

Utilizing virtual learning to enhance global interdisciplinary health education on family violence

the world's first free university



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Course Developers - www.NextGenU.org

UBC Faculty of Medicine

Vancouver, BC, Canada

Outline



- Background
- Health Sciences Online
- Next Generation University
- The Need for Violence Education - Globally
- “Family and Domestic Violence”
 - Course Structure
 - Example Activities
 - Future Promotion Strategy

Barriers to violence Education

- Get from those listed here:
- http://www.nnvawi.org/pdfs/alo/Kelly_screening_for_abuse.pdf

A Call to Action

The Institute of Medicine has called for health professional organizations to develop guidelines for better training on violence and abuse.

The proposed Competencies are arranged by:

1) Health System

2) Community, Culture, and Society

3) Individual Learner.

It is expected that changes

to all three levels are implemented together.

Education Delivery Models

Global Health

- ❑ Limited
- ❑ Costly
- ❑ Dependence
- ❑ Non Sustainable

E-Health

- ❑ Accessible
- ❑ Free
- ❑ Empowering
- ❑ Self-sustaining



Democratizing health sciences knowledge

- In 2006 WHO identified a need for 4.3 million more trained health workers globally
- WHO also said that this will require greater use of training innovation, especially through information and communication technologies



Health Sciences Online VISION – Phase I

A world where health professionals in training and practice access comprehensive, easily-found, high quality, free, current courses, references, and other learning resources to improve health.

What is www.HSO.info ?

- Health Sciences Online is the first website to deliver authoritative, comprehensive, free, and ad-free health sciences knowledge.
- Search any health sciences topic from over 50,000 courses, references, guidelines, and other learning resources – in medicine (basic and clinical sciences), public health, pharmacy, dentistry, nursing, and other health sciences disciplines.
- Materials are selected from accredited educational sources including universities, governments, and professional societies, by knowledgeable staff at HSO.
- Resources can be searched and retrieved in 58 languages.





Health Sciences Online

[Search](#)[Contact HSO](#)[Survey](#)[About](#)[Help](#)[Support HSO](#)[HSO Links](#)[PubMed](#)[All](#)[Search](#)Choose Search Language: [English](#)Translation is powered by [Google™](#)

HSO is the first website to deliver authoritative, comprehensive, free, and ad-free health sciences knowledge.

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HSO Founding Collaborators and Funders

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Preventive Medicine](#)[Annenberg Physician
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Association](#)

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Founding Collaborators and Funders



American College of Preventive Medicine



Annenberg Physician Training Program

APTP

Centers for Disease Control and Prevention



NATO – Science for Peace



University of British Columbia

World Bank



World Health Organization

World Medical Association



“Health Sciences Online is a visionary undertaking.”

– Jeffrey P. Koplan, MD, MPH, Former Director, U.S. CDC

“HSO.info will help globally democratize health science knowledge.”

-Carmen Carpio, Knowledge Mgmt Officer, World Bank

“HSO is an incredible resource for health professionals all over the world. Open access to health information should literally save millions of lives and lead to important new discoveries.”

-Anne Margulies, former Executive Director, Open Course Ware, MIT

“HSO is expected to make a considerable contribution to the advancement of e-learning worldwide.”

-WHO, Building Foundations for E-Health, 2006

“The internet at its finest... a bonanza... a boon... an incredibly worthwhile enterprise... a model of what Health 2.0 and Science 2.0 can be... one of the most altruistic and honorable health service resources on the planet.”

-Online reviews, 2009

58 Languages Available

Afrikaans	English	Italian	Russian
Albanian	Estonian	Japanese	Serbian
Arabic	Filipino	Korean	Slovak
Azerbaijani	Finnish	Latin	Slovenian
Basque	French	Latvian	Spanish
Belarussian	Galician	Lithuanian	Swahili
Bulgarian	Georgian	Macedonian	Swedish
Catalan	German	Malay	Thai
Chinese (Tr)	Greek	Maltese	Turkish
Chinese (Si)	Haitian Creole	Norwegian	Ukrainian
Croatian	Hebrew	Persian	Urdu
Czech	Hindi	Polish	Vietnamese
Danish	Hungarian	Portuguese	Welsh
Dutch	Icelandic	Romanian	Yiddish
	Indonesian		
	Irish		



NextGenU's (NGU'S) VISION – Phase II



A world where anyone can become and remain a well-trained health professional in any discipline where they are qualified – to answer WHO's expressed needs.



