

Internet Resources Digest

March 2011

American International Health Alliance

LRC project

www.aiha.com

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Online Training Resources

Data bases and collections of training materials

Health Sciences Online

This web-site is a data base that delivers authoritative, comprehensive, free, and ad-free health sciences knowledge (with over 50,000 hand-selected resources, and 8,000 hits per day). HSO's founding collaborators and funders include CDC, NATO, World Bank, WHO, and the World Medical Association. You can search and browse any health sciences topic from over 50,000 courses, references, guidelines, and other learning resources. Materials are selected from accredited educational sources including universities, governments, and professional societies, by HSO staff. You can refine your search by language, and resource type – courses, lectures/presentations, cases, etc.

URL: [http:// www.hso.info](http://www.hso.info)

Supercourse

Supercourse is a repository of lectures on global health and prevention designed to improve the teaching of prevention. Supercourse has a network of over 65000 scientists in 174 countries who are sharing for free a library of 4755 lectures in 31 languages. The Supercourse has been produced at the WHO Collaborating Center University of Pittsburg. There are also lectures devoted to information technologies in health care, use of Internet, e-learning methods, developing web-based courses, and other related topics.

URL: <http://www.pitt.edu/~super1>

Global Health E-learning Center

The USAID Global Health eLearning Center offers a menu of more than 60 courses that learners from many disciplines and positions can use to expand their knowledge in key public health areas and access important up-to-date technical information. The eLearning Center is available at no cost to learners and can be accessed 24 hours a day from any place in the world.

URL: <http://www.k4health.org/ghele>

Global Health Education Consortium

The web-site provides Global Health Education Resources – a wide variety of resources, developed by experts in global health, are available to support self-paced learning in the field. Over 80 modules are available.

URL: <http://globalhealtheducation.org/Modules/Pages/Forms/Default.aspx>

OpenCourseWare Project

The Johns Hopkins Bloomberg School of Public Health's OPENCOURSEWARE (OCW) project provides free access to the content of the School's most popular courses on the following topics: adolescent health, behavior and health, biostatistics, environment, general public health, global health, health policy, injury prevention, maternal and child health, mental health, nutrition, population science, public health preparedness, and refugee health. The course content is available through the Internet to students, self-learners and educators anywhere in the world. Courses are not offered for credit, degrees or certificates.

URL: <http://ocw.jhsph.edu/>

SpacedEd

SpacedEd is a platform designed to allow learners and teachers to harness the educational benefits of spaced education. Spaced education is a novel method of online education developed and rigorously investigated by Dr. B. Price Kerfoot (Associate Professor, Harvard Medical School). Courses consist entirely of questions and answers. They are sent to you in small amounts (typically 1 or 2 a day) on a regular schedule via email, the Web or RSS. They can be accessed from a desktop browser or a mobile device such as an iPhone or BlackBerry. The sequence of questions will adapt based on your answers. To improve retention, questions typically repeat several times. Get a question wrong and it repeats sooner. Get it right one or more times in a row and it is retired from the course. Retire all questions to complete the course. Some courses are for free, others for fee.

URL: <http://www.spaceded.com/>

African Health OER Network

African Health OER Network provides a platform for health academics to share health-related educational materials and debate key issues around the provision of health education in Africa.

URL: <http://www.oerafrica.org/healthoer>

Links to Distance Learning Opportunities for Health Care Professionals

A list of distance learning opportunities for healthcare workers in resource-limited settings. The list includes links and a short description of each distance learning resource, organized by type of educational opportunity (online seminar, self-study, online enrollment courses). Some of them are free, although check the relevant websites for the most up-to-date information on cost.

URL: <http://www.searchitech.org/itech?page=ff-05-13>

Distance learning courses/online tutorials

Tutorials for Africa

The National Library of Medicine (NLM) in collaboration with the Faculty of Medicine at Makerere University in Kampala, Uganda initiated the MedlinePlus African Tutorials as a teaching tool. Medical students, health workers and staffs of clinics will use the tutorials in both electronic

and hard copy formats to educate the general public. An advisory group of African scientists and physicians from across the continent identified top health concerns. The MedlinePlus African Tutorial topics reflect those concerns identified by the group. NLM created the first MedlinePlus African Tutorial on malaria in collaboration with the Faculty of Medicine and a team of Ugandan doctors, medical students, artists, and translators. Faculty members worked with an artistic team to create locally meaningful text and illustrations for the tutorials. The malaria tutorial was then field tested in villages by medical students and translated into two local languages - Luganda and Rukiga.

