

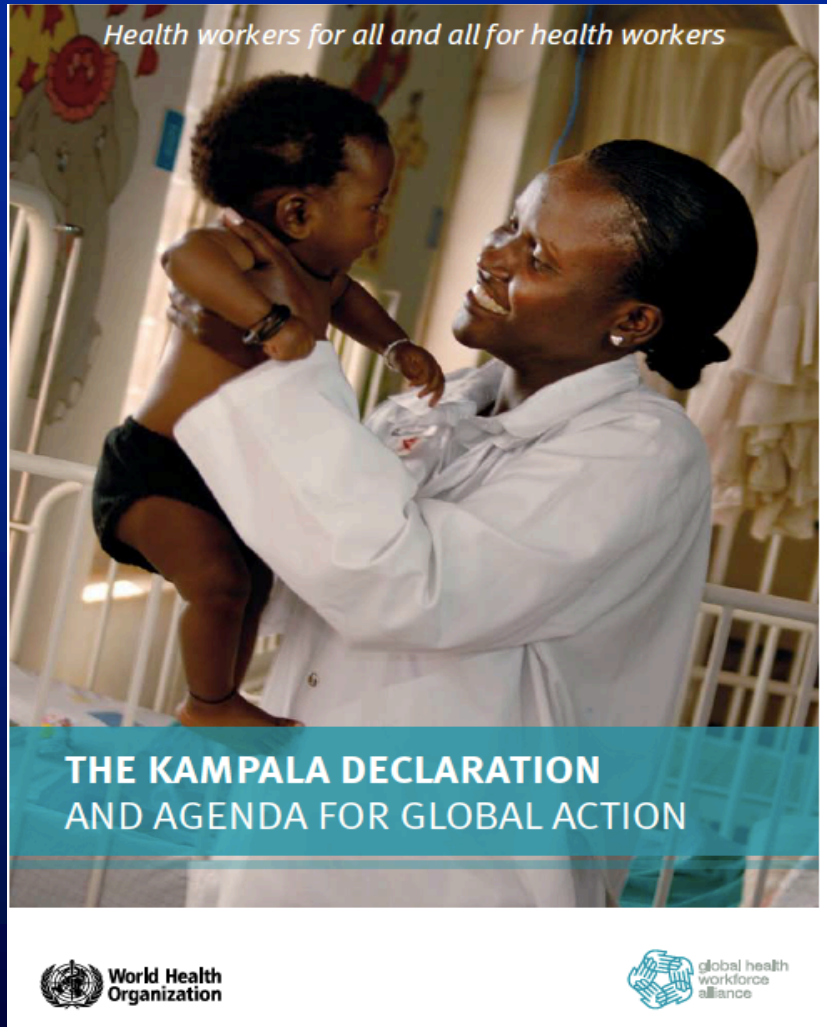
How we could enormously expand PM+PH training domestically & globally

Erica Frank, MD, MPH

Founder and President, NextGenU.org

Professor and Canada Research Chair, University of British Columbia

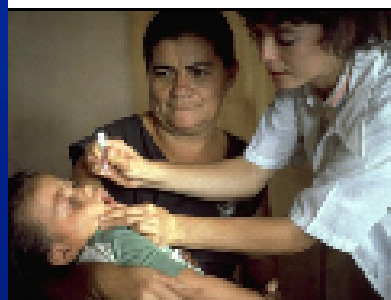
Kampala Declaration



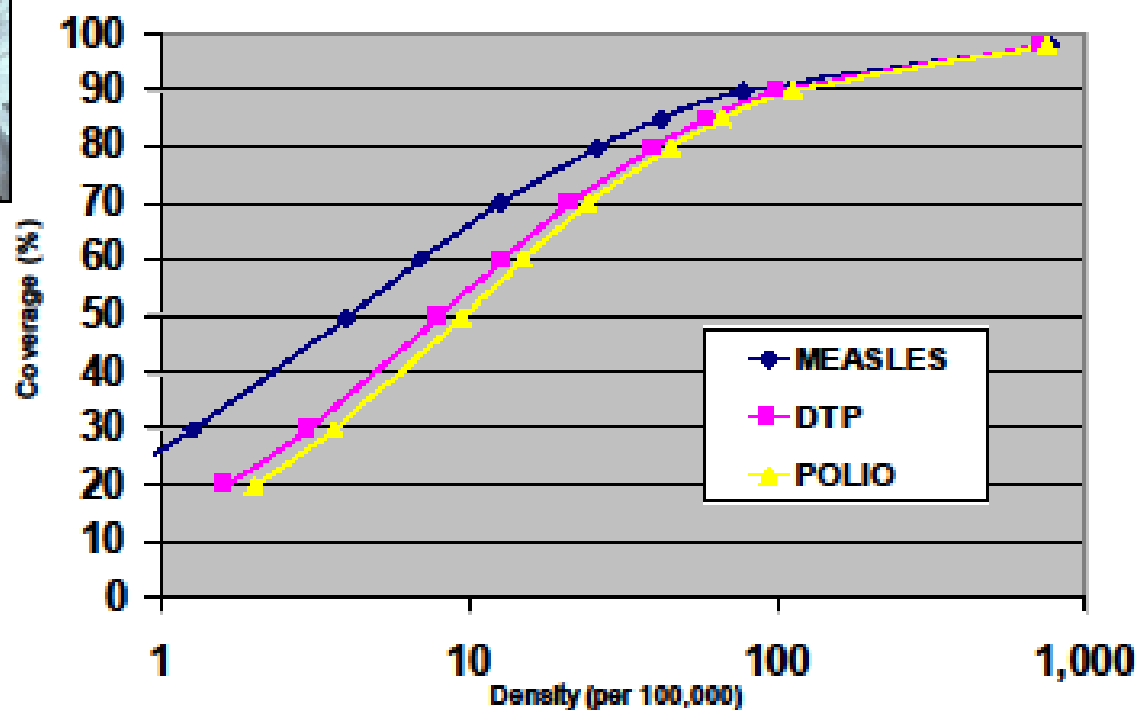
- WHO identified a need for 12.9 million more trained health workers by 2035
- WHO also said that this will require greater use of training innovation, especially information and communication technologies



Educated and well-trained health workers save lives!