“We’ve been using University 1.0 for a couple of millennia and I think we’re ready for the next generation of university”

Dr Erica Frank, MD, MPH
Founder Next Gen U



The World's First
FREE University

Next Generation University
Is the first university that is free of cost,
barriers, advertisements, and carbon emissions.

By the end of 2011 we will begin offering a broad array of high-quality *certificates and courses* across the health sciences, co-sponsored by our remarkable founding collaborators (see below for more on them). All our trainings are based on expert-created competencies, paired with outstanding computer-based resources, and local and international peer-to-peer and mentored learning. Come learn more *about us* or check out our *courses available soon*

NextGenU.org Founding Collaborators & Funders

<ul style="list-style-type: none"> - Africa Mental Health Foundation - American Association of Public Health Physicians - American College of Preventive Medicine - American College of Sports Medicine - American Medical Student Association - Annenberg Physician Training Program - Association of Prevention Teaching and Research - Canada Research Chairs Program - Canadian International Development Agency - College of Surgeons of East/Central/Southern Africa - David Suzuki Foundation - Emory University - Frank Foundation for International Health 	<ul style="list-style-type: none"> - Fundacion Santa Fe Bogota - Health Care Without Harm - ILLAHIE Foundation - International Federation of Medical Student Associations - International Federation of Obstetricians and Gynecologists - International Primary Care Respiratory Group - International Society of Doctors for the Environment - Latin American Pediatric Association - Medical Women's International Association - Physicians for Social Responsibility - Presbyterian University of East Africa - Procor - Public Health Foundation of India 	<ul style="list-style-type: none"> - Society for Academic Emergency Medicine - U.S. Centers for Disease Control and Prevention - Universidad de los Andes - Universidad San Francisco de Quito - University of British Columbia - University of the West Indies - University of Zambia - World Bank - World Medical Association - World Health Organization - Our NextGenU staff, and the 1000s of professionals globally who developed and shared resources
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A distributed, computer-assisted, and mentored model: computer-based knowledge transfer, coupled with peer-to-peer and local mentored experiences.

**WE PLAN TO TRAIN MANY THOUSANDS OF TRAINEES AT A TIME,
PARTICULARLY IN DEVELOPING COUNTRIES, WITH THE STUDENTS REMAINING
IN THEIR HOME ENVIRONMENTS.**



How are we free?