URL: <http://www.nlm.nih.gov/medlineplus/africa/>

CDC Self-Study Modules on Tuberculosis

The CDC course is a series of educational modules designed to provide information about TB in a self-study format. The series consists of a total of nine modules that are separated into two courses. The first course, Modules 1-5, provides basic information on TB. The second course, Modules 6-9, provides more specific TB programmatic information.

URL: <http://www.cdc.gov/tb/education/ssmodules/default.htm>

Prevention of Mother-to-Child Transmission of HIV in Resource-Limited Settings: A Training Course

This online training course aims to meet the in-service educational needs of midlevel health care providers, program managers, and policy makers in resource-limited countries by providing the most current information available about mother-to-child transmission of HIV (MTCT). Each self-paced module contains a fully referenced, evidence-based discussion of major MTCT topics; supporting slide sets for trainers; an embedded glossary; collections of related resources; and posttest questions. On completion of a module in this course, users may request a letter of completion from the Center for HIV Information (CHI). This letter will be provided after CHI receives a completed evaluation form for the particular module.

URL: <http://www.womenchildrenhiv.org/wchiv?page=md-00-00>

Finding and Using Health Statistics: A Self-Study Course

Health statistics can be difficult to track down. They are also difficult to use because they feature information collected from competing perspectives. This class from the National Library of Medicine presents sources of statistics based on four broad areas: health correlates, health conditions, health care and health consequences. The class demonstrates how to identify and find important results; assess the benefits and limitations of these results; and progress from summaries to detailed original reports. Instruction in this self-study class is reinforced by a series of 15 exercises.

URL: <http://www.nlm.nih.gov/nichsr/outreach.html>

Find it fast!

Evidence-based practice information resources tutorials from the Yale University Medical Library. A series of video tutorials on the various evidence-based practice (EBP) information resources. The series is called "Find It Fast" because all of these resources may help you find clinical information faster. The first three episodes explain some basic terminologies and theories used in this series of tutorials. Then the following EBP resources are presented: the Cochrane Database of Systematic

Reviews, ACP's PIER, Clinical Evidence, ACP Journal Club, the "Evidence-based ..." series of journals, Clinical Queries in MEDLINE and the EBP meta-search engine TRIP.

URL: <http://www.med.yale.edu/library/education/guides/feature/finditfast>

HINARI training modules

The HINARI Programme, set up by WHO together with major publishers, enables developing countries to gain access to one of the world's largest collections of biomedical and health literature. More than 7,500 information resources are now available to health institutions in 105 countries, areas and territories benefiting many thousands of health workers and researchers, and in turn, contributing to improved world health. The individual modules are continually refined following workshops throughout the world. The training material can be used by librarians and researchers alike, and in an individual or group environment. These PowerPoint presentations and Word documents are downloadable from the Training pages. Each module presented builds on the previous, is supplemented by tutorial sessions and can be adapted for local training. The material is also available in CD-ROM format by emailing [HINARI](mailto:HINARI@who.int). The CD-ROM may be used on-line or without an Internet connection when not available. The HINARI Short Course (for users) and the HINARI Train the Trainers Course (for trainers from developed countries) are online on the Medical Library Association (USA) distance learning server. These courses are self-paced, take 4-6 hours. Upon completion of the exercises, students will receive certificates.

URL: <http://www.who.int/hinari/training/en/>

The GALEN Exam

The GALEN Exam is meant to provide assurance to the public, including people living with HIV/AIDS, that a physician certified by the International Association of Physicians in AIDS Care (IAPAC) has successfully completed an evaluation process which includes an exam designed to assess the knowledge required to deliver a continuum of HIV/AIDS care, treatment, and support.

The GALEN Exam is designed in a multiple-choice best-answer format. A score of 70% or higher is required to pass the GALEN Exam. Individuals who pass the GALEN Exam earn a Certificate of Clinical Competence in HIV Medicine. Reduced cost for developing world.