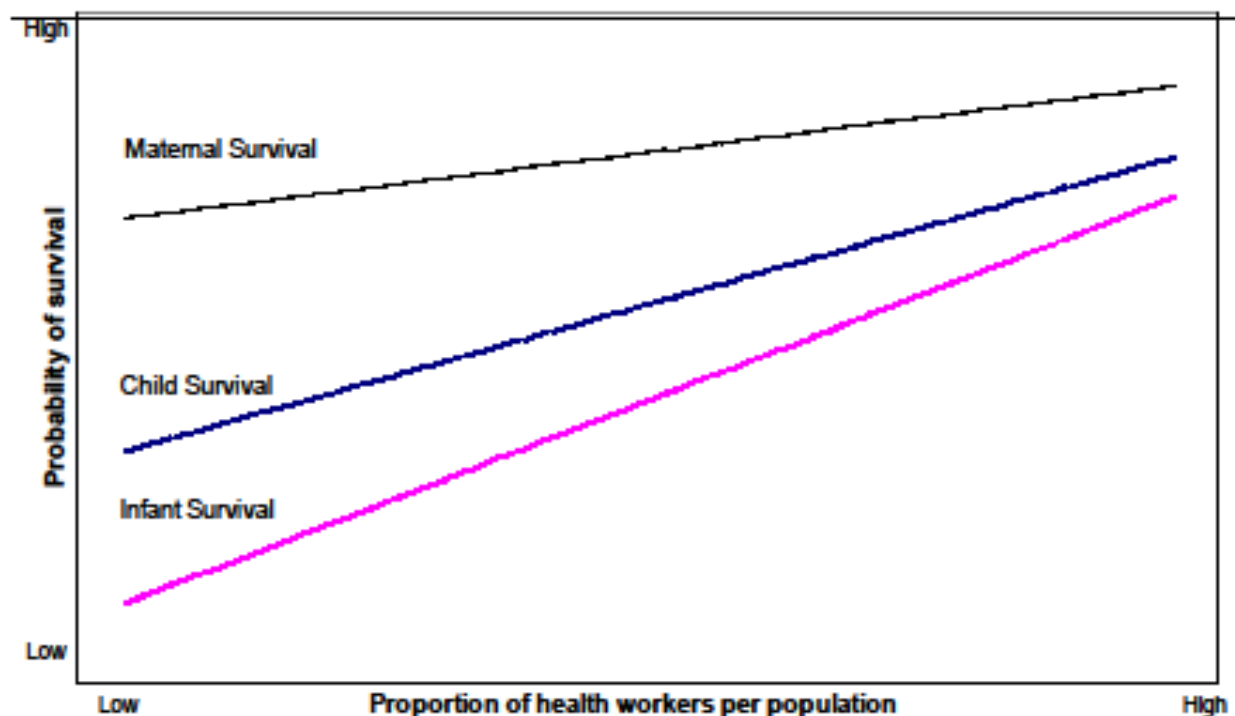


Nurse density and vaccination



Anand & Barnighausen (forthcoming)

Educated and well-trained health workers save lives!



Source: WHO (2006). *The World Health Report 2006 – Working Together for Health*. Geneva, World Health Organization (In press)



the world's first portal to
free, accredited, higher education

About Us



Select... ▼

Courses



Select... ▼

NextGenU.org is your portal to the world's first free, accredited, higher education

Starting with a focus in the health sciences, NextGenU.org partners with leading universities, professional societies, and government organizations like the U.S. CDC, Grand Challenges Canada, and the World Health Organization.

NextGenU.org's accredited university partners give learners credit for this training (or institutions can adopt them and use them with their students), all for the first time ever for free (and without advertisements). All our courses are competency-based, and include a global peer community of practice, and local skills-oriented mentorships. Founded in 2001, we launched our first full course ([Emergency Medicine](#)) in March 2012, and have students registered in over 100 countries: initial data show that NextGenU's training performs comparably to traditional American medical schooling. Please come learn more [about us](#) or have a look at our available [courses](#).

NextGenU.org Founding Collaborators & Funders

Courses



Select...



Select...

- Alcohol, Tobacco, and other Substance Use Disorder Screening
- Alcohol, Tobacco, and other Substance Use Disorders in Primary Care
- Climate Change and Health
- Community-Oriented Primary Care
- Emergency Medicine
- Environmental Health
- PREMIUM Counselling for Alcohol Problems
- PREMIUM Counselling Relationship
- PREMIUM Healthy Activity Program
- War and Health
- Upcoming Courses

Courses coming soon

- Advanced Audiological Testing
- Anatomy and Physiology of Speech Mechanisms
- Biology
- Biostatistics
- Breastfeeding
- Breast Health
- Economics of Climate Change
- Epidemiology
- Family Medicine
- General Pediatrics
- Introduction to Audiology
- Introduction to Communicative Disorders
- Introduction to Preventive Medicine
- Knowledge Translation
- Obstetrics/Gynecology
- Occupational and Environmental Medicine
- Phonetics
- Practice Support
- Prevention and Treatment of Alcohol Use Disorders
- Prevention and Treatment of Tobacco Use
- Preventive Medicine
- Program Planning and Evaluation
- Public Health Leadership
- Public Health Nutrition
- Social and Behavioral Sciences
- Speech and Language Development
- Speech Science
- Speech Sound Disorders
- Stuttering Assessment



the world's first portal to
free, accredited, higher education

Characteristics NextGenU shares with traditional Us	Characteristics NextGenU shares with MOOCs	Unusual/unique NextGenU characteristics
Credit (“away elective”)	Free	For credit for free
Customizable	Limitless scalability	Competency-based
Thorough assessment	Low risk	Strong & varied resources
Higher-level education	Low barriers	Financial efficiency
Human interactions	Low carbon emissions	Time efficiency
Warm prestige	Computerized interactions	Multiple languages
		Advertisement-free
		Active educational partnerships
		Coordinated curriculum
		Asynchronous
		Tested efficacy
		Open research policy

Founding Collaborators and Funders



American College of Preventive Medicine



Annenberg Physician Training Program



Centers for Disease Control and Prevention



Grand Challenges Canada

NATO – Science for Peace



University of British Columbia



World Bank



World Health Organization

World Medical Association



Family Practice, Internal Medicine, Pediatrics, and Preventive Medicine Residency Training Programs



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Preventive Medicine Residency

[Where?](#)

[Competency Based](#)

[One Portal](#)

[Requirements](#)

[Mentor](#)

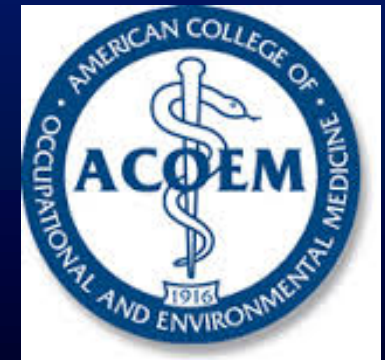
[How to begin](#)

[Courses](#)

The NextGenU Preventive Medicine Residency (PMR) offers a free, 3-year-long, globally-available post-graduate training program for physicians. Preventive Medicine (PM) is the medical specialty that concentrates on promoting the health of populations and on disease avoidance, and differs from the traditional individual/curative model, which is largely about treating or curing illness in individuals. NextGenU also offers medical residencies in Occupational & Environmental Medicine (OEM), and in Family Medicine, as well as many [other](#) clinical and public health courses and trainings.



