ABOUT

› Western Region Public Health Training Center
The Western Region Public Health Training Center (WRPHTC) is one of ten Regional Public Health Training Centers funded by the Health Resources & Services Administration (HRSA) to support the public health workforce. The WRPHTC is located in HRSA Region 9, which includes Arizona, Nevada, Hawai‘i, and US-Affiliated Pacific Islands. We are a consortium of public health professionals that work to develop and provide innovative, skill-based training to address gaps identified by training needs assessments for the public health workforce.
https://wrphtc.arizona.edu/

This course catalogue outlines the public health trainings available through the Learning Portal of the Western Region Public Health Training Center. These resources are provided free of charge, many with Continuing Education Units available for those that complete all course activities.
https://learn.wrphtc.arizona.edu

› Public Health Learning Navigator
The Public Health Learning Navigator is a curated, guided, and individualized experience to help public health learners navigate to high-quality training, tools, and resources they need to support community and population health. This tool helps ensure learners have access to trainings that have been reviewed for quality, relevancy, and accessibility.
https://www.phlearningnavigator.org/

› TRAIN Learning Network
Powered by the Public Health Foundation (PHF), the TRAIN Learning Network brings together agencies and organizations in the public health, healthcare, and preparedness sectors to disseminate, track, and share trainings for the health workforce on a centralized training platform.
https://www.train.org/
TABLE OF CONTENTS

GENERAL PUBLIC HEALTH

• Public Health Essentials In Action .................................................. 11
• Public Health Core Competencies .................................................. 12
• Creating Boards of Health ............................................................. 13
• Rural Health: Exploring the Growing Disparities ............................. 14
• The Future of Telemedicine in Public Health .................................. 15
• The Post-COVID Workforce of the Future ...................................... 16
• Making the Connection: How the Drive to Connect in a Socially Distance World Could Improve Our Approaches to Learning in Public Health ........................................... 17
• Skills and Strategies for Where the Puck is Going — Wait, Is It Even Still a Puck? ......................................................... 18

HEALTH EQUITY & SYSTEMS APPROACHES

• Addressing Systemic Racism: A Place-Based Approach to Building Healthy Communities .......................................................... 20
• Addressing the Conjoined Crisis of COVID-19 & Homelessness: Towards Racial & Housing Justice ..................................................... 21
• Advancing Equity During COVID-19: Lessons & Opportunities ........... 22
• COVID-19 Response and Rolling Recovery: Centering Those Most Impacted & a Social Determinants of Health Informed Response .................................. 23
• Protecting the Health of People Experiencing Homelessness in the COVID-19 Pandemic ................................................................. 24

PROGRAM PLANNING & POLICY DEVELOPMENT

• Antimicrobial Stewardship for Skilled Nursing Facilities in Nevada ...... 26
• Best Practices in Program Planning for Local Obesity Prevention ............ 27
• Community-Based Policy Development: Lessons from the Field ............. 28
• Community-Based Planning & Evaluation for Wellness ......................... 29
PROGRAM PLANNING & POLICY DEVELOPMENT

- Community Food Sovereignty Assessments ........................................... 30
- COPE Food Access & Food Policy Initiatives with the Navajo Nation .......... 31
- Eight Steps for Developing a Program Budget ......................................... 32
- Healthy Diné Nation Initiative: Empowering Our Communities ................... 33
- Improving Polices and Practices to Support Breastfeeding .......................... 34
- Policy Approaches to Preventing Vaping Among Youth ............................. 35
- Preparing for the New Working World .................................................... 36
- Prioritization and Time Management ...................................................... 37
- Program Evaluation 101 ......................................................................... 38
- Quality Improvement Series .................................................................... 39
- Return on Investment .............................................................................. 40
- Tohono O’odham Food Sovereignty: Moving Mountains ........................... 41
- Utilizing Palliative Care and Navigating the Our Care Act ........................... 42

NUTRITION, PHYSICAL ACTIVITY, & OBESITY

- Acanthosis Nigricans: Screening and Referral for Insulin Resistance .............. 44
- Adolescent Obesity-Prevention in the United States .................................. 45
- Adult Obesity: Diagnostic and Treatment Approaches ............................... 46
- American Indian Youth Summer Medical Wellness Camp ........................... 47
- Assessing Fad Diets .................................................................................. 48
- Blue Zone Approaches: Lessons Learned from the World’s Longest Living and Active People ............................................................. 49
- Breastfeeding Exposed! Technological Advances Impact Knowledge and Practice .......................................................... 50
- Childhood Obesity Programs: Comparative Effectiveness of Interventions ....... 51
- Children’s Healthy Living (CHL) Multilevel Multicomponent Program in the US-Affiliated Pacific Region ......................................................... 52
- Dietary Assessment Methods in Community-Based Nutrition Programs ........ 53
- Eating Disorders: Identification and Management ....................................... 54
- Hawai’i Elderly Evidence-Based Health Promotion Programs ........................ 55
NUTRITION, PHYSICAL ACTIVITY, & OBESITY (cont.)

• Helping Hands for the Homeless: Information about Food Assistance Programs Dedicated to the Homeless ................................................................. 56
• Improving Access to Healthy Food for Communities using Farmers’ Markets ......................................................... 57
• Improving Community Food Security Through Community & School Gardens ............................................................... 58
• Increasing Local Food in Hospitals and Clinics for Health and Nutrition ............................................................ 59
• My Plate and the Mediterranean Diet: A Nutritional Partnership ................................................................. 60
• Nutrition and Mental Health ......................................................................................................................... 61
• Obesity in Hmong and Other Southeast Asian Communities ............................................................................................. 62
• Physical Activity and Obesity: How to Get Your Patient Moving .................................................................................. 63
• Promising Practices in Nutrition and Diabetes Prevention and Management: Special Diabetes Programs for Indians in Tucson, AZ .......................................................................................................................... 64
• Promoting Healthy Food Choices and Physical Activity in a Rural American Indian Community ................................................................. 65
• Refugee Nutritional Challenges and Strategies to Overcome Them .................................................................................... 66
• Rethinking Energy Balance: Applying Science to Practice .............................................................................................. 67
• The Role of Health Apps in Dietetic Practice ......................................................................................................................... 68
• Skateboard Parks 101 .................................................................................................................................................. 69
• Strategies for Implementing Public Health Nutrition and Physical Activity Programs for Adults ................................................................. 70
• Strengthening Native Food Sovereignty to Preserve Native American Culture & Improve Community Health ................................................................................................................................. 71
• Systems Thinking for Childhood Obesity Prevention ................................................................................................... 72
• Tools and Approaches to Optimizing Nutrition Education .................................................................................................. 73
• The Treatment of Pediatric and Adolescent Obesity ........................................................................................................... 74
• Weight Management During and After Pregnancy ........................................................................................................ 75
• Working Interprofessionally for Obesity Care .............................................................................................................. 76
• Youth Sports & Public Health ......................................................................................................................................... 77
COMMUNICATIONS

- Active Learning Strategies Using Video .................................................. 79
- Communicating with Parents & Caregivers About Weight ....................... 80
- Communication Skills for Successful Healthcare Team Relationships ....... 81
- Communication Strategies to Prevent E-Cig Use Among Youth ................ 82
- Composing a Scientific Paper ................................................................. 83
- Designing a Public Health Poster .............................................................. 84
- Effective Advocacy in the Context of Childhood Obesity Prevention .......... 85
- Getting Results: Motivational Interviewing ............................................. 86
- Health Communications in the Digital Age: Lessons Learned about Persuasive and Emerging Practices .......................................................... 87
- Identifying a Research Question .............................................................. 88
- Improving Your Practice and Advocacy for Cultural Competency through the Skills-based ASCN Model ....................................................... 89
- Introduction to Data Visualization ............................................................. 90
- Introduction to Effective Professional Communication ............................ 91
- Introduction to Science and Health Communication ................................. 92
- Keeping Equity at the Forefront: How Local Health Departments Can Help Create the New Normal ................................................................. 93
- Mediation Skills: Peaceful Resolution and Soothing Communication Tips .... 94
- Microaggressions: Transforming the Mindsets of Adults Working with Students ........................................................... 95
- Preparing & Submitting an Abstract ......................................................... 96
- Recognizing & Challenging Stigma .......................................................... 97