- Cost-free
- Barrier-free
- Ad-free
- Carbon-free



Clinical Public Health and Prevention Trainings

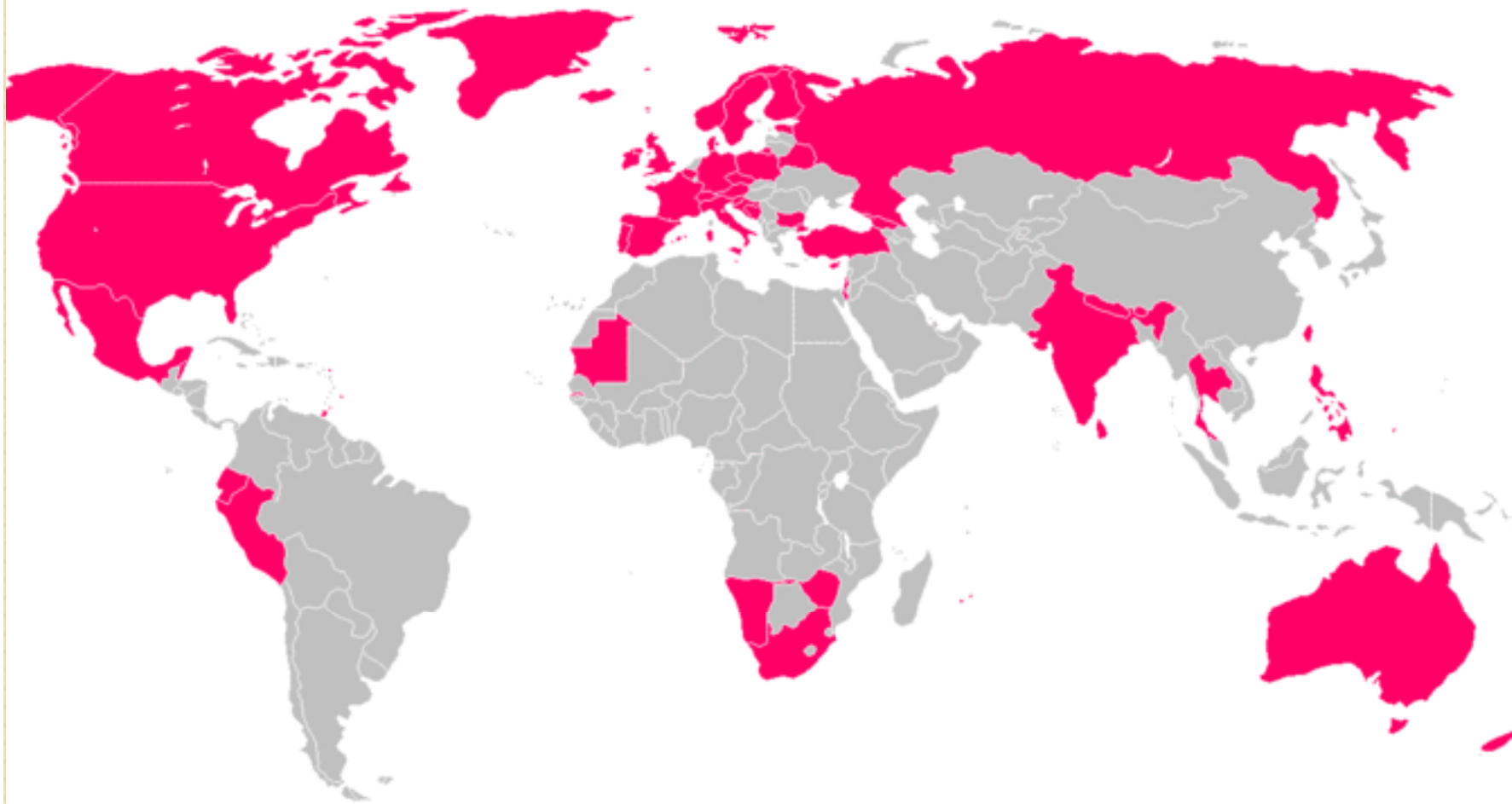


- = All core public health areas (Epidemiology, Biostatistics, Health Policy/Mgmt, Environmental Health, Health Education, co-sponsored by the American Association of Public Health Physicians, the Public Health Foundation of India, and the Association for Prevention Teaching and Research)
- = Adolescent Health [American College of Preventive Medicine]
- = Adult Cardiovascular Disease Prevention [Canada India Network Initiative, Fundacion Sante Fe, Procor]
- = Climate Change and Health [350.org, David Suzuki Foundation, Health Care Without Harm, International Society of Doctors for the Environment, Physicians for Social Responsibility]
- = Health Law and Ethics [World Medical Law Association, UBC Faculty of Law]
- = Immigrant and Refugee Health
- = Nutrition and Health [University of West Indies]
- = Pediatric Cardiovascular Disease Prevention [Canada India Network Initiative, Fundacion Sante Fe, Procor , Latin American Pediatric Association , Universidad San Francisco de Quito]
- = Physical Activity and Health [American College of Sports Medicine, Fundacion Sante Fe, U.S. Centers for Disease Control and Prevention]
- = Preventive Medicine [American Association of Public Health Physicians, Public Health Foundation of India, and the Association for Prevention Teaching and Research]
 - = Prevention/Treatment of Alcohol Use Disorders [Annenberg Physician Training Program, U of Florida Dept of Psychiatry]
 - = Prevention and Treatment of Tobacco Use [International Federation of Medical Student Associations, International Primary Care Respiratory Group]