Preventive Medicine Residency Program Collaborators+



Match existing competencies and 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 G						
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	Provider	Resource url
6	Know of evidence-based strategies for promoting physical activity among specific, identified target audiences to recommend appropriate practices and procedures.	I	Health and wellness	A Healthier You	Centers for Disease Control and Prevention	http://www.health.gov/dietaryguidelines/dga2005/healthieryou/contents.htm
7		I	Health and wellness	A Lifetime of Good Health: Your Guide to Staying Healthy	Centers for Disease Control and Prevention	http://www.4woman.gov/pub/pg.cfm
8		I	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	I	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		I	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_up.pdf
11	Understand outcome evaluation	I	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	I	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	I	Global prevention strategy on health	Physical activity and the environment	National Institute for Health and Clinical Excellence	http://www.nice.org.uk/nicemedia/pdf/PH008PhysicalActivityAndTheEnvironmentQRG.pdf
14	Design safe and effective methods of exercise by applying the fundamental principles of exercise science	I/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		I/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	I	Global prevention strategy on health	Exercise is medicine	American College of Sports Medicine	http://www.exercisemedicine.org/acsmbooksfitpros.htm
17	Write appropriate exercise recommendations	I/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		I/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		I/P				
20	Know of evidence-based strategies for promoting physical activity among specific, identified target audiences to recommend appropriate practices and procedures	I	International recommendations	Dr. Robert Sallis DVD - Exercise is medicine	American College of Sports Medicine	http://www.exercisemedicine.org/sallisdvdd.htm
21	Understand the importance of physical activity partnerships	I				
22						
23	Design safe and effective methods of exercise by applying the fundamental principles of exercise science	I/P	Functional anatomy and physiology	Exercise physiology	Emedicine	http://emedicine.medscape.com/article/88484-overview
	Understand the anatomy, physiology and biomechanics of the					



Organize in modules

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						
A	B	C	D	E	F	G
1	PHYSICAL ACTIVITY AND HEALTH CERTIFICATE					
2	Course Description					
3	This course will focus on 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 public health relationship between PA and health, and enhance students' interest in and abilities to design individualized and group PA programs.					
4	Competencies					
5	The competencies of the course 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 American College of Sports Medicine. The competencies have been reviewed by 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.					
6	MODULE	COMPETENCIES***	P/I	Key words	MATERIALS AND RESOURCES	
7				Title	Provider	Resource url
8	Module 1: Introduction to physical activity*	Know of evidence-based strategies for promoting physical activity among specific, identified target audiences to recommend appropriate practices and procedures.	I	Health and wellness	A Healthier You	Centers for Disease Control and Prevention http://www.health.gov/dietaryguidelines/dga2001/
9			I	Health and wellness	A Lifetime of Good Health: Your Guide to Staying Healthy	Centers for Disease Control and Prevention http://www.4woman.gov/pub/ng.cfm
10			I	Public health strategies	Bright Futures in Practice: Physical Activity	Centers for Disease Control and Prevention http://www.brightfutures.org/physicalactivity/pdf/
11		Understand the relationship between health promotion and disease prevention	I	Global prevention strategy on health	Continuing Efforts in Global Chronic Disease Prevention	Preventing Chronic disease http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=111111
12			I	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/PE.pdf
13		Understand outcome evaluation	I	Physical education	Physical Education Curriculum Analysis Tool (PECAT)	Centers for Disease Control and Prevention http://www.cdc.gov/healthyyouth/PECAT/pdf/PECAT.pdf
14		Understand the relationship between health promotion and disease prevention	I	Global prevention strategy on health	WHO resolutions; Physical activity and health	World health organization http://www.who.int/moveforhealth/publications/
15		Understand the relationship between health promotion and disease prevention	I	Global prevention strategy on health	Physical activity and the environment	National Institute for Health and Clinical Excellence http://www.nice.org.uk/nicemedia/pdf/PH008PhysicalActivityandtheEnvironment.pdf
16		Design safe and effective methods of exercise by applying the fundamental principles of exercise science	I/P	Basic terminology	Physical activity for everyone: glossary of terms	Centers for Disease Control and Prevention http://www.cdc.gov/physicalactivity/everyone/glossary/
17			I/P	International recommendations	How much physical activity do you need?	Centers for Disease Control and Prevention http://www.cdc.gov/physicalactivity/everyone/guide/
18		Understand the relationship between health promotion and disease prevention	I	Global prevention strategy on health	Exercise is medicine	American College of Sports Medicine http://www.exercisemedicine.org/acsmbooksfit/
19		Write appropriate exercise recommendations	I/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/116/9/1084
20			I/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/p000039
21			I/P	International recommendations	Dr. Robert Sallis DVD - Exercise is medicine	American College of Sports Medicine http://www.exercisemedicine.org/sallisvdvd.htm
22		Know of evidence-based strategies for promoting physical activity among specific, identified target audiences to recommend appropriate practices and procedures	I	International recommendations		
23		Understand the importance of physical activity partnerships	I			
24	Design safe and effective methods of exercise by applying the fundamental principles of exercise science					
25	Functional anatomy and physiology Exercise physiology Exercise medicine					
26	Hoja1 Hoja2 Hoja3 +					

Emergency Medicine

Course Home Page

This course is an introduction to Emergency Medicine (EM), intended to provide the knowledge needed for a month-long EM rotation for clinically-prepared medical students, residents, or practicing physicians.

To take this course for credit and a certificate, you must be in one of these categories (so that you have the needed prerequisites to understand the materials deeply), complete a brief registration [here](#). All components of this training (like all NextGenU.org trainings) are free, including registration, learning, testing, and a certificate of completion.