LEADERSHIP

- Collective Leadership: A Sense of Place Grounded in Hawai‘i .................. 99
- The Four I’s: Building Employee Engagement ......................................... 100
- Leadership for Supervisors ..................................................................... 101
- Leadership Training: Communication & Negotiation Strategies .............. 102
- Leadership Training: Public Health Law .................................................. 103
- Leadership Training: Succession Planning ................................................ 104
- Performance Management for Supervisors ............................................. 105
- Professional Development for Supervisors .............................................. 106
- Professional Ethics Guiding Decision-Making in Dementia Care ............... 107
- Relationships and Interpersonal Communication Skills in the Workplace .. 108
HUMAN RESOURCES
- Professional Ethics and Personal Values ........................................... 110
- Six Ways to Think About Your Performance ........................................ 111
- Writing a Personal Budget: Strategies & Connections to Health ............... 112

SCHOOL HEALTH & CHILD HEALTH
- Adolescent Obesity Prevention in Schools ............................................ 114
- Asthma 101 for Schools ................................................................. 115
- Children’s Food Insecurity in the Summer: The Role of Clinicians & Health Providers in Connecting Children to the Summer Meals Program .................................................................................. 116
- Hawai’i Early Learning Programs for Children: Creating the System Our Children and Families Deserve ................................................................................................................................. 117
- Immunization: Surround Babies with Vaccinated Families ....................... 118
- Kyah’s EPICourse ............................................................................. 119
- Oral Health in Children ..................................................................... 120
- Stock Inhaler Albuterol Inhaler Training for School Personnel .................. 121

DISABILITY
- Cerebral Palsy .................................................................................. 123
- Intellectual Disability ......................................................................... 124
- Psycho-Social Needs of Parents Caring for Children with Special Health Care Needs ................................................................................................................................. 125
- Reframing Disability: Implications for Creating Accessible and Inclusive Communities ................................................................................................................................. 126
- Spina Bifida ....................................................................................... 127
- Toward Universal Design Series .......................................................... 128

VIOLENCE & INJURY PREVENTION
- Domestic Abuse Screening and Management for Primary Care .................. 130
- Intimate Partner Violence ..................................................................... 131
- Serving Immigrant Victims of Sexual and Domestic Violence ..................... 132
- Sexual Violence Training for Community Health Workers/Promotoras ........ 133
COMMUNICABLE DISEASE

• 2019 Novel Coronavirus: An Information Session ................................. 135
• Addressing Flu Vaccine Hesitancy During the COVID-19 Pandemic .......... 136
• Arizona Surge Line: A 24/7 Transfer Service that Crosses Counties, Regions, & Hospital Systems ................................................................. 137
• How COVID-19 has Exposed Society’s Failures to Protect Public Health .... 138
• How to Help Clients Living with Communicable Diseases: A Guide for Peers & Community Health Workers ................................................. 139
• The Zuckerman College of Public Health Contact Tracing Program .......... 140

NONCOMMUNICABLE DISEASE

• Genetic Counseling & Testing for Hereditary Cancer ............................... 142

MENTAL & BEHAVIORAL HEALTH

• Breathe In, Breathe Out: Mindfulness-Based Stress Reduction .................. 144
• A Community Response to Hoarding Disorder ........................................ 145
• Embracing Aloha: Opportunities for Community Engagement & Resilience . 146
• Establishing New Norms: Addressing Behavioral Health Needs Post-Pandemic 147
• Fires, Mudslides, Earthquakes, Shootings: Promoting Personal and Community Resiliency After Mass Trauma ............................................. 148
• Getting Ahead of Holiday Stress ................................................................. 149
• Mental Health Mini-Talks ........................................................................ 150
• Mental Wellness: Mental Health Screening Tools and Solutions ................. 151
• Mitigating the Fear of the Unknown: Resilience Building Strategies for Public Health Professionals ......................................................... 152
• Recovery Approaches and Improving Attitudes for Successful Living .......... 153
• The Restless Mind: Finding Peace and Support in a Busy World ................ 154
• Sleep & Social Rhythms: Important Health Considerations After Involuntary Job Loss ................................................................. 155
SUBSTANCE USE

• Behind the Headlines: What is Really Happening with Opioid Use & Treatment in Hawaii ................................................................. 157
• Caring for Infants with Neonatal Abstinence Syndrome & Mothers with Opioid Use Disorder .......................................................... 158
• Electronic Cigarettes & Their Impact on Public Health ....................... 159
• Harm Reduction: A Public Health Approach to Opioid Use Disorder .......... 160
• Intervening in the Opioid Epidemic in the US: Educating Health Professionals 161
• Opioid Use, Abuse, and Solutions .................................................. 162
• Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses ................................................................. 163
• Overdose Fatality Review Teams: An Introduction ............................... 164
• Real-Time Clinician Consultation Services for Substance Use Management ... 165
• Tobacco Use & Health Consequences ........................................... 166
• Tools to Support Clients to Reduce Nicotine Dependency .................... 167
• Vaping 101 ........................................................................... 168

PODCASTS

• Keeping Up with Public Health ..................................................... 170
• Keeping Up with Public Health: Pandemic Response .................... 173
GENERAL PUBLIC HEALTH
PUBLIC HEALTH ESSENTIALS IN ACTION

Course Summary:
The Western Region Public Health Training Center is proud to offer an online version of our face-to-face course, “Public Health Essentials In Action.” This interactive training looks at the most fundamental aspects of public health to break down the overarching goals and strategies of the field. You’ll gain an understanding of the Three Public Health Core Functions and the Ten Essential Public Health Services* as a framework for the responsibilities of local public health systems, and how this framework serves to improve health equity.

*This training has been updated to sign with the revised version of the Essential Public Health Services.

Learning Objectives:
• Define public health.
• List the social determinants of health.
• Recognize the three public health core functions.
• Identify ways each of the Essential Public Health Services works to improve health equity.
• Identify the role your work plays in public health.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES; 1.0 CPEUs for RDs

Created/Updated: 7/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=402
PUBLIC HEALTH CORE COMPETENCIES

Course Summary:
This training introduces the public health competencies that were designed by the Council on Linkages and customized by the Pima County Health Department. Specifically, this training acquaints you with the competencies so you can begin to use them for career development.

Learning Objectives:
• Identify the domains associated with the public health competencies.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 10/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=208
CREATING BOARDS OF HEALTH

Course Summary:
Given that not all statewide public health systems include local health departments (LHD), it is important to provide educational materials regarding public health practice for local health officials in these systems. This toolkit is designed to introduce new and existing local board of health (LBOH) members to the nature of public health practice, and what role they can play in improving their community’s health - even without a LHD. This series of short videos will introduce LBOH members to various topics, and then suggest additional resources they may access for more information. The topics covered here include:

- The Six Functions of Governance from the National Association of Local Boards of Health
- Types of statewide public health systems
- Types of organizations that might be included in local public health systems
- Nevada Revised Statute as it pertains to rural and frontier LBOHs
- Community health needs assessments
- Community health improvement planning
- Strategic planning
- Quality improvement

Learning Objectives:
- Define the term “Local Board of Health.”
- Provide examples of how LBOHs may implement the Six Functions.
- Familiarize with different types of statewide public health systems.
- Describe the purpose of Community Health Assessments.
- Describe the role of LBOH’s in Community Health Improvement Planning.

