSES

- Molecular Foundations of Medicine
- Optimizing Antimicrobial Therapy with Timeouts
- Prescription Drug Misuse and Addiction: Compassionate Care for a Complex Problem
- Designing E-learning for Health
- Social Media for Health and Development
- Ebola: Essential Knowledge for Health Professionals

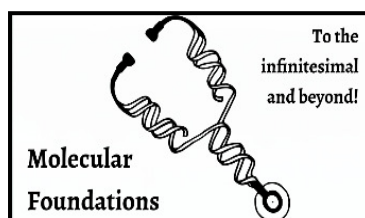
TRAINING MATERIALS

- PubMed for Nurses Tutorial
- Global Health Delivery (GHD) Case Collection
- HealthKnowledge



ONLINE COURSES

Molecular Foundations of Medicine



This self-paced course from Stanford University contains selected topics that will help participants understand applications of molecular biology in medicine. Topics include reading the primary literature, molecular techniques, DNA recombination, and genome expression. The materials consist of short videos linked to questions that help participants evaluate their understanding of the material.

<https://lagunita.stanford.edu/courses/Medicine/MolFoundations/SelfPaced/about>

Optimizing Antimicrobial Therapy with Timeouts



Internet Enduring Material Jointly Provided by Stanford University School of Medicine (CME) and Tufts University School of Medicine (CPE). Presented by The Division of Infectious Diseases and Geographic Medicine at Stanford University School of Medicine.

This CME/CPE activity provides a practical approach to performing “Antibiotic Timeouts” in the inpatient setting. Using short, didactic sessions, we will provide examples on how to reassess antibiotic therapy started empirically using clinical, laboratory, and microbiological data.

The majority of this CME/CPE will be high-yield, interactive inpatient cases covering skin and soft tissue infections, pneumonia, catheter-associated urinary tract infections, and neutropenic fever, that illustrate the timeout process and the principles of appropriate use of antimicrobials.

This course is designed to meet the educational needs of physicians from a wide variety of specialties including cardiology, critical care, family practice, general surgery, hospitalists, infectious diseases, internal medicine, neurology, oncology, pediatrics, and urology, as well as pharmacists, nurse practitioners, and physician assistants.

- Estimated Time to Complete: 2 Hours
- CME/CPE Credits Offered: 2.00
- Registration Fee: FREE

Receive a score of 75% or higher on the post-test, you will have two attempts to answer each multiple-choice question (or one attempt for questions with only two options) to pass the post-test.

<https://med.stanford.edu/cme/courses/online/optimizing-antimicrobial-therapy.html>

Prescription Drug Misuse and Addiction: Compassionate Care for a Complex Problem



Internet Enduring Material Sponsored by the Stanford University School of Medicine. Presented by the Psychiatry and Behavioral Sciences Department at Stanford University School of Medicine.

This CME activity provides a practical approach to the management of prescription drug misuse and addiction, including how to use the clinical interview and CURES (California’s Prescription Drug Monitoring Program) to identify if a problem exists, and how to intervene once the problem has been identified.

Animated didactic videos, interactive slides, and video case scenarios will be used to put these principles into practice with a treatment algorithm. The most compassionate approach to tapering patients down and off the medication they are misusing will also be discussed. This course is designed for physicians and all health care providers who interact with patients around the issue of prescription medication, e.g. nurses, pharmacists, physician assistants.

- Estimated Time to Complete: 2.0 Hours
- CME Credits Offered: 2.00
- Registration Fee: FREE

Complete the CME Post-test, CME Evaluation Survey, and CME Activity Completion Statement at the end of the activity. You must receive a score of 75% or higher on the post-test in order to receive a certificate. You will have two attempts to answer each multiple-choice question (or one attempt for questions with only two options) to pass the post-test. Once you attest to completing the entire online activity and have scored 75% or higher on the post-test, your certificate will be generated automatically and will be available on your Dashboard page.

<https://med.stanford.edu/cme/courses/online/rx-drug-misuse.html>

Designing E-learning for Health



From the University of Nottingham. Starts on February 15, 2016. 5-week course.

- How do we translate real-life experiences into e-learning?
- How can our e-learning tell powerful stories?
- What methods can we use to design high quality and reusable e-learning resources?
- And how can we best get our concepts and ideas across to multiple audiences?

In this free online course, the authors will explore these questions and introduce a methodology that you can use yourself, to design your own e-learning objects in all sorts of contexts, not just health. They will take you through the process – from deciding on a learning aim to getting ready to develop your resource.

By the end of the five weeks, you will have created your own storyboard and specification for a high quality piece of e-learning, which you can then develop further after the course. This course is aimed at anyone who has an interest in designing e-learning. While the focus is around health, the course and methods presented are transferable to many other contexts and sectors. This course is free, but you can buy a Statement of Participation for this course — a personalised certificate in both digital and printed formats — to show that you've taken part.

<https://www.futurelearn.com/courses/e-learning-health>

Social Media for Health and Development



K4Health and The DHS Program recently launched this Social Media for Health and Development Global Health eLearning Center Course. It is a free, introductory course on social media will strengthen the capacity of global health and development professionals interested in understanding basic principles of social media, using social media to disseminate global health and development information, and measuring social media activities.