There are 6 modules to complete, providing a basic diagnostic and treatment approach to common emergency department presentations through online study and peer observation and [supervised practice with a physician EM mentor](#) that you or your institution identify. There is a practice quiz in each lesson, and at the end of the course is a final exam. Also, your mentor will be asked to assess you, and you and your mentor will be asked to assess the training. We will give you all the results of your assessments, and you can share this information to anyone (your school, employer, etc.) that you request. We hope this is a wonderful learning experience for you, and that your assessments will be even better.

This course is co-sponsored by the [Emory University Center for Injury Control](#) (a WHO Collaborating Center), the [International Federation for Emergency Medicine](#) (a national EM organizations) and the [Society for Academic Emergency Medicine](#) (the global association of academic EM physicians). We used the competencies developed by the [Directors in Emergency Medicine](#) published in [Academic Emergency Medicine](#), and resources from screened, world-class organizations such as [American Academy on Emergency Medicine](#), [American Heart Association](#), [Clerkship Directors in Emergency Medicine](#), [Merck Manual for Health Care Professionals](#), and [World Health Organization](#). The course is led by Dr. [David L. Hays](#), MD (University of Toronto), and our Advisory Committee is: [Rahim Valani](#), MD (McMaster University); [Steve Lin](#), MD (University of Toronto); [SAEM Committee](#); [William J. Houry](#), MD, MPH (Emory University Center for Injury Control); [Deborah Diercks](#), MD, MSc (University of California Davis); and [Alan Jones](#), MD (Carolinas Medical Center).

Environmental Health

Environmental Health: Course Home Page

This introductory course in Environmental Health is intended for undergraduate- and graduate-level students of medicine, environmental sciences or public health, and provides foundational theoretical and practical knowledge and skills. All components of this training (like all NextGenU.org trainings) are free, including registration, learning, testing, and a certificate of completion.

There are 9 modules to complete, providing a basic introduction to the study of environmental health, exposure assessment, toxicology, and risk management, among other topics. You'll learn through online study, peer-to-peer activities, and optional local activities and discussion with an environmental health mentor that you or your institution identify.

At the end of each module, there is a practice quiz, and at the end of the course you'll have a final exam, and a chance to assess the training. We will give you all the results of your assessments. We can report your testing information and share your work with anyone (your school, employer, etc.) that you request. We hope this is a wonderful learning experience for you, and that your assessments will teach us how we can make it even better.



Select the **"Next"** button to begin Module 1: Introduction to environmental health.

War and Health

Course Home Page

Introduction

This course on War and Health teaches about the consequences of war and violence on human health, through online didactics and peer trainings. The course, intended for medical and public health trainees and practitioners, provides students the opportunity to learn about and practice techniques that may reduce those tragic consequences, with the collaboration of globally-available peers and local mentors. All components of this training (like all NextGenU.org trainings) are free, including registration, learning, testing, and the granting of a certificate of completion.

There are 7 modules to complete through online study and peer-to-peer activities. These modules provide an overview of the direct effects of war on public health, as well as indirect effects such as displacement of native people and interpersonal violence. They will also address strategies to cope with these effects, and will address some of the root causes of war and violence such as poverty and injustice.

There are practice quizzes in each module, and at the end of the course you'll complete a **final exam**, and be asked to provide your assessment of this training. You will receive all test results, including the final exam, and peer activity evaluations. We can report your testing information and share your performance results with anyone (your school, employer, etc.) you request. We hope that you will find this to be a rewarding, effective, and enjoyable learning experience. The assessment that you provide at the course's conclusion will help us improve for future students.





Course Menu

► Course Home Page

Module 1: Introduction to climate change ▼

Module 2: The effects of climate change on public health ▼

Module 3: Predicting and communicating future climate change ▼

Module 4: Taking action ▼

Module 5: Additional Resources on Mitigating Climate Change (Optional) ▼

Final Exam ▼

Course Wrap up ▼

► View all

Climate Change in the News

New coalmines will worsen poverty and escalate climate change ... - The Guardian

There Are No Legitimate Arguments Against Human-Caused Climate Change - Futurism

Climate Change Could Slash Staple Crops - Climate Central

Find out what is true and false about climate change - Courier-Journal - The Courier-Journal

Climate change predictions can be scary for kids. What can you say? - The Courier-Journal

Climate Change and Health

Course Home Page

This Climate Change and Health Certificate course teaches about the effects of climate change on human health (through online didactics), and gives a chance to practice techniques to reduce those effects (with globally-available peers and mentors). All components of this training (like all NextGenU.org trainings) are free, including registration, learning, testing, and a certificate of completion.

Enrol Now 

There are 4 modules to complete through online study and peer-to-peer activities. These modules provide a basic introduction to the science of climate change, an overview of how climate change is affecting public health, some strategies to predict and communicate climate change, and suggestions on how we can adapt to and mitigate the effects of climate change.

There are practice quizzes in each module, and at the end of the course you'll have a final exam, and a chance to give your assessment of this training. We will give you all the results of your assessments, such as your final exam and peer activities. We can report your testing information and share your work with anyone (your school, employer, etc.) that you request. We hope this is a wonderful learning experience for you, and the assessment that you provide at the course's conclusion will help us improve the training for future students.

Select the **"Next"** button to begin Module 1: The Science of Climate Change

This course is co-sponsored by: Physicians for Social Responsibility, 350.org, International Society of Doctors for the Environment, George Mason University Center for Climate Change Communication, and Health Care Without Harm. This course uses adapted competencies on climate change and health recommended by the World Health Organization and the World Medical Association, and uses resources from accredited, world-class organizations such as the Harvard Medical School Center for Health and the Global Environment, the Intergovernmental Panel on Climate Change, the United Nations, the World Health Organization, and the World Meteorological Organization. The course developer is Erica Frank, MD, MPH, and our Advisory Group is: Robert Gould, MD; Thomas L. Hall, MD, DrPH; Edward Maibach, MPH, PhD; and Bill McKibben. We gratefully acknowledge major contributions from: Dr. Mike Benusic; Ms. Yasmin Kassam; Dr. Max Pensel; and Dr. Caroline Walker.



Approximate time required for the required readings for the course is 37 hours at an average rate of 144 words/minute; in addition, there are required activities.