Duration: 1 hour 30 minutes

Continuing Education Information: n/a

Created: 7/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=135
RURAL HEALTH: EXPLORING THE GROWING DISPARITIES

Course Summary:
This course introduces health disparities facing rural America and some of the determinants of health that factor into the health status of rural communities.

Learning Objectives:
• Inform about prevalent health issues that rural residents face.
• Discuss determinants/barriers that factor into rural communities’ poor health.
• Present current and potential implementations to improve rural health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=156
Course Summary:
COVID-19 has dramatically changed the delivery of healthcare. Providers and patients have experienced in a very short amount of time some of the greatest changes to the healthcare system ever seen. Those who were reluctant to embrace Telehealth prior to COVID found themselves obliged to implement it often just to stay in business. The rapid utilization of telemedicine was enabled by equally rapid changes in regulations and waivers for billing. This talk will summarize where we might be going with telemedicine post-COVID, especially in the public health arena. In particular, the focus will be on how to transition from a rapidly implemented program using readily available platforms to more sustainable long-term use of telemedicine integrated in usual practice. Resources available to help with this transition will also be discussed.

Learning Objectives:
• Understand the key aspects of the status of COVID-related Telehealth regulators and waivers.
• Appreciate the broader role of mHealth, apps, sensors, and remote monitoring post-COVID.
• Learn about ways to transition the use of telepath into traditional practice models
• Know where to look for resources and technical assistance with telemedicine questions.

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: [https://learn.wrphtc.arizona.edu/course/view.php?id=365](https://learn.wrphtc.arizona.edu/course/view.php?id=365)
THE POST-COVID WORKFORCE OF THE FUTURE

Course Summary:
This presentation will provide insights on the need for the continual evolution of public health practices in light of COVID-19 and the current social movements that highlight how social determinants effect health disparities. A focus on what trainings are needed to strengthen the current and future public health workforce will be discussed to respond to the necessity that public health services must be redefined and redesigned. Examples of current and novel steps that are starting to be taken by health departments and public health education programs to meet the challenge will be presented. We will conclude our presentation by proposing what new knowledge and skills are needed by the public health workforce so our current communal approach to infectious disease prevention can be leveraged to reduce a variety of health disparities.

Learning Objectives:
- Evaluate how COVID-19 has further amplified the relationship between public health efforts and social determinants undermine health.
- Identify new areas of knowledge and skills that are needed with an expanded definition of the public health workforce.
- Discuss what is needed to create a more diverse, community-centric public health workforce.

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=368
MAKING THE CONNECTION: HOW THE DRIVE TO CONNECT IN A SOCIALLY DISTANCED WORLD COULD IMPROVE OUR APPROACHES TO LEARNING IN PUBLIC HEALTH

Course Summary:
During the COVID-19 pandemic, public health professionals across the U.S. and globally have used video conference technology to exchange vital information, build knowledge, provide peer support, and work collaboratively. As we transition into recovery, we have an opportunity to leverage these shifts in the way public health professionals work and learn together to create more permanent systems for connecting professionals and developing workforce capacity. In this session, we will explore two learning/capacity building models that are based in human connection, mutual interest, and adult learning theory that build long-lasting public health capacity. Specifically, we will focus on communities of practice (aka learning communities, learning collaboratives, peer networks, etc.) and Project ECHO.

Learning Objectives:
• Name the characteristics of communities of practice and Project ECHO that make them well-suited for emergency response and recovery.
• Identify the principles of communities of practice and Project ECHO that support adult learning.
• Identify the core elements of launching and managing successful communities of practice, including participant engagement and facilitation.
• Access resources for more guidance on communities of practice, Project ECHO, Connecting Learning, and similar models.

Duration: 40 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=367
SKILLS AND STRATEGIES FOR WHERE THE PUCK IS GOING — WAIT, IS IT EVEN STILL A PUCK?

Course Summary:
The future of the public health field is uncertain, and that will continue to be true. Workforce development will play a critical role in preparing in an uncertain and constantly evolving environment. Cuts to budget health and turnover are likely to continue. It’s more important than ever that staff have strategic skills, many of which were identified several years ago by the National Consortium for Workforce Development. In particular, skills in change management and persuasive communication have grown in importance. The de Beaumont Foundation is partnering with other public health leaders and practitioners to develop several tools to equip the workforce, including a project to identify the appropriate ratio of public health staff for communities and new tools for effective communication with community partners the public. Health agencies should carefully consider how they’re using their training dollars to ensure that they are building resilient and sustainable skills.

Learning Objectives:
• Gain insights about the current and future needs of the public health workforce.
• Learn which strategic skills are particularly valuable in an environment where change is the norm.
• Get access to practical tools that can help build skills.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=366
HEALTH EQUITY & SYSTEMS APPROACHES
ADDRESSING SYSTEM RACISM: A PLACE-BASED APPROACH TO BUILDING HEALTHY COMMUNITIES

Course Summary:
This course introduces health disparities facing rural America and some of the determinants of health that factor into the health status of rural communities.

Learning Objectives:
• Inform about prevalent health issues that rural residents face.
• Discuss determinants/barriers that factor into rural communities’ poor health.
• Present current and potential implementations to improve rural health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=156
ADDRESSING THE CONJOINED CRISIS OF COVID-19 & HOMELESSNESS: TOWARDS RACIAL & HOUSING JUSTICE

Course Summary:
This course introduces health disparities facing rural America and some of the determinants of health that factor into the health status of rural communities.

Learning Objectives:
• Inform about prevalent health issues that rural residents face.
• Discuss determinants/barriers that factor into rural communities’ poor health.
• Present current and potential implementations to improve rural health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=156
ADVANCING EQUITY DURING COVID-19: LESSONS & OPPORTUNITIES

Course Summary:
This course introduces health disparities facing rural America and some of the determinants of health that factor into the health status of rural communities.

Learning Objectives:
• Inform about prevalent health issues that rural residents face.
• Discuss determinants/barriers that factor into rural communities’ poor health.
• Present current and potential implementations to improve rural health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=156
COVID-19 RESPONSE & ROLLING RECOVERY: CENTERING THOSE MOST IMPACTED & A SOCIAL DETERMINANTS OF HEALTH INFORMED RESPONSE

Course Summary:
This course introduces health disparities facing rural America and some of the determinants of health that factor into the health status of rural communities.

Learning Objectives:
• Inform about prevalent health issues that rural residents face.
• Discuss determinants/barriers that factor into rural communities’ poor health.
• Present current and potential implementations to improve rural health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=156
PROTECTING THE HEALTH OF PEOPLE EXPERIENCING HOMELESSNESS IN THE COVID-19 PANDEMIC

Course Summary:
This course introduces health disparities facing rural America and some of the determinants of health that factor into the health status of rural communities.

Learning Objectives:
• Inform about prevalent health issues that rural residents face.
• Discuss determinants/barriers that factor into rural communities’ poor health.
• Present current and potential implementations to improve rural health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=156
PROGRAM PLANNING & POLICY DEVELOPMENT
Course Summary:
National and international organizations have recognized antimicrobial resistance as a growing problem and have published guidelines and recommendations to combat it. Despite the recognition of the merits and benefits of Antimicrobial Stewardship Programs (ASPs), only 48% of all US hospitals currently have an ASP in place. Health care facilities, such as skilled-nursing and long-term acute care facilities are the sites that see multi-, extremely-, and sometimes pan-resistant bacteria and therefore carry a high responsibility for proper stewardship of our antimicrobial resources. This course is designed to overcome and address the barriers to facilitate practical implementation of ASPs in the health care setting.