URL: <http://iapac.org/Galen/index.html>

BMJ Learning

Different training opportunities available online: interactive modules, master classes, international programs. They offer over 600 peer reviewed, evidence based learning modules and which are constantly updated. Many modules are available for free.

URL: <http://learning.bmj.com/learning/modules.html?action=listAllFreeModules>

TEACH-VIP

TEACH-VIP E-Learning is an online self-paced curriculum in violence and injury prevention, designed for health and public professionals and other health care providers; staff of public health ministries and non-governmental organizations; and students in schools of medicine, nursing, and public health. TEACH-VIP E-Learning addresses a broad range of issues pertinent to understanding and preventing injuries, violence, and suicide. It includes extensive content on using data to understanding injury problems and creating programmes to address these problems. Learners can choose from 20 lessons to create an experience appropriate to their needs and schedule. Each lesson can be completed in approximately one hour - although optional activities and readings are available that can add to the time needed to finish a lesson.

URL: <http://teach-vip.edc.org/>

People's Open Access Education Initiative

The Peoples-uni runs fully online modules in the broad area of Public Health, aimed at developing countries, and at a low cost using an international volunteer faculty. The Peoples-uni objective is to: Provide capacity building in Public Health for those working in low- to middle-income countries who would otherwise not be able to access such education, via Internet based e-learning; Utilize a 'social model' of capacity building, with volunteer academic and support staff and Open Educational Resources available through the Internet, using a collaborative approach and modern Information and Communication Technology; Offer education at the 'train the trainers' level, equivalent to that of a Masters degree, for those with prior educational and occupational experience.

URL: <http://peoples-uni.org>

Distance Learning Programme - The Management of Pharmaceutical Supply

CPA's course "The Management of Pharmaceutical Supply" is a distance learning program for all pharmacist and non-pharmacist managers involved with drug supply procurement and management, especially at the regional level. A revision of the course was undertaken by the University of Limpopo, Medunsa Campus in 2005 in an effort to introduce basic therapeutics and information on medicines used to treat HIV/AIDS and malaria. The course does not require the student to take leave from his / her employment.

URL: <http://www.commonwealthpharmacy.org/site/projects/distancelearning.htm>

Critical Appraisal of Intervention Studies - Online Learning Modules

From the National Collaborating Centre for Methods and Tools NCCMT (Canada). Public health decision makers consider evidence from a variety of sources. How do you know if you can trust the evidence you find and whether you can apply it to your own situation? The Critical Appraisal of Intervention Studies (CAIS) module was designed to help for the planning and delivery of public health programs and services. Estimated total time: approximately 6-8 hours. Teaching and learning strategies: Independent reading; „Practice' activities and discussion questions which should be completed for each section of this module on your own or with a group of colleagues who are also working through the module; Application of evidence to a practice scenario; Opportunity to ask questions and discuss content with others.

URL: <http://www.nccmt.ca/en/modules/cais/intro/begin.php>

Pathfinder Clinical Training Video

The 22 minute training video provides guidance on the active management of the third stage of labor (AMSTL); treatment of excessive postpartum bleeding and hemorrhage; and use, removal, cleaning, and folding of the non-pneumatic anti-shock garment. The video complements the training curriculum and toolkit . The curriculum and toolkit are available to download. A request for printed copies of the toolkit and curriculum as well as DVD of the training video can be made by emailing tech-comm@pathfind.org.

URL: http://www.pathfind.org/site/PageServer?pagename=Video_PPH_Clinical_Training

HIV/AIDS Surveillance Training Modules

Global Health Sciences (GHS) has developed, maintained, and distributed several HIV/AIDS surveillance training materials and responded to requests for adaptation from the World Health Organization Regional Offices for Africa (AFRO), South-East Asia (SEARO), and Eastern Mediterranean (EMRO). The training materials target HIV surveillance officers at the national and subnational levels. Those interested in using the materials should have a basic understanding of the epidemiology of HIV and public health surveillance.

URL: http://globalhealthsciences.ucsf.edu/PPHG/surveillance/surv_modules.html

Journal articles on online training in health care

Krishnan Haridasan, Srinivasan Rangarajan, Gregory Pirio. **Re-Inventing Health Care Training In The Developing World: The Case For Satellite Applications In Rural Environments.** *Online Journal of Space Communication*, 2009, Issue 14.