Next 

Resources

Share



Course Home Page

This Climate Change and Health Certificate course teaches about the effects of climate change on human health (through online didactics), and gives a chance to practice techniques to reduce those effects (with globally-available peers and mentors). All components of this training (like all NextGenU.org trainings) are free, including registration, learning, testing, and a certificate of completion.

Enrol Now 

There are 4 modules to complete through online study and peer-to-peer activities. These modules provide a basic introduction to the science of climate change, an overview of how climate change is affecting public health, some strategies to predict and communicate climate change, and suggestions on how we can adapt to and mitigate the effects of climate change.

There are practice quizzes in each module, and at the end of the course you'll have a final exam, and a chance to give your assessment of this training. We will give you all the results of your assessments, such as your final exam and peer activities. We can report your testing information and share your work with anyone (your school, employer, etc.) that you request. We hope this is a wonderful learning experience for you, and the assessment that you provide at the course's conclusion will help us improve the training for future students.



Select the **"Next"** button to begin Module 1: The Science of Climate Change

This course is co-sponsored by: [Physicians for Social Responsibility](#), [350.org](#), [International Society of Doctors for the Environment](#), [George Mason University Center for Climate Change Communication](#), and [Health Care Without Harm](#). This course uses adapted competencies on climate change and health recommended by the [World Health Organization](#) and the [World Medical Association](#), and uses resources from accredited, world-class organizations such as the [Harvard Medical School Center for Health and the Global Environment](#), the [Intergovernmental Panel on Climate Change](#), the [United Nations](#), the [World Health Organization](#), and the [World Meteorological Organization](#). The course developer is Erica Frank, MD, MPH, and our Advisory Group is: Robert Gould, MD; Thomas L. Hall, MD, DrPH; Edward Maibach, MPH, PhD; and Bill McKibben. We gratefully acknowledge major contributions from: Dr. Mike Benusic; Ms. Yasmin Kassam; Dr. Max Pensel; and Dr. Caroline Walker.

❖ **Course Home Page**

- 📁 Module 1: Introduction to climate change ▼
- 📁 Module 2: The effects of climate change on public health ▼
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- 📁 Module 4: Taking action ▼
- 📁 Module 5: Additional Resources on Mitigating Climate Change (Optional) ▼
- 📁 Final Exam ▼
- 📁 Course Wrap up ▼

Resources


Course Activities and Resources


- Discussions
- Peer Activities
- Quizzes
- Resources
- Syllabus

Chat Console

last 5 minutes: None

Accessibility

A- A A+ 

A A A 






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Share



<p>Lesson 1: What is climate change? A basic introduction to climate change, introducing important terms.</p>	 10 Facts On Climate Change and Health	<p>Review these slides to see an image of</p>
	 Climate Change FAQs from the IPCC 2007	<p>Read FAQs 1.2 and 3.1-5.1 to understand the science of climate change, and ice, and sea levels. As you read through this course. This resource may take some time to read.</p> <p>This resource will be used in future lessons.</p>
	 Climate change 2007: Synthesis report	<p>Read pp. 30-33, sections 1.1 and 1.2 for information on the statistical certainty (high confidence, medium confidence, low confidence, very low confidence, and extremely low confidence).</p>
	 Historical Perspectives on Climate Change	<p>Watch this video to gain perspective on the fundamental questions about the causes of climate change.</p>



Home ► COPC

Course Menu

Course Home Page

Module 1: Introduction to COPC Principles and Practice

Module 2: Defining and Characterizing the Community: Identifying Needs and Resources

Module 3: Prioritization and Detailed Assessment: Preparing for your Intervention

Module 4: Implementing the COPC Approach

Module 5: Explore the Skills Involved in Community Organizing

Module 6: Considering COPC in Global Health

Final Exam

Course Evaluation

View all

Community-Oriented Primary Care

Course Home Page

Community-Oriented Primary Care (COPC) provides a model for integrating health care services into communities, and targets health-related concerns with active community participation.

Enrol Now

This course teaches about COPC principles and the process of involving local communities in primary care initiatives (through online didactics), and includes activities that guide learners through implementing such initiatives with locally and globally-available peers and mentors. The course is geared towards primary care providers in training and practice, and we assume that all students have a basic understanding of primary care prior to enrolling in this course. All components of this training (like all NextGenU trainings) are free, including registration, learning, testing, and a certificate of completion

In order to receive a certificate of completion, you will need to identify a local community of your choice (such as where you live or work) and establish a relationship with one of its community mentors. This relationship should be maintained throughout the entire course. With this mentor, you will create a proposal for a community-based intervention; when you have completed this COPC introductory course, you may choose to enroll in a free NextGenU follow-up program with your mentor so that together you may enact the project proposal. The community mentor should be someone who works in health services and knows your community of choice, but s/he does not necessarily have to have prior experience with COPC. A COPC guide and this course will be provided to the mentor. In the Sidebar on the right-hand side, you will find a link to a helpful resource for the community mentor called the 'Community Mentor Guide'.

There are 6 modules to complete through online study and peer activities. These modules provide: (1) a basic introduction to COPC principles and practice, (2) a set of strategies to define and characterize the community, (3) a rationale for prioritization and for assessing the community in detail, (4) a plan for a COPC intervention and evaluation, (5) an exploration of the skills involved with community organizing, and (6) an understanding of COPC in the contemporary, globalized world.

There are practice quizzes in each module, and at the end of the course you will have a final exam and be asked to provide your assessment of this training. We will provide you with all the results of your assessments, such as your passage at 60% of the required peer and mentored activities. We can report your testing information and share your work with anyone (your school, employer, etc.) at your request. We hope that you will find this a rewarding learning experience, and we count on your assessment to improve this training for future students.

Select the "Next" button to begin Module 1: Introduction to COPC Principles and Practice

This course is co-sponsored by: the American Association of Public Health Physicians, the American College of Preventive Medicine, Global Health through Education, Training and Service (GHETS), and the University of Gezira. The course uses competencies from the University of Nebraska and the George Washington University COPC MPH concentrations. The course uses resources from accredited, world-class organizations such as the American Journal of Public Health, the DC Area Health Education Center, the University of Michigan Community Tool Box, and the World Health Organization. The course was inspired from the vision of David Egilman, MD, MPH and the course developers are: Tess Bird, MSc; and Nicolas Druar. Our Advisory Group is: Pyser Edelsack, MSW; David Egilman, MD, MScHyg; Jaime Gofin, MD, MPH; Ravinder Mehta, MD; and Jane Frances Namatovu, BDS, MMED, FAMMED/COMM PRACT.