Learning Objectives:
Learners will develop an understanding of antibiotic resistance and antimicrobial stewardship at a local and national level. Learners will also understand the CDC Core Elements of Antimicrobial Stewardship and how to implement it within Skilled Nursing Facilities (SNFs).
- Understand what antibiotic resistance is, and how it has come about.
- Understand numbers and figures from various literature sources regarding antibiotic resistance.
- Become aware of antibiotic-resistant threats.
- Observe what issues have arisen due to antibiotic resistance.
- Understand antibiotic use in Skilled Nursing Facilities (SNFs), and the facts, pros, and cons about antibiotic use in the SNF environment.
- Understand the impact of C. difficile infection within the SNFs.
- Understand the CDC Core Elements of Antimicrobial Stewardship and how to implement them within the SNF environment.

Duration: 45 minutes

Continuing Education Information: 1.72 CNEs for RNs

Created: 7/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=238
BEST PRACTICES IN PROGRAM PLANNING FOR LOCAL OBESITY PREVENTION

Course Summary:
Evaluators from the Arizona Supplemental Nutrition Assistance Program - Education Arm (SNAP-Ed) provide an overview of their program planning process, specifically as related to re-evaluating and defining the focus of their obesity prevention initiative. This course presents examples of conducting a root cause analysis, developing a logic model, and utilizing the Socio-Ecological Model throughout the process of program planning and evaluation. This course will help learners develop evaluative thinking and understand best practice program planning and evaluation in public health.

Learning Objectives:
- Employ appropriate methods to engage your priority users in program planning for obesity prevention.
- Prepare to create or revise a program logic model that is informed by root-cause analysis and evidence-based theory.
- Appraise your obesity-prevention program’s current stage of development as it relates to best-practice planning.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 7/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=144
COMMUNITY-BASED POLICY DEVELOPMENT: LESSONS FROM THE FIELD

Course Summary:
In this self-paced training, Merrill Eisenberg will help public health advocates understand the policy making process at the state and local levels and to use this understanding to plan policy action to benefit the public's health.

Learning Objectives:
This presentation was created to assist public health workers in navigating policy change. At the end of this presentation, learners should be able to:
• Distinguish between public health and health care policy.
• Describe the policy process in local policy making.
• Define the “Three Streams” theory of policy making.
• Determine potential policies to address community health problems.

Duration: 32 minutes

Continuing Education Information: 0.5 CECH for CHES

Created/Updated: 10/2017; 2/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=292
COMMUNITY-BASED PLANNING & EVALUATION FOR WELLNESS

Course Summary:
In this course, Tristan Reader introduces strategies for involving the community when planning public health projects and programs, and shares the experiences of Tohono O’odham Community Action in creating a common vision, formulating effective strategies, and providing evaluative standards for a healthy Tohono O’odham community.

Learning Objectives:
• Understand the role a community can play in planning public health projects and programs.
• Determine strategies for involving a community in the planning process.
• Identify activities for formulating a community vision for health.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 10/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=108
COMMUNITY FOOD SOVEREIGNTY ASSESSMENTS

Course Summary:
In this presentation, Vicky Karhu introduces how to conduct a Community Food Sovereignty Assessment as a way to realize and document the food and diet-related health story of a community through a community-driven and participatory process of information gathering. The assessment is a conversation-starter, a program planning tool, a fundraising tool, and a way to bring attention to the inter-relationships between a community’s food, public health, and future food security. The information can reveal disparities and public concerns, community assets, and economic and health profiles. The results will provide direction for community health and wellness program planning with a focus on the food sources, habits, and needs of community members who will be served by future programs.

Learning Objectives:
This presentation was created to assist tribes working to strengthen their food sovereignty. After watching the presentation, learners will be able to:

- Understand the concept of food sovereignty and how it relates to health.
- Describe the basic seven steps for conducting a Community Food Sovereignty Assessment.
- Determine ways to use the data from a Community Food Sovereignty assessment to improve and strengthen public health and local food systems.

Duration: 30 minutes

Continuing Education Information: n/a

Created/updated: 10/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=105
COPE FOOD ACCESS & FOOD POLICY INITIATIVES WITH THE NAVAJO NATION

Course Summary:
In this presentation, Sonlatsa Jim-Martin examines the strategies used by Community Action and Patient Empowerment (COPE) on Navajo Nation. COPE strives to promote healthy, prosperous, and empowered Native communities through three collaborative approaches: 1) robust, community-based outreach; 2) local capacity building and system-level partnerships; and 3) increasing access to healthy foods. COPE promotes access to healthy foods. They are focused on a range of efforts, including supporting the formation of local and regional Food Policy Councils and Wellness Councils, connecting community members on Diné Food Traditions and Farm-to-School initiatives, and mentoring high school youth on food literacy and communications.

Learning Objectives:
This presentation was developed to portray an example of an organization’s policy and program initiatives to address food access and disparities in diet-related diseases in Native American populations. After watching this presentation, learners should be able to:

• Describe COPE’s food access programs and policy initiatives.
• Identify key health statistics for Navajo Nation and other factors that shape food programs and policy initiatives.
• Understand the role sugary drinks play in health on Navajo Nation.

Duration: 36 minutes

Continuing Education Information: n/a

Created: 11/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=122
EIGHT STEPS FOR DEVELOPING A PROGRAM BUDGET

Course Summary:
In this presentation, Daryl Melvin takes a broad approach to developing an understanding of how to create a budget and the key steps to apply in a budget process. The presentation is intended for all levels of program staff and uses narrative elements to discuss budgeting elements. It highlights that at the core of budget creation is an organization’s mission and will assist participants in recognizing mission alignment and outcomes with budget creation.

Learning Objectives:
This presentation was developed to aid public health workers in understanding how to develop and monitor a program budget. After participating in this presentation, learners will be able to:

• Define a program budget and its function.
• Distinguish the relationship between a program’s mission and budget.
• Identify the key steps in creating a program budget.

Duration: 20 minutes

Continuing Education Information: 0.5 CECH for CHES

Created/Updated: 11/2017; 12/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=289
HEALTHY DINÉ NATION INITIATIVE: EMPOWERING OUR COMMUNITIES

Course Summary:
In this presentation, Denisa Livingston and Danny Simpson provide information on the background, process, and future of the Healthy Diné Nation Act of 2014, the elimination of 5% tax on healthy foods, the Community Development Projects Fund Management Plan, and the Healthy Diné Community Wellness Development Project Guideline and Distribution Policy.

Learning Objectives:
This presentation was created to portray a case study in public health policy, particularly for tribes considering implementing a junk food tax as a method of addressing obesity and diabetes disparities.

• Understand the development of the Healthy Diné Nation Act.
• Identify outreach strategies used by the Diné Community Advocacy Alliance.
• Distinguish approved uses of the revenue raised by the Healthy Diné Nation Act.

Duration: 33 minutes

Continuing Education Information: n/a

Created: 10/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=109
IMPROVING POLICIES AND PRACTICES TO SUPPORT BREASTFEEDING

Course Summary:
This training discusses current breastfeeding rates in the U.S. and ways to promote increased breast-feeding rates. Specifically, two programs will be highlighted that support women's breastfeeding goals: Baby Friendly Hospitals and Workplace Policies and Support, including “Babies at Work” programs.

Learning Objectives:
• List strategies for implementing successful maternal and infant programs that will promote exclusive breastfeeding
• Propose workplace policies that can support breastfeeding
• Identify assets and resources available to support the implementation of a baby friendly hospital or a workplace breastfeeding policy

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CPEU for RDs

Created/Updated: 12/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=378
POLICY APPROACHES TO PREVENT VAPING AMONG YOUTH

Course Summary:
Join our panel of three policy experts from Arizona, California, and Hawaii to compare the policy approaches and experiences of each state in addressing e-cigarette use among youth in this recorded webinar.

