

# AIHA Training Resources Bulletin

*Supporting Access to the Latest Professional Online Training Resources*

July 2016

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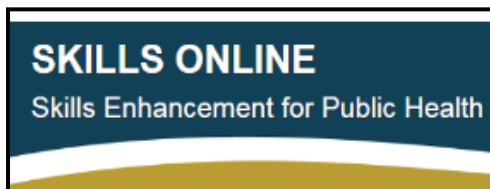
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## ONLINE COURSES

### PHP4-Introduction to Literature Searching



Skills Online is a professional development portal for Public Health professionals in Canada, it offers self-directed and facilitated courses. Self-directed courses can be taken at any time and are free.

This course provides a general overview of skills for evidence-based literature searching. The course focuses on evidence-based public health, identifies various public health information sources and illustrates how to search them. It also outlines the process for developing an effective search question and a search strategy, and provides opportunities for learners to conduct basic literature searches. The course takes about 10 to 12 hours to complete. It is available till December 31st, 2016

Once you setup a profile (Create an Account) on the system, you will be able to access courses and track your Skills Online course history, print your certificates, and access your current and past Skills Online courses.

<https://lars.skillsonline.ca/>

## Information Skills eTutorials



From the Keele University (UK). These are skills which will help you to identify, find, evaluate and manage the information that you need so that you can effectively and efficiently find the right material for your studies and work. Free tutorials cover the following:

- Introduction to Literature Searching
- Identify Your Question
- Find the Information
- Evaluate the Information
- Using Information
- Communicating
- Managing Information

<http://www.keele.ac.uk/hltutorials/informationsskills/introtolitsearch/story.html>

## Statistics in Medicine (Self Paced)



The course is organized into 9 learning units that contain videos, quizzes, and a homework assignment. You may complete these at any pace. At the end of the course, there is a multiple-choice final exam. If you have earned at least 60% on the graded assignments, you will be able to request a Statement of Accomplishment (users who score 90% or higher will earn a Statement of Accomplishment with Distinction). Course enrollment

and the materials and assignments will be open until at least April, 2017.

Specific topics include:

1. Describing data (types of data, data visualization, descriptive statistics)
2. Statistical inference (probability, probability distributions, sampling theory, hypothesis testing, confidence intervals, pitfalls of p-values)
3. Specific statistical tests (ttest, ANOVA, linear correlation, non-parametric tests, relative risks, Chi-square test, exact tests, linear regression, logistic regression, survival analysis; how to choose the right statistical test).

The course focuses on real examples from the medical literature and popular press. Each unit starts with "teasers," such as: Should I be worried about lead in lipstick? Should I play the lottery when the jackpot reaches half-a-billion dollars? Does eating red meat increase my risk of being in a traffic accident? In the process, participants will learn how to read, interpret, and critically evaluate the statistics in medical studies.

Participants will need to be familiar with a few basic math tools: summation sign, factorial, natural log, exponential, and the equation of a line; a brief tutorial is available on the course website for participants who need a refresher on these topics. The course consists of 9 units and each unit will take approximately 8 - 12 hours to complete, but you can work through all of the material at

your own pace and on your own schedule. There are no due dates for any of the assignments.

**<http://online.stanford.edu/course/clone-statistics-medicine-self-paced-16>**

### **Thinking Critically: Interpreting Randomized Clinical Trials**



This free course seeks to fulfill the clinical community's need to improve skills in the critical evaluation of clinical research papers. Competency in critical appraisal skills can have a significant impact by improving clinical practice, quality of research projects, and peer-review of manuscripts and grants. The course will utilize efficient and engaging videos with relevant clinical examples to cover essential research methodology principles. The online format will provide opportunities for self-paced learning and practicing critical appraisal of a variety of published studies that evaluate benefit, harm, and prognosis. At the conclusion of this activity, participants should be able to:

- Analyze the concepts of randomization and blinding in reducing bias.
- Develop strategies to critically appraise randomized clinical trials and determine if study results are valid

This course is designed for national and international physicians, medical researchers, residents, fellows, and allied health professionals in all specialties. Expiration Date: August 31, 2018.