Approximate time required for the required readings for the course is 16 hours at an average rate of 144 words/minute; in addition, there are required activities.

Course Activities and Resources

- Discussions
- Mentored Activities
- Peer Activities
- Quizzes
- Resources
- Syllabus

Community Mentor Guide

Latest PubMed Research: COPC

The PULSAR Specialist Care protocol is a stepped-wedge cluster randomized controlled trial of a training intervention for community mental health team recovery-oriented practice.

Accessibility

A- A A+

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Plugins

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Click [here](#) to view all plugins



Chat Console

last 5 minutes: None



Community-Oriented Primary Care

Course Home Page

Community-Oriented Primary Care (COPC) provides a model for integrating health care services into communities, and targets health-related concerns with active community participation.

Enrol Now

This course teaches about COPC principles and the process of involving local communities in primary care initiatives (through online didactics), and includes activities that guide learners through implementing such initiatives with locally and globally-available peers and mentors. The course is geared towards primary care providers in training and practice, and we assume that all students have a basic understanding of primary care prior to enrolling in this course. All components of this training (like all NextGenU trainings) are free, including registration, learning, testing, and a certificate of completion

In order to receive a certificate of completion, you will need to identify a local community of your choice (such as where you live or work) and establish a relationship with one of its community mentors. This relationship should be maintained throughout the entire course. With this mentor, you will create a proposal for a community-based intervention; when you have completed this COPC introductory course, you may choose to enrol in a free NextGenU follow-up program with your mentor so that together you may enact the project proposal. The community mentor should be someone who works in health services and knows your community of choice, but s/he does not necessarily have to have prior experience with COPC. A COPC guide and this course will be provided to the mentor. In the Sidebar on the right-hand side, you will find a link to a helpful resource for the community mentor called the 'Community Mentor Guide'.

There are 6 modules to complete through online study and peer activities. These modules provide: (1) a basic introduction to COPC principles and practice, (2) a set of strategies to define and characterize the community, (3) a rationale for prioritization and for assessing the community in detail, (4) a plan for a COPC intervention and evaluation, (5) an exploration of the skills involved with community organizing, and (6) an understanding of COPC in the contemporary, globalized world.

There are practice quizzes in each module, and at the end of the course you will have a final exam and be asked to provide your assessment of this training. We will provide you with all the results of your assessments, such as your passage at 60% of the required final exam and at 100% of the required peer and mentored activities. We can report your testing information and share your work with anyone (your school, employer, etc.) at your request. We hope that you will find this a rewarding learning experience, and we count on your assessment and feedback to help us improve this training for future students.

Select the "Next" button to begin Module 1: Introduction to COPC Principles and Practice

This course is co-sponsored by: the American Association of Public Health Physicians, the American College of Preventive Medicine, Global Health through Education, Training and Service (GHETS), and the University of Gezira. The course uses competencies adapted from the University of Nebraska and the George Washington University COPC MPH concentrations. The course uses resources from accredited, world-class organizations such as the American Journal of Public Health, the DC Area Health Education Center, the University of Kansas Community Tool Box, and the World Health Organization. The course was inspired from the vision of David Egilman, MD, MPH and the course developers are: Tess Bird, MSc; and Nicolas Druar. Our Advisory Group is: Pyser Edelsack, MSW; David Egilman, MD, MPH; Jack Geiger, MD, MScHyg; Jaime Gofin, MD, MPH; Ravinder Mehta, MD; and Jane Frances Namatovu, BDS, MMED, FAMMED/COMM PRACT.

Approximate time required for the required readings for the course is 16 hours at an average rate of 144 words/minute; in addition, there are required activities.

Module 1: Introduction to COPC Principles and Practice



Home ► COPC

Course Menu

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- 📁 Module 3: Prioritization and Detailed Assessment: Preparing for your Intervention ▼
- 📁 Module 4: Implementing the COPC Approach ▼
- 📁 Module 5: Explore the Skills Involved in Community Organizing ▼
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Course Activities and Resources

- Discussions
- Mentored Activities
- Peer Activities
- Quizzes
- Resources
- Syllabus

Community Mentor Guide

Latest PubMed Research: COPC

The PULSAR Specialist Care protocol is a stepped-wedge cluster randomized control trial of a training intervention for community mental health teams to recovery-oriented practice.