Learning Objectives:
• Discuss legislative initiatives at the state and local level that have been proposed to address e-cigarette use among youth.
• Identify challenges to passing policies that limit e-cigarettes use among youth.
• Share strategies to increase success at passing policies that address e-cigarette use.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 7/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=253
PREPARING FOR THE NEW WORKING WORLD

Course Summary:
Based on a foundational framework of a healthy workplace, this course focuses on return-to-workplace principles and strategies and highlights how to improve wellbeing while working-from-home. It features many examples of programs and strategies, including several interviews with corporate health experts.

Learning Objectives:
• Describe key characteristics of the future working world.
• Recognize the importance of a comprehensive and sustainable health strategy in organizations.
• Define the principles and essential elements of a safe return to the workplace.
• Explain how to create a healthy working from home experience while maintaining a good work-life balance.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 1/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=375
PRIORITIZATION AND TIME MANAGEMENT

**Course Summary:**
Prioritization and time management are critical skills for success. Managing your time means that you spend time on your priorities, and that you do not waste time on non-priorities. This training presents time management and prioritization techniques to improve the work activities of local health departments.

**Learning Objectives:**
- Identify the main components of effective time management.
- Understand the role of time management and prioritization in local health department activities.
- Describe the Eisenhower prioritization technique.
- Utilize a prioritization matrix.

**Duration:** 30 minutes

**Continuing Education Information:** 0.5 CECH for CHES

**Created:** 2/2017

**Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=90](https://learn.wrphtc.arizona.edu/course/view.php?id=90)
Course Summary:
This training consists of two training modules. The first presents information about the steps and process of evaluation. The second is a virtual role play where you will have a chance to apply the knowledge and skills you learned in the first part of the training.

Learning Objectives:
• Identify best practices for developing a program evaluation, engaging stakeholders, and measuring outcomes.
• Develop S.M.A.R.T. goals for program and program evaluations.
• Explore different methods and common challenges related to program evaluations.

Duration: 1 hour

Continuing Education Information: n/a

Created: 3/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=176
QUALITY IMPROVEMENT SERIES

Course Summary:
This quality improvement series focuses on different quality improvement topics and uses short instructional videos to illustrate strategies organizations can use as quality improvement measures. Each video is a stand-alone topic that blends with the other topics as an instructional series. Topics within the series include:
- Affinity Diagrams
- Brain Writing
- Fishbone Diagrams
- Histograms
- Pareto Chart
- Workplace Refocus
- Radar Charts
- Scatter Diagrams
- Force Field Analysis
- Prioritization Matrices
- Run Chart

Learning Objectives:
- Identify various tools that may be used to compare data within your organization.
- Differentiate between various tools for identifying problems, organizing ideas, and presenting data that can be used in program planning.
- Describe ways in which you can prevent fatigue in the workplace.

Duration: 1 hour

Continuing Education Information: 1.5 CECH for CHES

Created: 2/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=151
RETURN ON INVESTMENT

Course Summary:
This blended learning series details the different topics relating to Return on Investment. Join Dr. Patrick Bernet as he lectures on topics ranging from Introduction to Cost Effectiveness to Creating a Research Project and topics in between. The following is a list of courses in this series:
• Introduction to Cost Effectiveness
• Working with Costs
• Principles of Cost Effectiveness Analysis
• Health-Related Quality of Life Measures
• Calculating Quality Adjusted Life Years (QALYs)
• Finding the Data You Need
• Probabilities and Models
• Working with Data
• Sensitivity Analysis
• Presentation and Reports

Learning Objectives:
• Provide learners with the tools to effectively train users on calculating return on investment topics.

Duration: 8 hours

Continuing Education Information: 8.0 CECH for CHES

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=175
TOHONO O’ODHAM FOOD SOVEREIGNTY: MOVING MOUNTAINS

Course Summary:
In this presentation, the founders of Tohono O’odham Community Action (TOCA), Terrol Dew Johnson and Tristan Reader, discuss traditional Tohono O’odham food production, recent efforts to strengthen Tohono O’odham food sovereignty, and the intersection between food sovereignty, cultural revitalization, and community health.

Learning Objectives:
This presentation was created to assist tribes working to address diabetes in their communities by strengthening their food sovereignty. After watching this presentation, learners will be able to:

• Identify main elements of the traditional Tohono O’odham food system.
• Understand the impact of the decline of the traditional Tohono O’odham food system on health.
• Determine integral elements of TOCA’s programs.

Duration: 42 minutes

Continuing Education Information: n/a

Created: 11/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=129
UTILIZING PALLIATIVE CARE AND NAVIGATING THE OUR CARE ACT

Course Summary:
This presentation will help attendees understand palliative care and learn about the Our Care, Our Choice Act.

Learning Objectives:
• Define Palliative Care and who benefits from Palliative Care.
• Define the distinctions of Palliative Care and Hospice when referrals are appropriate.
• Review the process for the Our Care, Our Choice Act for medical aid in dying.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.0 CECH for CHES; 1.5 CPEU for RDs

Created: 2/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=296
NUTRITION, PHYSICAL ACTIVITY, & OBESITY
ACANTHOSIS NIGRICANS: SCREENING & REFERRAL FOR INSULIN RESISTANCE

Course Summary:
Acanthosis nigricans is a skin condition known to be associated with insulin resistance. This training explains more about the condition, and discusses recommended identification and referral techniques.

Learning Objectives:
• Explain how acanthoses relates to diabetes.
• Identify the different levels of acanthoses based on a numeric rating scale.
• Demonstrate skills for screening and referral for acanthosis.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 4/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=173
ADOLESCENT OBESITY-PREVENTION IN THE UNITED STATES

Course Summary:
Preventing adolescent obesity is essential to bettering the overall health in the nation. This training will discuss adolescent obesity in the US and highlight three programs that have been successfully implemented specifically for the prevention of adolescent obesity.

Learning Objectives:
• Discuss the short- and long-term consequences of adolescent obesity.
• Describe the prevalence of overweight and obesity in U.S. adolescents.
• Understand the need for adolescent obesity-prevention programs.
• Explain characteristics of effective interventions to prevent overweight and obesity in adolescents.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 10/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=115
ADULT OBESITY: DIAGNOSTIC AND TREATMENT APPROACHES

Course Summary:
This presentation provides an overview of approaches to diagnosis of adult obesity using BMI, waist circumference, and body composition and assessment of obesity and associated health consequences of obesity. It reviews the three major approaches to nutrition therapy in obesity treatment and the role of behavioral therapy, and pharmacotherapy. Patient cases are used to review and summarize evidence-based approaches to the treatment of adult obesity.

Learning Objectives:
• Describe approaches to the diagnosis and assessment of adult obesity.
• Describe three major approaches to nutrition therapy for obesity.
• Describe the role of behavioral therapy in obesity treatment.
• List four medications approved for treatment of adult obesity.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 1/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=117
AMERICAN INDIAN YOUTH SUMMER MEDICAL WELLNESS CAMP

Course Summary:
Obesity has become a major health problem among American Indians. Lifestyle risk behaviors include nutrient-poor food and drink choices, larger food portions, and physical inactivity. This program will describe an American Indian Youth Summer Medical Wellness Camp that addresses the growing number of Arizona’s Indian youth who are at risk for or who have been diagnosed with type 2 diabetes. Components of the Camp that will be explained include an intensive week-long experience focused on healthy eating, exercise, nutrition education and fun!