Clinical Medicine and Nursing Trainings

- = Cardiology [Canada India Network Initiative, Procor]
- = Dermatology [NATO Science for Peace]
- = Dentistry
- = Emergency Medicine [Society for Academic Emergency Medicine]
- = Family Medicine
- = Gynecology/Obstetrics and Perinatal Care [International Federation of Gynecologists and Obstetricians, Latin American Pediatric Association, Medical Women's International Association]
- = Occupational/ Physical Therapy [Rocky Mountain University of the Health Sciences, Kenyan Physical Therapy Association]
- = Pathology
- = Pediatrics [Latin American Pediatric Association]
- = Preventive Medicine [American Association of Public Health Physicians, Public Health Foundation of India, Association for Prevention Teaching and Research]
- = Pre-Departure Training in Global Health
- = School Nursing
- = Speech/Language Pathology
- = Surgery (General and Orthopedic) [U of Zambia, College of Surgeons in East, Central and Southern Africa]



E-Learning and Violence

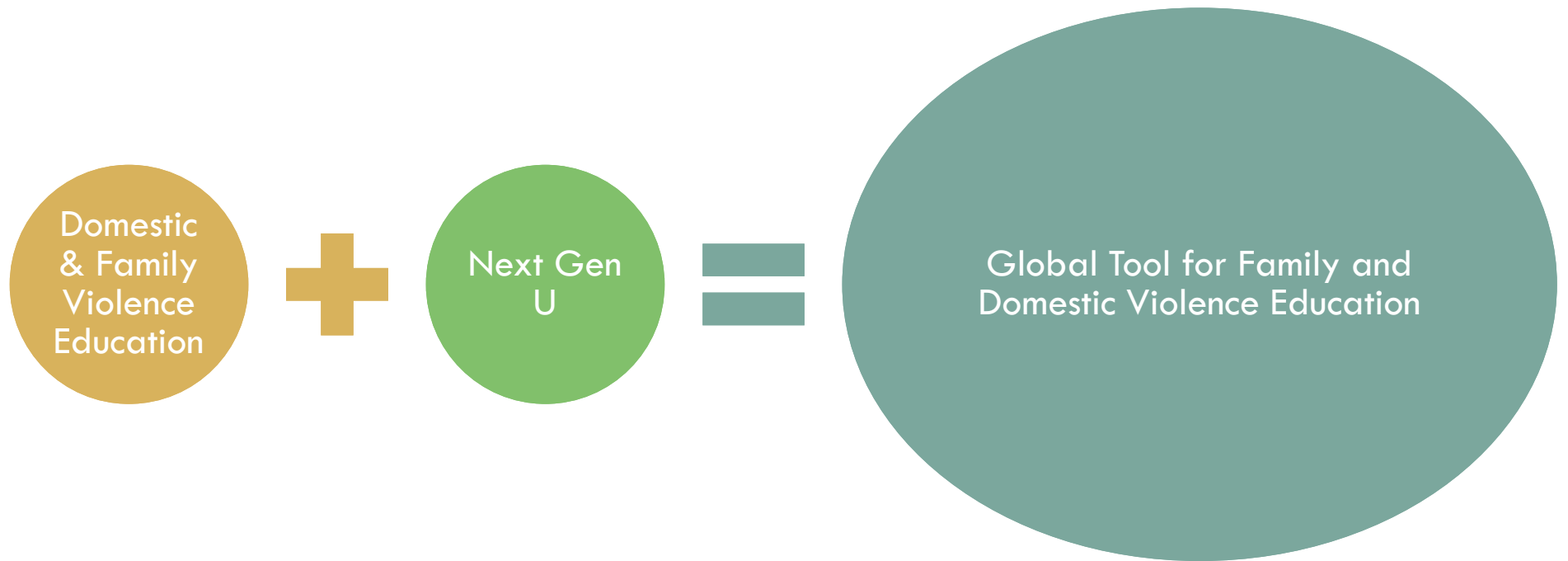
Countries where marital rape is illegal.