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Accessibility



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
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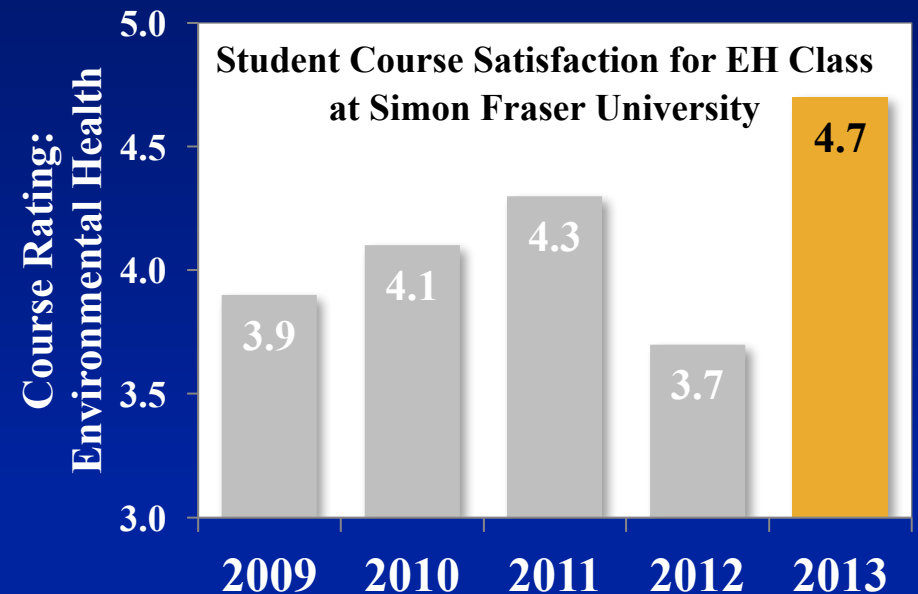
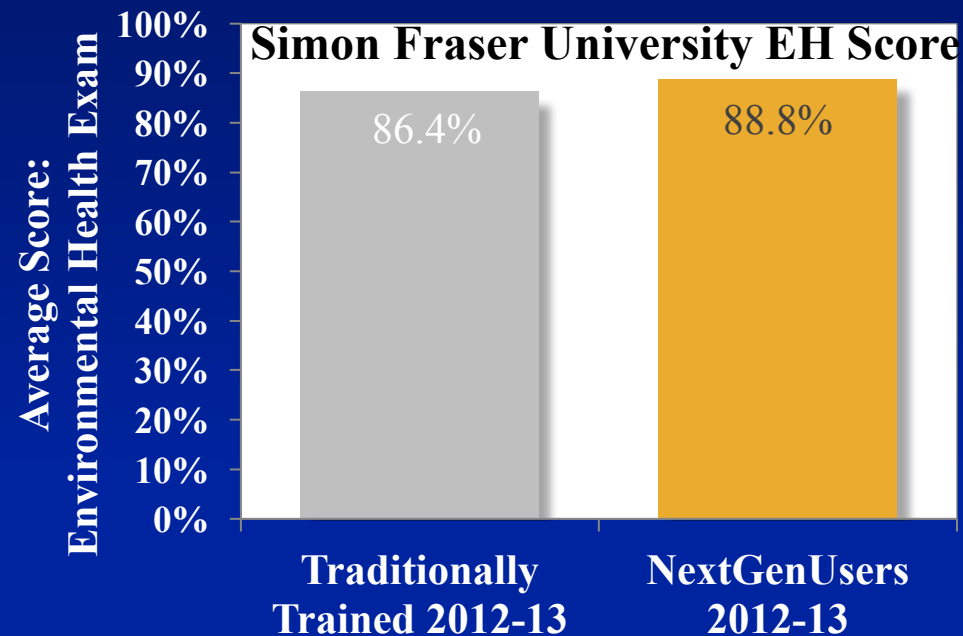
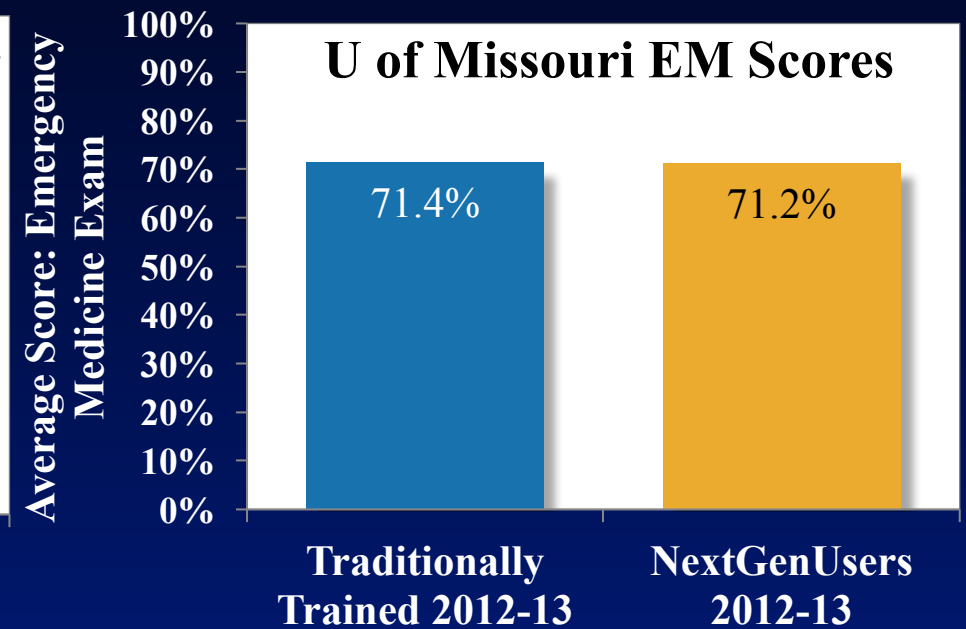
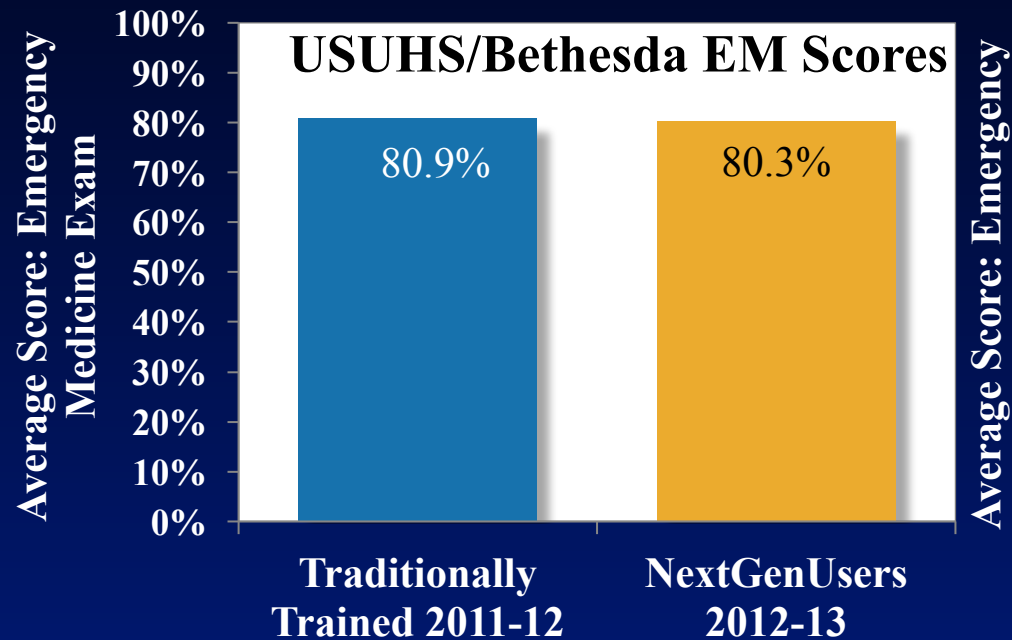
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Chat Console