“The rapid advance of Information Communication Technology (ICT) in low and middle income countries has created an unprecedented opportunity to change the way that pre-service and in-service education of health care workers is delivered... Through this article, the authors would like to set the foundation for a conversation among ICT experts and health educators about the best ways of advancing the use of ICT in health education in developing countries with the goal of ultimately establishing national and international policy frameworks that optimize the benefits to be accrued from ICT globalization.”

URL: http://satjournal.tcom.ohiou.edu/issue14/health_training.html

Nartker AJ, Stevens L, Shumays A, Kalowela M, Kisimbo D, Potter K. **Increasing health worker capacity through distance learning: a comprehensive review of programmes in Tanzania.** *Human Resources for Health* 2010, 8:30 (31 December 2010)

URL: <http://www.human-resources-health.com/content/8/1/30>

David A. Cook, Anthony J. Levinson, Sarah Garside, Denise M. Dupras, Patricia J. Erwin, Victor M. Montori. **Internet-Based Learning in the Health Professions A Meta-analysis.** *JAMA*. 2008;300(10):1181-1196.

„Internet-based learning is associated with large positive effects compared with no intervention. In contrast, effects compared with non-Internet instructional methods are heterogeneous and generally small, suggesting effectiveness similar to traditional methods.”

URL: <http://jama.ama-assn.org/cgi/content/full/300/10/1181>

Te-Shu Lee, Mu-Hsing Kuo, Elizabeth M. Borycki, David Yunyong. **Critical Success Factors for Implementing Healthcare e-Learning .** *Stud Health Technol Inform*. 2011;164:64-8.

“The use of e-Learning in educational institutes has rapidly increased along with the development of information and communication technology (ICT). In healthcare, more medical educators are using e-Learning to support their curriculum design, delivery and evaluation. However, no systematic work exists on characterizing a collective set of Critical Success Factors (CSFs) for implementing e-Learning in the healthcare education institutions. The aim of this paper is to study the CSFs of implementing healthcare e-Learning.”

URL: <http://booksonline.iospress.nl/Content/View.aspx?pid=19431>

Kleinpell R, Ely EW, Williams G, Liolios A, Ward N, Tisherman SA. **Web-based resources for critical care education.** *Crit Care Med.* 2011 Mar;39(3):541-53.

Objective was to identify, catalogue, and critically evaluate Web-based resources for critical care education. „In all, more 135 Web-based education resources exist, including video Web resources for critical care education in a variety of e-learning formats, such as tutorials, self-directed learning modules, interactive case studies, webcasts, podcasts, and video-enhanced programs. As identified by critical care educators and practitioners, e-learning is actively being integrated into critical care medicine and nursing training programs for continuing medical education and competency training purposes. Knowledge of available Web-based educational resources may enhance critical care practitioners' ongoing learning and clinical competence, although this has not been objectively measured to date.“

URL:

<http://journals.lww.com/ccmjournal/pages/articleviewer.aspx?year=2011&issue=03000&article=00017&type=abstract>

Sandars J, Lafferty N. **Twelve Tips on usability testing to develop effective e-learning in medical education.** *Med Teach.* 2010;32(12):956-60.

„ Usability testing of e-learning considers the characteristics of the learner, the technological aspects, the interaction and instructional design and finally the context. Testing under the conditions that the e-learning intervention will typically be used is the preferred method but more extreme situations can provide useful information. Product development should be iterative and rapid cycles of testing and refinement are essential to produce an effective e-learning intervention.“

URL: <http://informahealthcare.com/doi/abs/10.3109/0142159X.2010.507709>

Related AIHA links:

Health Resources Digest, May 2007 – **Web-based Training**

http://www.eurasiahealth.org/attaches/99338/digest_May07.pdf

Health Resources Digest, October 2006 – **Multimedia Medical Internet Resources**

http://www.eurasiahealth.org/attaches/99063/digest_Oct06_Eng.pdf

Internet Resources Digest Forthcoming Topics [Provisional]

- EBM Journal Clubs
- PDAs for Clinical Use
- Social Media for Health Care
- Resources on Behavior Change Communication

If you have a suggestion for a Digest topic, or would like to contribute information about Internet resources, then please contact [ibra\[at\]zadar.net](mailto:ibra[at]zadar.net)

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