Learning Objectives:
• Identify contributing factors to the high prevalence of diet-related diseases in Native Americans.
• Identify key components for developing a University-tribal partnership to address nutritional risk behaviors for children.
• Describe the major components and activities of a week-long health promotion curriculum.
• Explain the importance of providing interventions within a cultural context for American Indian youth.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 10/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=128
Course Summary:
The training will help you navigate fad diets, diets that are supported by evidence-based science, and screening tools for identifying the difference. Use case scenarios to practice responding to a person who expresses interest in a fad diet.

Learning Objectives:
• Identify key characteristics and hallmarks of a fad diet.
• Recognize different varieties or commonalities of fad diets for both well known and unfamiliar diets.
• Identify components of a fad diet that make it less healthy and potentially unsafe.
• Define evidence-based practice (EBP).
• Apply knowledge of EBP to assess multitudes of fad diets.
• Utilize tools to educate clients about the safety of fad diets and to help clients identify ways to improve upon specific fad diet recommendations.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.5 CPEUs for RDs

Created/Updated: 9/2017; 5/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=391
BLUE ZONE APPROACHES: LESSONS LEARNED FROM THE WORLD’S LONGEST LIVING AND ACTIVE PEOPLE

Course Summary:
Research from extraordinary long-lived communities--Blue Zones-- around the globe highlight the lifestyle, diet, outlook, and stress-coping practices that will add years to your life and life to your years. A long healthy life is no accident. It begins with good genes, but it also depends on good habits. If you adopt the right lifestyle, experts say, chances are you may live up to a decade longer with a good quality lifestyle.

Learning Objectives:
• Discuss the Blue Zones regions in the world and the findings for their longevity.
• Summarize nine best practices that positively impact successful aging, active lifestyle, and emotional wellbeing.
• Share success stories from Blue Zones evidence-based research on diet, happiness, and active living.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CNEs for RNs

Created: 1/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=192
BREASTFEEDING EXPOSED!
TECHNOLOGICAL ADVANCES IMPACT KNOWLEDGE AND PRACTICE

Course Summary:
With the use of current technology we know more than ever that breastfeeding is about more than nutrition. Technological advances in nanotechnology, epigenetics, ultrasound, infant brain imaging and the human microbiome have given us critical information. With all the knowledge that we have, practices need to change as well. Changes in simple practices can lead to increased success for women with breastfeeding. This training presents a case study highlighting areas of practice where interventions can improve breastfeeding success.

Learning Objectives:
• Describe two current technologies that have improved our ability to understand the anatomy and physiology of breastfeeding.
• Describe two practices that can increase the likelihood of success for breastfeeding mothers.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 9/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=182
CHILDHOOD OBESITY PROGRAMS: COMPARATIVE EFFECTIVENESS OF INTERVENTIONS

Course Summary:
The overall aim of this presentation is to allow the public health practitioner to choose those prevention methods and settings specific to Childhood Obesity Prevention which are most appropriate to their target audience using evidence-based methods.

Learning Objectives:
• Summarize the rising prevalence of childhood obesity, particularly among at-risk populations, such as ethnic and minority groups.
• Identify the various factors that result in childhood obesity, with an emphasis on environmental factors.
• Describe why, from the public health standpoint, the major goal is prevention as opposed to treatment of childhood obesity.
• Examine which settings are most effective for childhood obesity prevention programs, and apply this knowledge critically to your specific target population given their need and resources.
• Discuss why a settings-based approach that uses multiple settings is more effective than a single setting approach.
• Explain the benefits of using evidence-based approaches to obesity prevention in children.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 10/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=114
CHILDREN’S HEALTHY LIVING (CHL) MULTILEVEL MULTICOMPONENT PROGRAM IN THE US AFFILIATED PACIFIC REGION

Course Summary:
This webinar will describe the CHL program components, explain CHL strategies for effectiveness and sustainability, and identify key outcomes of CHL. CHL is a partnership among US affiliated Pacific Jurisdictions that leverage the land grant infrastructure and history of collaboration to build a multilevel multicomponent intervention program; a multidisciplinary cross jurisdiction training program on child health; and an ongoing data monitoring system for child health. The CHL approach emphasized building on local initiatives while maintaining a shared template of work, resulting in the CHL coalition. The CHL program is yielding results in increasing workforce with health, improving healthy behaviors and decreasing risk for obesity and diabetes among children in the region.

Learning Objectives:
• Describe the CHL program conceptual framework and components.
• Explain CHL categories for effectiveness and sustainability.
• Identify key outcomes of CHL.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 11/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=131
DIETARY ASSESSMENT METHODS IN COMMUNITY-BASED NUTRITION PROGRAMS

Course Summary:
This training reviews common dietary assessment methods and tools, and highlights their use in various community based nutrition programs.

Learning Objectives:
• Justify the need to meet reliability and relevance criteria for food data collected.
• Learn about new approaches in dietary assessment methods.
• Understand the differences between dietary assessment methods.
• Recognize potential measurement issues with regards to different dietary assessment methods.
• Select the most appropriate dietary assessment method for different situations.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 10/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=136
EATING DISORDERS:
IDENTIFICATION & MANAGEMENT

Course Summary:
This training consists of presentation given by Katie Stout, MBA, Executive Director of the Center for Hope of the Sierras in Reno, NV. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

Learning Objectives:
• Identify diagnostic criteria for anorexia nervosa, bulimia nervosa, binge eating disorder, and diabulimia.
• Identify etiology, epidemiology, and signs/symptoms of eating disorders.
• Explore treatment methods and challenges related to eating disorders.

Duration: 1 hour

Continuing Education Information: n/a

Created: 3/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=94
HAWAI’I ELDERY EVIDENCE-BASED HEALTH PROMOTION PROGRAMS

Course Summary:
This training will take you through two evidence-based health promotion programs that have been successfully implemented in Hawaii. The successes and challenges of the two programs will be presented, giving you ideas for the successful implementation in your own community.

Learning Objectives:
• Review two evidence-based programs being integrated through a statewide Hawaii initiative.
• Discuss the development of Hawaii Healthy Aging Partnership and its activities.
• Distinguish Hawaii Healthy Aging Partnership successes and challenges for better use by other partners.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 10/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=139
HELPING HANDS FOR THE HOMELESS: INFORMATION ABOUT FOOD ASSISTANCE PROGRAMS DEDICATED TO THE HOMELESS

Course Summary:
This course provides an overview of homelessness and food insecurity, discussing the benefits and barriers associated with creating a food program for the homeless. Various food programs in the United States are highlighted as examples, and resources for starting food programs for the homeless are provided.

Learning Objectives:
• Identify the correct definition of homelessness.
• List some of the prominent causes of homelessness.
• Describe the link between homelessness and food insecurity.
• Summarize the possible benefits of creating a food program for the homeless.
• Explain the barriers that are associated with creating a food program for the homeless.
• Compare and contrast varying examples of food programs for the homeless that are well established within Southern Arizona, as well as on a national level.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 6/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=101
IMPROVING ACCESS TO HEALTHY FOOD FOR COMMUNITIES USING FARMERS’ MARKETS

Course Summary:
Become familiar with a variety of food programs that can be used at Farmers’ Markets while learning the benefits of Farmers’ Markets and ways to promote Farmers’ Markets within your community.

Learning Objectives:
• Identify food programs that can be used at Farmers’ Markets.
• Describe the benefits of Farmers’ Markets.
• Examine ways to promote Farmers’ Markets within your community.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 5/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=140
IMPROVING COMMUNITY FOOD SECURITY THROUGH COMMUNITY AND SCHOOL GARDENS

Course Summary:
A food system consists of the entire process from which food moves from farm to fork. This includes the production of food such as growing and harvesting, processing the food to increase its value, and packaging raw and processed food. This training is designed to provide knowledge and tools needed to improve community food security using community and school gardens.