last 5 minutes: None

Topic	Name	Description
Lesson 1	 On "A Practice of Social Medicine" by Sidney and Emily Kark	Read the entire article titled "On "A Practice of Social Medicine" by Sidney and Emily Kark." Dr. Jaime Gofin, a colleague and member of the Kark team, elaborates on their work and also offers further context and historical information.
	 Community-Oriented Primary Care: A Path to Community Development	Read the entire article titled "Community-Oriented Primary Care: A Path to Community Development." Dr. H Jack Geiger details COPC in Mississippi in the United States during the 1960s, another important era for understanding COPC today.
	 Community-Oriented Primary Care: Historical Perspective	Read this article, titled "Community-Oriented Primary Care: Historical Perspective." It offers a good overall summary of COPC from a historical perspective and will give you a basic theoretical understanding of COPC.
	 Dr. Jaime Gofin on Community Oriented Primary Care (COPC)	Read this entire summary of an interview titled "Dr. Jaime Gofin on Community Oriented Primary Care (COPC)" to understand the principles of COPC in context.
	 The Conceptual Framework of COPC	Read this webpage titled "The Conceptual Framework of COPC" for a general understanding of the COPC process. The COPC process will be referenced throughout the course.
	 What Is Community? An Evidence-Based Definition for Participatory Public Health	Read the entire article titled "What Is Community? An Evidence-Based Definition for Participatory Public Health" for an evidence-based definition of community.
	 A Practice of Social Medicine	Read this book chapter (reproduced in Social Medicine) titled "A Practice of Social Medicine." Sydney and Emily Kark are the original pioneers of the COPC approach.
	 Handout 4-3: An Overview of Community-Oriented Primary Care	Read "Handout 4-3: An Overview of Community-Oriented Primary Care" for an overview and definition of COPC.
	 Community-Oriented Primary Care: The Missing Link	Read the article titled "Community-Oriented Primary Care: The Missing Link." This article explores what it means to be a community-oriented practitioner.
	 Pioneering Community-Oriented Primary Care	Read the article titled "Pioneering Community-Oriented Primary Care". This commentary reviews the work of Sydney and Emily Kark. It is derived from a memorial lecture given by Professor M. Susser for Sydney Kark.
	 Community-Oriented Primary Care: An Examination of the US Experience	"Community-Oriented Primary Care: An Examination of the US Experience" looks at 7 COPC case studies in the United States and examines the diversity of the principles and lessons learned.
Lesson 1	 Commentary: In Search of Innovative Approaches to International Health	Read the article titled "Commentary: In Search of Innovative Approaches to International Health" for further examples and a better understanding of Kark's original philosophy. This article written by the founders of COPC, reviews the community health program at Aga Khan University in Pakistan from a historical context.
	 Community Tool Box	Scroll down and click on the link titled "Chapter 3. Assessing Community Needs and Resources". Then, scroll down and click on the link titled "Section 2. Understanding and Describing the Community". Read the two introductory paragraphs and the section titled "What is a community?". It summarizes how to define a community.



103 Languages Available



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Basque	Galician	Khmer	Persian	Tamil
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Course/Self-Evaluation and Assessment

- Learning objects
- Peer activities
- Mentored activities
- Multiple choice quizzes and final examination



a. Review the entire text (Approximately 60 minutes) Foundations of Physical Examination and History Taking

Rate this resource:



Time spent:

Comments:

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Title:

Link:

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Choose any three learning objects from the entire course. Create one multiple choice question for each of the three learning objects. Please create a table with the following columns to keep your information organized:

Module/Competency	Question	Source Quote	Source URL	Related Online Course
Here, insert the name of the module/competency. For example: Module 2, Competency 2.1	Here, type your question with the stem and response choices, and highlight or underline the correct answer	Here, copy and paste the original source quote supporting and identifying the correct answer to the question	Here, copy and paste the link to the learning object	Here, insert the name of the original learning object

Click [here](#) to generate assignment file.

Criteria

Set Criteria

Criteria shown to students before submission

- ☒ Criterion 1: The question is understandable and engagingly asked
- ☒ Criterion 2: The questions are set up correctly in the table (see above)
- ☒ Criterion 3: The correct answer is clearly identified and supported by the Source Quote in column 3 of the table
- ☒ Criterion 4: The answer is important to know
- ☒ Criterion 5: The question reflects the learning objective for this learning resource

Criteria used for reviewing and afterwards

- ☒ Criterion 1: The question is understandable and engagingly asked
- ☒ Criterion 2: The questions are set up correctly in the table (see above)
- ☒ Criterion 3: The correct answer is clearly identified and supported by the Source Quote in column 3 of the table





http://174.143.241.52/mod/quiz/attempt.php?id=1972



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Test your knowledge: Atherosclerosis - Attempt 1

1

Risk factors for atherosclerosis include:

Choose at least one
answer.

- ☒ a. High Blood Pressure ✓
- ☒ b. Diet high in cholesterol and low in fiber ✓
- ☒ c. Diabetes ✓
- ☒ d. Smoking Cigarettes ✓
- ☒ e. *Obesity* ✓

Risk factors for atherosclerosis include tobacco use, high levels of cholesterol in the blood, high blood pressure, diabetes, *obesity*, physical inactivity, and diet. Dietary factors include low daily consumption of fruits and vegetables and other than moderate alcohol consumption (that is, none or too much).

Submit



إمتحان نهائي

صفحة : (السابق) 1 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 يميز هذا ماسخ؟

- اختر إجابة واحدة.
- ☐ a . ينبغي تحصين المرأة غير المحصنة 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
- ☐ ه . Picorna . هذا المرض هو فيروس من عائلة

يقدم

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

علامات : -- /

- اختر إجابة واحدة.
- ☐ a محيط الخصر < 102 حالة من الذكور ؛ < 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
- ☐ ه . كل ما سبق تشكل معيارا للمتلازمة الأيضية
- ☐ ملغ / دل إذا الإناث < 50 HDL ملغ / دل إذا الذكور و < 40 HDL . و



Assessment Security

- Students can be video-recorded sitting the examination
- Computers' cut and paste functions can be frozen
- Sites accessed during exam-taking can be tracked
- (Customized) examinations can be printed and administered locally under direct supervision





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Characteristics NextGenU shares with traditional Us	Characteristics NextGenU shares with MOOCs	Unusual/unique NextGenU characteristics
Credit (“away elective”)	Free	For credit for free
Customizable	Limitless scalability	Competency-based
Thorough assessment	Low risk	Strong & varied resources
Higher-level education	Low barriers	Financial efficiency
Human interactions	Low carbon emissions	Time efficiency
Warm prestige	Computerized interactions	Multiple languages
		Advertisement-free
		Active educational partnerships
		Coordinated curriculum
Erica.Frank@UBC.ca		Asynchronous
Efrank@NextGenU.org		Tested efficacy
		Open research policy