Intimate Partner Violence – OSCE Cases

Pamela Verma,
Naila Karim,
Julius Elefante,
Pretty Verma



The Process





How does one create a course?

- (1) Identify an area of educational need
- (2) Find existing competencies
- (3) Find existing, high-quality, free, web-based resources to address those competencies, and create mentored and peer-to-peer activities
- (4) Review this work with an advisory committee of experts
- (5) Package these resources into learning modules with quizzes for each
- (6) get these modules translated into a Moodle teaching platform
- (7) help market the training
- (8) celebrate! And help refine and update the training over time

Prevention and treatment of DV



- (1) identify an area of educational need

Prevention and treatment of DV

- (1) identify an area of educational need
- (2) find existing competencies



ADVANCING HEALTH EDUCATION & RESEARCH

COMPETENCIES NEEDED BY HEALTH PROFESSIONALS FOR ADDRESSING EXPOSURE TO VIOLENCE AND ABUSE IN PATIENT CARE

Objectives

REQUIREMENTS FOR INDIVIDUAL LEARNERS	
k = Knowledge based objective, s = Skill based objective, a = Attitude based objective	
Individual Learner Competency	Educational Objectives Learners should be able to:
A. Demonstrate general knowledge of violence and abuse.	<ol style="list-style-type: none">1. Understand the definitions of abuse and violence. (k)2. Understand the interpersonal dynamics of violence and abuse, and the varied and changing types of violence and abuse. (k)

REQUIREMENTS FOR INDIVIDUAL LEARNERS

k = Knowledge based objective, s = Skill based objective, a = Attitude based objective

Individual Learner Competency	Educational Objectives Learners should be able to:
A. Demonstrate general knowledge of violence and abuse.	<ol style="list-style-type: none">1. Understand the definitions of abuse and violence. (k)2. Understand the interpersonal dynamics of violence and abuse, and the varied and changing types of violence and abuse. (k)3. Know the epidemiology of violence and abuse in the general population and in specific clinical populations. (k)4. Distinguish between myths and facts about violence and abuse. (k)5. Know risk factors for continued abuse, morbidity and mortality including suicide, homicide. (k, s)6. Understand the acute and chronic physical and behavioral health effects of violence and abuse. (k)

Modules



- 1: General Knowledge and Basic Clinical Skills - Violence and Abuse
- 2: Patient and Inter-professional Communication Skills
- 3: Identifying and Recognizing the Complexities of Violence
- 4: Ethical and Legal Implications in Family Violence
- 5: Conclusion
- 6: Final Examination

PREVENTION AND TREATMENT OF DV

- (1) identify an area of educational need
- (2) find existing competencies
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Matching existing competencies with existing resources