Learning Objectives:
• Identify the benefits of local food systems, including community and school gardens specifically, to public health, the environment, and the economy.
• Identify key indicators for data collection to evaluation the impact of community and school gardens.
• Explain the process for gaining School Garden Certification.
• Explain the role of comprehensive plans and zoning regulations in establishing community and school gardens.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 9/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=133
INCREASING LOCAL FOOD IN HOSPITALS AND CLINICS FOR HEALTH AND NUTRITION

Course Summary:
Health care institutions have the potential to play an influential role in creating a healthier food system. Hospitals have large food service budgets, reach a large population, and are trusted authorities on health issues, created for the purpose of preserving wellness. This course is designed to provide knowledge and tools needed to increase the use of healthy, local food in healthcare facilities.

Learning Objectives:
• Understand the policies that direct health care facilities’ involvement in community health initiatives and local food systems.
• Identify positive food safety practices for produce farms that are potential suppliers for farm-to-institution initiatives.
• Identify strategies for local food procurement for farm-to-hospital initiatives.
• Identify strategies maximizing the access of low-income community members to local produce sold in farmers’ markets on hospital campuses.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 9/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=132
Course Summary:
This short informational video discusses strategies that public health professionals can use in directing individuals in using the My Plate food model in cooperation with the Mediterranean Diet model in promoting healthy food choices for families.

Learning Objectives:
• Gain valuable knowledge related to using the My Plate food model and the Mediterranean diet.
• Develop intervention strategies that will assist in promoting healthy eating habits with clients, employees, and families that have questions regarding utilizing dietary models.

Duration: 5 minutes

Continuing Education Information: n/a

Created: 11/2015

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=143
NUTRITION & MENTAL HEALTH

Course Summary:
There are many factors related to the prevention and treatment of mental health and substance use disorders, and there is developing evidence that nutrition plays a role. This series of modules is designed to introduce evidence connecting nutrition to the treatment and prevention of depression, anxiety, and substance use disorders. The final module concludes with practical public health applications.

Learning Objectives:
• Describe benefits of adequate nutrition with common behavioral health disorders.
• Identify foods important to people receiving treatment for anxiety, depression, and substance use disorders or those who are at risk for these disorders.
• Demonstrate ways to integrate nutrition and mental health approaches in public health organizations.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES; 1.5 CPEU for RDs; 1.27 CNEs for RNs

Created: 4/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=204
OBESITY IN HMONG & OTHER SOUTHEAST ASIAN COMMUNITIES

Course Summary:
This course introduces factors that increase risk of obesity in Hmong and other Southeast Asian communities in the United States.

Learning Objectives:
- Describe the consequences and seriousness of obesity.
- Explain cultural differences of the Hmong and other Southeast Asian populations compared to non-Hispanic White Americans.
- Address how acculturation and cultural differences can cause barriers in healthy eating habits and increase the risk of obesity.
- Discuss the inadequacy in research, data, and programs to better obesity-prevention in Hmong and other Southeast Asian populations.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=155
PHYSICAL ACTIVITY AND OBESITY: HOW TO GET YOUR PATIENT MOVING

Course Summary:
Do you know how to set your patient up for success? Physical activity is more than just “exercise.” Physical activity can be intimidating in the best of circumstances but as health care providers we can help our patients embrace the athlete inside. Successful intervention requires a true understanding of U.S. Physical Activity Guidelines and access to quick tools improve your approach in every encounter. Our discussion will help expand your idea of physical activity and obesity treatment, help you understand where to start with each patient and/or when to refer, and how to create and monitor individualized physical activity prescriptions.

Learning Objectives:
• Identify the three levels of Physical Activity Guidelines that affect patients with obesity.
• Define NEAT and describe the difference and impact of moving from sedentary to light activity.
• List the Exercise Rx Top Ten.

Duration: 1 hour and 10 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 7/2015

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=119
PROMISING PRACTICES IN NUTRITION AND DIABETES PREVENTION AND MANAGEMENT: SPECIAL DIABETES PROGRAMS FOR INDIANS IN TUCSON, AZ

Course Summary:
Community Directed Diabetes Program are a central part of the fight against type 2 diabetes in many native communities. These programs, funded by the IHS Special Diabetes Project for Indians (SDPI), provide diabetes prevention and management services that address the needs of their communities, and oftentimes use innovative ways to encourage healthier eating, physical activity, and lifestyle habits in their communities. In this presentation we will review some of the nutrition related activities offered by Tucson Area SDPI diabetes programs, most specifically, those from the Tohono O’odham Nation.

Learning Objectives:
• Discuss the diabetes program in the Tucson area.
• Describe successful nutrition related activities of these programs, specifically those at the Tohono O’odham Nation diabetes program.
• Identify resources available to all diabetes programs.
• Discuss how to implement these tools in various settings.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 12/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=125
PROMOTING HEALTHY FOOD CHOICES & PHYSICAL ACTIVITY IN A RURAL AMERICAN INDIAN COMMUNITY

Course Summary:
Few programs have recognized and integrated distinctive characteristics of many American Indian Alaska Native (AIAN) communities, specifically the value placed on shared identity, group cohesion and collective resilience. This presentation will share strategies implemented in one American Indian community that strive to make healthy food choices and physical activity a community responsibility, not individual challenge.

Learning Objectives:
• Explain why approaches to individual health behaviors change are misaligned with AIAN values.
• Identify 2-3 examples of strategies designed to change food behaviors in families and communities.
• Explain how using cultural assets can contribute to the relevance and sustainability of nutrition interventions.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 9/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=126
REFUGEE NUTRITIONAL CHALLENGES AND STRATEGIES TO OVERCOME THEM

Course Summary:
This course helps public health workers and/or volunteers to identify common nutritional challenges refugees experience upon resettlement. Strategies to address various challenges including difficulty navigating a new food environment, lack of food safety knowledge, food preparation difficulties, and nutrition knowledge deficit will be addressed. The importance of conducting a needs assessment and various assessment tools will be discussed.

Learning Objectives:
• Learn common nutritional challenges refugees face upon resettlement.
• Recognize difficulties refugees encounter upon arrival to a new food environment.
• Apply strategies to help refugees overcome common nutrition challenges.

Duration: 20 minutes

Continuing Education Information: n/a

Created: 3/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=102
RETHINKING ENERGY BALANCE: APPLYING SCIENCE TO PRACTICE

Course Summary:
This presentation and discussion on dynamic energy balance, an important new perspective on what metabolic changes occur during weight loss and how these changes have to be taken into account as part of a weight loss program.

Learning Objectives:
• Define and explain static vs. dynamic energy balance.
• Explain to a client why people lose weight differently on the same diet and exercise program.
• Identify diet and exercise practices that may help management of weight using the dynamic energy balance principles.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 4/2015

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=120
THE ROLE OF HEALTH APPS IN DIETETICS PRACTICE

Course Summary:
This training discusses the use of Mobile Health Apps to enhance nutrition intervention. The training will lead you through best practices to use when introducing health apps to clients and presents a screening tool that can be used to gauge the usefulness of various Health Apps for your clients. During part two of this training you will participate in a simulated role play experience introducing a Health App to your client.

Learning Objectives:
• Assess the usefulness of different types of health, wellness, and physical activity applications.
• Select appropriate and evidence-based applications to recommend to clients.
• Determine whether the use of nutrition and physical activity applications can enhance nutrition intervention based on each individual client.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 3/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=83
Course Summary:
Skateboarding has become increasingly popular. Many local parks & recreation, as well as public health organizations will benefit from learning about the skateboarding culture including; skateboarding lingo, skateboard park design and maintenance, and policy and regulation information connected to the culture.

This course provides learners with information that will aid in understanding the culture of skateboarding and the policies centered around skateboard parks. Information about different aspects of skateboarding, park design, and statistics are provided.