**<https://med.stanford.edu/cme/courses/online/thinking-critically.html>**

### **Promising Programmatic Approaches for Adolescent and Youth Sexual and Reproductive Health (AYSRH)**



Time: 2 hours 30 min.  
Published: April 5, 2016

Programmatic approaches to support young people's healthy transition into adulthood must be tailored to meet the needs of specific populations, address young people's multifaceted needs, and best build their assets. Successful programs will be appropriate for adolescents' varying ages and developmental stages; consider their capacities, strengths, and developmental needs; address and challenge harmful gender norms; and reinforce positive gender roles and behaviors that decrease risk.

This course provides an overview of promising approaches as well as case studies of effective programs that improve young people's sexual and reproductive health. It is intended to complement the [Youth Sexual and Reproductive Health](#) course, which is a suggested prerequisite since it provides more information on the diverse needs of adolescents.

By the end of this course, you will be able to do the following:

- Explain the principles of effective youth programming
- Identify tailored programmatic initiatives and approaches to improve the sexual and reproductive health of young people
- Locate and use resources to support both the monitoring and evaluation of programs and the scale-up of successful approaches.

**<https://www.globalhealthlearning.org/course/promising-programmatic-approaches-adolescent-and-youth>**

## Social Media in Family Planning



This three-module course was designed to meet the specific needs of individuals in family planning who are looking to either begin or expand their organization's social media presence. These interactive e-learning courses will take the user through the process establishing a social media account, helping define their organization's voice, teaching how to analyze social media metrics, and creating a long-term social media plan.

### Social Media 101: Getting Started with Social Media

—This is the first of three modules in this course designed to take the user from the selection of a social media platform through sending their first post. By the end of this course, you will know:

- Which platforms are best for your organization and the audience you are seeking to engage
- How to setup social media for your health center or organization
- How to fit social media into your schedule
- How to get ready to send out your first post.

<http://fpntc.org/training-and-resources/social-media-in-family-planning>

### Antibiotic Resistance: the Silent Tsunami



From the University of Uppsala. This free online course introduces the concepts of antibiotic resistance and what actions are needed to meet this

global health threat. Over the four weeks, you will learn about the mechanisms behind the emergence and spread of antibiotic-resistant bacteria, gain insight into the current situation, and take part of real-life stories told by patients, doctors, and other experts.

This knowledge will help you to understand what challenges we are facing, but also what preventative actions and other control mechanisms we can implement to limit the impact of antibiotic resistance on our society.

Starts on October 3, 2016.

This course is suitable for members of the public, students, health professionals or any other experts who want to gain a broader understanding of antibiotic resistance. A glossary will be provided to help those who are new to the subject understand scientific words and concepts.

<https://www.futurelearn.com/courses/antibiotic-resistance>

## TRAINING MATERIALS

### Training of trainers manual on school health

Namibia. Ministry of Health and Social Services, Namibia. Ministry of Education, Arts and Culture. 2015. 312 p. This manual is made up of 7 modules:

- Module 1 Comprehensive School Health Programme;
- Module 2 Nutrition and Healthy Lifestyle;
- Module 3 Mental Health and Psychosocial Well-being;
- Module 4 Sexual and Reproductive Health and Rights;
- Module 5 WASH - Water, Sanitation and Hygiene;
- Module 6 Learners with Diverse Needs; .

- Module 7 Violence Against Children

<http://hivhealthclearinghouse.unesco.org/library/documents/training-trainers-manual-school-health>

### **The Obstetric Emergency Drills Training Kit**

It was developed by the Maternal Health Task Force and Argentina's Institute for Clinical Effectiveness and Health Policy as part of a research and capacity building project in Ethiopia and India.

- Trainer's Manual serves as a guide for members of a quality improvement team from a delivery ward to promote and practice team skills for obstetric emergencies.
- Presentation. Informs hospital or delivery ward administrators of the purpose and process of running obstetric emergency drills.
- Video. Shows training sessions in Karnataka, India and Addis Ababa, Ethiopia.

<https://www.mhtf.org/obstetric-emergency-drills/>

Training Kit includes the following materials:

## **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. .

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The *Training Resources Bulletin* is compiled by Irina Ibraghimova, PhD, Library and Information Management Specialist. 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>