PA and health certf March 4.xls					
New Open Save Print Import Copy Paste Format Undo Redo AutoSum Sort A-Z Sort Z-A Gallery Toolbox Zoom Help					
Sheets Charts SmartArt Graphics WordArt					
	B	C	D	E	F
1	PHYSICAL ACTIVITY AND HEALTH CERTIFICATE				
2	knowledge and skills necessary to assess and prescribe physical activity (PA) to healthy persons, as well as to patients with conditions creating special exercise needs, such as diabetes, heart disease, osteoporosis, arthritis, and pregnancy. It will teach the basic science, clinical, and between PA and health, and enhance students' interest in and abilities to design individualized and group PA programs.				
3	These are based on the ACSM's Guidelines for Exercise Testing and Prescription; Seventh Edition, The ACSM certified personal trainer certification, The Canadian society for exercise physiology, the National Society of Physical Activity Practitioners in Public Health and the CDC. The members of our advisory committee who are experts in this field. Below we describe the competencies that the students are expected to develop during the course.				
4	COMPETENCIES***	P/I	Key words	MATERIALS AND RESOURCES	
5				Title	Resource url
6	Know of evidence-based strategies for promoting physical activity among specific, identified target audiences to recommend appropriate practices and procedures.	1	Health and wellness	A Healthier You	Centers for Disease Control and Prevention http://www.health.gov/dietaryguidelines/dga2005/healthieryou/contents.htm
7		1	Health and wellness	A Lifetime of Good Health: Your Guide to Staying Healthy	Centers for Disease Control and Prevention http://www.4woman.gov/pub/ag.cfm
8		1	Public health strategies	Bright Futures in Practice: Physical Activity	Centers for Disease Control and Prevention http://www.brightfutures.org/physicalactivity/pdf/index.html
9	Understand the relationship between health promotion and disease prevention	1	Global prevention strategy on health	Continuing Efforts in Global Chronic Disease Prevention	Preventing Chronic disease http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1893120
10		1	Public health strategies	Parents Can Help Shape Up Their Child's Physical Education	Centers for Disease Control and Prevention http://www.cdc.gov/youthcampaign/pressroom/PDF/parents_can_help_shape.pdf
11	Understand outcome evaluation	1	Physical education	Physical Education Curriculum Analysis Tool (PECAT)	Centers for Disease Control and Prevention http://www.cdc.gov/healthyyouth/PECAT/pdf/PECAT.pdf
12	Understand the relationship between health promotion and disease prevention	1	Global prevention strategy on health	WHO resolutions; Physical activity and health	World health organization http://www.who.int/moveforhealth/publications/en/
13	Understand the relationship between health promotion and disease prevention	1	Global prevention strategy on health	Physical activity and the environment	National Institute for Health and Clinical Excellence http://www.nice.org.uk/nicemedia/pdf/PH008PhysicalActivityAndTheEnvironmentORG.pdf
14	Design safe and effective methods of exercise by applying the fundamental principles of exercise science	1/P	Basic terminology	Physical activity for everyone: glossary of terms	Centers for Disease Control and Prevention http://www.cdc.gov/physicalactivity/everyone/glossary/index.html
15		1/P	International recommendations	How much physical activity do you need?	Centers for Disease Control and Prevention http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html
16	Understand the relationship between health promotion and disease prevention	1	Global prevention strategy on health	Exercise is medicine	American College of Sports Medicine http://www.exercisemedicine.org/acsmbooks/itpros.htm
17	Write appropriate exercise recommendations	1/P	International recommendations	Physical activity and public health: updated recommendation for adults from the American College of Sports Medicine and the American Heart Association.	PubMed/Circulation http://circ.ahajournals.org/cgi/reprint/116/9/1081
18		1/P	International recommendations	Physical activity and public health. A recommendation from the Centers for Disease Control and Prevention and the American College of Sports Medicine.	Centers for Disease Control and Prevention http://wonder.cdc.gov/wonder/prevguid/p0000391/P0000391.asp
19		1/P	International recommendations	Dr. Robert Sallis DVD - Exercise is medicine	American College of Sports Medicine http://www.exercisemedicine.org/calltoded.htm
20	Know of evidence-based strategies for promoting physical activity among specific, identified target audiences to recommend appropriate practices and procedures	1	International recommendations	Dr. Robert Sallis DVD - Exercise is medicine	American College of Sports Medicine http://www.exercisemedicine.org/calltoded.htm
21	Understand the importance of physical activity partnerships	1			
22					
23	Design safe and effective methods of exercise by applying the fundamental principles of exercise science	1/P	Functional anatomy and physiology	Exercise physiology	Emedicine http://emedicine.medscape.com/article/884841-overview
	Understand the anatomy, physiology and biomechanics of the				

Prevention and Treatment of DV

- (1) identify an area of educational need
- (2) find existing competencies
- (3) find existing, high-quality, free, web-based resources to address those competencies, and create mentored and peer-to-peer activities
- (4) review this work with an advisory committee of experts

Expert Reviewers

□ Dr Rosemary Ogu, FMCOG, FWACS

- Chair, Medical Women International Association Young Doctors & Medical Students Forum
- University of Port Harcourt / University of Port Harcourt Teaching Hospital, Port Harcourt, NIGERIA