Time: 2 hours

Published: November 12, 2015

Upon the completion of this course, you will be able to do the following:

- Define the common principles of social media
- Identify ways in which social media can be (and is currently) used in global health and development
- Describe some of the features and functionalities of the most popular social media platforms
- Understand how to create professional social media accounts
- Learn how to write and synthesize content to fit different social media platforms
- Recall the steps involved in developing a social media strategy and linking it to programmatic goals and budget
- Identify different social media strategies for increasing followers and engaging health and development agencies

<http://www.globalhealthlearning.org/course/social-media-health-and-development>

Ebola: Essential Knowledge for Health Professionals

In this course you will cover the fundamental knowledge any health professional should have with expected or confirmed cases or a general interest in the Ebola disease. You will discuss the epidemiology of the disease, its pathophysiology and transmission, the clinical presentation including differential

diagnosis and confirmation of disease. You will also discuss the general therapeutic approach to the care of Ebola suspected or confirmed patients and discuss the novel vaccine and drug developments. As the Ebola crisis continues to rage through the affected areas, we need health professionals like yourself to be informed and involved. This course is developed in collaboration with colleagues at the University of Amsterdam, the University Medical Center Utrecht (Julius Center/Julius Global Health), Elevate Health, Médecins Sans Frontières and the Lion Heart Foundation.

<https://www.coursera.org/learn/ebola-essentials-for-health-professionals>

TRAINING MATERIALS

The Global Health Delivery (GHD) Case Collection



The GHD Case Collection is a growing set of Harvard Business School-style teaching case studies, each with an accompanying teaching note, designed to educate current and future managers on how programs, governments, and enterprises determine their strategies and design systems to meet the needs of patients and populations. The collection examines programmatic, organizational, and policy-related decisions global health leaders face and various disease conditions, within and across health care delivery systems in resource-limited settings. The cases can be incorporated into existing educational curricula or form the foundation of new courses and used by educators and practitioners in many fields.

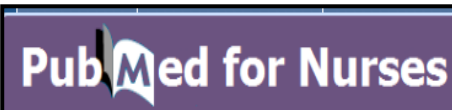
The collection prospectus explains the need for this collection, what the cases are about, including major themes, and how to use the collection. It provides examples of how the

cases have been used, and explains how to obtain the materials at no cost.

The Instructor's Guide describes the conceptual framework underlying the cases, the major teaching themes, and how to use GHD materials in the classroom.

<http://www.ghdonline.org/cases/>

The PubMed for Nurses Tutorial



This new Tutorial is available now from the PubMed Online Training page on the NLM Web site. This tutorial was created specifically to help nurses efficiently find literature using PubMed. Its concise, targeted content consists of five videos with exercises to test your knowledge. The tutorial was designed to be completed in less than 30 minutes.

The PubMed for Nurses Tutorial was researched, designed and developed by Megan Kellner from Maryland's iSchool, the College of Information Studies at the University of Maryland, in consultation with nurses and librarians who serve nurses around the United States.

<https://www.nlm.nih.gov/bsd/disted/nurses/cover.html>

HealthKnowledge



This online learning resource is for anyone working in health, social care and well-being wherever they work or study. The resource allows you to access a broad range of learning materials for personal use or for teaching purposes in order to help everyone expand their public health knowledge. All the materials on HealthKnowledge are written as study aids and are not written as 'comprehensive knowledge transfer vehicles'.

The aim is for those teaching to use the resources as a basis for training, and the resources have been put together in such a way that they can be modified to include local data and information. The resources have been set up within four different learning styles:

- Public Health Textbook organised in relation to the Faculty of Public Health Part A syllabus but can benefit anyone aiming to increase their public health competencies.
- Text Courses involve reading provided text and then questions, answers and feedback, in epidemiology, statistical methods, sickness and health information, population health information, applications

of health information at practitioner and specialist levels.

- Video Courses in the form of audio podcasts with animated PowerPoint slides and supporting video components, Q&As, and further resources. The subjects covered are finding and appraising the evidence, learning from stakeholders, screening, programme budgeting and marginal analysis.
- Management Training with PowerPoint slides, workbooks, and trainer notes in four clinical areas: diabetes, coronary heart disease, stroke and child health.

<http://www.healthknowledge.org.uk/>

About the AIHA Training Resources Bulletin

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The *Training Resources Bulletin* is intended to assist institutions and individuals who are seeking online training options in the field of medicine, public health, social work, and related topics. Information in the Bulletin is obtained from various international organizations and presented as a service to AIHA's mailing lists subscribers. .

If you plan to redistribute this document or post it on another Web site, we request that it be posted in full, without alteration, and that credit is given to the American International Health Alliance as the source of the document.

The *Training Resources Bulletin* is compiled by Irina Ibraghimova, PhD, Library and Information Management Specialist at HealthConnect International (www.healthconnect-intl.org). The contents are the responsibility of AIHA and do not necessarily reflect the views of PEPFAR, HRSA, or the United States Government.

Back issues of the *Training Resources Bulletin* for 2013 /15 are archived at <http://www.healthconnect-intl.org/resources.html>