□ Dr Blanka Jurenka, MD, CCFP

- Medical Director, Sexual Assault Services, British Columbia Women's Health Centre, Vancouver, CANADA

□ Dr Ellen Wiebe, MD, CCFP

- Medical Director, Willow Women's Clinic, Vancouver, CANADA
- Clinical Professor, University of British Columbia, Department of Family Practice

Prevention and Treatment of DV

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Mentored Activity 6

- Goal: be aware of legal issues in treating and reporting family violence in the country that you are currently undergoing schooling. This will involve some research and self preparation on your part.
- First, research and become familiar with the following objectives:
 - a) Know state reporting laws and mandates, local and state reporting agencies, and their procedures and regulations, including potential liability for failure to report;
 - b) Understand what happens when a report is made to law enforcement and protective services;
 - c) Know and utilize appropriate steps for thorough documentation of abuse in patient/client charts.



Mentored Activity 6

- Identify a member of the legal
- Shadow them for a day
- Discuss the objectives of competency H, including the ones that you have researched
- It is important understand how to support patients who decide to make a report in a non-judgmental and effective manner.

إمتحان نهائي

صفحة : (السابق) 2

الوقت المتبقي
0:45:49

11 الصمم العصبي الحسي والعمى وأمراض القلب الخلقية ، صغر الرأس مع التخلف العقلي ، وتأخر النمو ، وضخامة الكبد و الطحال. ويمكن رؤية هذه التشوهات في المواليد إذا تم تنفيذه من قبل الأنثى ماسخ معينة في فترة الحمل. أي من العبارات التالية يعبر هذا ماسخ؟

- اختر إجابة واحدة.
- ☐ a. 3 أشهر على الأقل قبل الحمل
 - ☐ ب. هو سبب هذا التناذر عدوى الجنين في الرحم ، خلال الربع الثالث من الحمل
 - ☐ ج. تدخل هذه العدوى عن طريق الفم ويصيب خلايا الجهاز الهضمي
 - ☐ د. ونظرا لخطر هذه المتلازمة ، ينبغي تحصين المرأة غير المحصنة 6 أشهر على الأقل قبل الحمل
 - ☐ هـ. هذا المرض هو فيروس من عائلة Picorna

يقدم

12 ما هو المعيار لمتلازمة الأيض كما حددتها المبادئ التوجيهية الثالث للجمعية التمس المحترفين ؟

علامات : -- /

- اختر إجابة واحدة.
- ☐ a. محيط الخصر < 102 حالة من الذكور و < 88 سم في حالة الإناث
 - ☐ ب. ما لا يقل عن ثلاثة من أكبر من القياسات BP 130/85
 - ☐ ج. الصوم الشحوم الثلاثية < = 150 ملغ / دل
 - ☐ د. الجلوكوز الصوم < = 110 ملغم / ديسيلتر
 - ☐ هـ. كل ما سبق تشكل معيارا لمتلازمة الأيضية
 - ☐ ملغ / دل إذا الإناث < 50 HDL ملغ / دل إذا الذكور و < 40 HDL . و

Prevention and Treatment of DV

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MOODLE

Prepare
resources



Next Gen U
Team
magic



Online
Interface!

Prevention and Treatment of DV

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Marketing



The Association of Professors of Obstetrics and
Gynaecology of Canada



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- (8) Celebrate! And help refine and update the training over time

Celebrate



Acknowledgements




- Dr. Erica Frank and the NextGen U Team
- UBC Medical Undergraduate Society
- Futures Without Violence - Peter John Sawires Memorial Conference Scholarship
- Our expert review committee



nextgenu.org

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Pamela Verma – pamverma@interchange.ubc.ca

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- *“Above all, however, we have committed ourselves to the idea that no individual— regardless of gender, ethnicity or race—shall have his or her human rights abused or ignored... Today, we know more than ever that without respect for the rights of the individual, no nation, no community, no society can be truly free.”*
 - - Kofi A. Annan, Former Secretary-General of the United Nations