Learning Objectives:
• Understand the culture of skateboarding.
• Become familiar with policies that govern the maintenance and oversight of skateboard parks.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 8/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=86
STRATEGIES FOR IMPLEMENTING PUBLIC HEALTH NUTRITION & PHYSICAL ACTIVITY PROGRAMS FOR ADULTS

Course Summary:
The course highlights two case examples of best practices in nutrition and physical activity programs for adults. The programs will be reviewed compared based on their strengths, challenges, future needs, and areas for potential growth. Additionally, resources will be made available.

Learning Objectives:
• Identify ways to incorporate nutrition education into a food aid program.
• Determine ways within a program to provide additional connections for underserved populations.
• Examine the use of marketing and technology in nutrition and physical activity programs appropriate for the target population.
• Apply aspects of two “best practices” examples to your current program or program planning.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 10/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=137
STRENGTHENING NATIVE FOOD SOVEREIGNTY TO PRESERVE NATIVE AMERICAN CULTURE & IMPROVE COMMUNITY HEALTH

Course Summary:
Environmental factors and federal policies have had a large impact on the health and cultural identity of our Indigenous populations. With increasing rates of diabetes, obesity, and cancer in Native American communities, strengthening Native food systems offers an opportunity to improve Native economies, health, and culture. This course is meant to give an overview of how health departments and public health workers can help strengthen Native food sovereignty, for the purpose of improving Native health and revitalizing Native cultures.

Learning Objectives:
• Identify contributing factors to the high prevalence of diet-related diseases in Native Americans.
• Introduce how to use a Food Sovereignty Assessment to identify a community’s food system assets.
• Identify funding sources for projects aimed at strengthening Native food sovereignty.
• Understand how tribal food policies can be used to strengthen Native health.
• Provide examples of how knowledge of Native foods can be used to improve food sovereignty.

Duration: 40 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 3/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=127
Course Summary:
One in five children in the US are affected by obesity. Childhood obesity results from multiple factors ranging from individual genetics to national policies. There is not a simple or single solution for the prevention of childhood obesity. Systems thinking is an approach to solving complex problems promoted by researchers and policy makers. This training guides you through taking a systems approach to childhood obesity prevention, and presents ways to think about evaluating your approach.

Learning Objectives:
• Explain how to identify critical leverage points within a system.
• Explain methods for evaluating effectiveness of systems approaches.
• Practice taking a systems approach for childhood obesity prevention.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.75 CNEs for RNs; 0.5 CPEUs for RDNs

Created: 11/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=274
TOOLS AND APPROACHES TO OPTIMIZING NUTRITION EDUCATION

Course Summary:
This training will inform nutrition educators about the most effective approaches to nutrition education based on current literature, in order to develop the skills and plans necessary to implement these approaches. There are nutrition education tools and approaches available to public health professionals that can be used to improve the nutrition of families. The video will demonstrate some of those tools and approaches and provide examples of agencies already operating to provide effective nutrition education.

Learning Objectives:
• Learn strategies to make nutrition education more meaningful and effective in your community.
• Identify and compare WIC nutrition education techniques.
• Identify the most effective educational approaches based on research findings.
• Describe recommendations for nutrition education.

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 3/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=141
THE TREATMENT OF PEDIATRIC AND ADOLESCENT OBESITY

Course Summary:
In this presentation, we will briefly review the history of the childhood obesity epidemic and contributing factors. The elements of a successful pediatric practice will be discussed, including measurements, dietary considerations, behavioral modification, exercise and medications. We will conclude with a couple of case studies and closing thoughts on how true progress can be made on a national scale.

Learning Objectives:
• Understand major contributing factors to the childhood obesity epidemic.
• Learn to appropriately measure % BMI and determine intervention based on that reading.
• Understand behavioral techniques, nutritional modalities, and family-focused interventions that have been proven successful in treating childhood and adolescent obesity.
• Establish a comfort level with medication that has been studied and utilized safely and effectively.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 11/2015

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=118
WEIGHT MANAGEMENT DURING AND AFTER PREGNANCY

Course Summary:
Excess weight gain during pregnancy and excess weight retained after pregnancy can contribute to lifelong development of obesity and increasing cycles of obesity and diabetes in mothers and children. This training reviews body mass index (BMI), prevalence of obesity in women, health consequences of excess weight in pregnancy, guidelines for weight management during and after pregnancy, and components of effective community-based postpartum weight loss programs.

Learning Objectives:
• Define overweight and obesity in pregnancy and recommend weight gain guidelines.
• Define overweight and obesity in the postpartum period and safe weight loss recommendations.
• Identify health risks associated with excess weight gain in pregnancy and retaining weight after pregnancy.
• Evaluate components of effective community-based postpartum weight loss programs.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created/Updated: 6/2017; 7/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=398
WORKING INTERPROFESSIONALLY FOR OBESITY CARE

Course Summary:
This training will help you build a working knowledge for facilitating an interdisciplinary, team-based approach to obesity management. The training presents the range of skills needed for an interdisciplinary obesity management team and six strategies to improve interdisciplinary care.

Learning Objectives:
• Identify the range of skills needed for an effective interdisciplinary obesity management team.
• Demonstrate how to improve services within the interdisciplinary team.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 4/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=171
YOUTH SPORTS & PUBLIC HEALTH

Course Summary:
This training reviews the connection between youth sports and public health and ways that local health departments may work with youth sports organizations to improve health. Learn how national public health goals are in line with youth sports participation, ways to consider equitable access to youth sports, and how youth sports organizations can support positive mental and physical health. Develop your skills to strengthen connections between local health departments and sports organizations and support equitable sports participation.

Learning Objectives:
• Describe how youth sports participation aligns with national public health goals.
• Explain disparities that exist in youth sports participation nationally.
• Propose public health approaches to improve equity in sports participation in your local community.
• Implement public health systems to support positive mental and physical health in participating athletes.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES; 0.75 CPEUs for RDs

Created: 5/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=392
COMMUNICATIONS
Course Summary:
This training is designed to help people support learners as they put the information they
have learned into practice. We explain differences between teaching with video alone versus
using active learning strategies with videos. Sample activities are demonstrated with existing
videos produced by the WRPHTC on “preparing healthy foods on a budget.” The videos are
available for download in English and Spanish as a Resource for this training. Activities
presented are customizable for use with any videos you may be interested in using as part of
group education.

Learning Objectives:
• Explain the ways that video and interpersonal interaction influence learning.
• Describe two active learning strategies to use when teaching with video.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.5 CPEUs for RDs

Created: 10/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=210
COMMUNICATING WITH PARENTS & CAREGIVERS ABOUT WEIGHT

Course Summary:
Positive interactions with families to discuss their child's health can make the difference in promoting positive change, improving health, and reducing overweight and obesity. Sometimes these conversations can be difficult or may feel uncomfortable. Building communication skills can help reduce discomfort and improve confidence in communicating with families about their child’s weight and overall health. This training will discuss communication strategies, and provide the opportunity to practice conversations through simulated case examples.

Learning Objectives:
• Practice principles for effective communication: trust, active listening, positive psychology, and a strength-based approach.
• Adjust communication strategies based on stages of change or readiness to change.
• Utilize communication tools including growth charts and other visual aids.
• Explore the idea of cultural safety as it related to communication

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CPEUs for RDs

Created: 10/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=344
COMMUNICATION SKILLS FOR SUCCESSFUL HEALTHCARE TEAM RELATIONSHIPS

Course Summary:
This webinar will review communication and group dynamic issues that can impact the working relationship within health care teams. Participants will learn tools and resources to help improve communication and group interactions to help support successful health care teams.

Learning Objectives:
• Recognize and understand the importance of communication and relationship development in the development of, and ongoing work of a health care team.
• Identify communication strategies for participants to use to foster better communication within their own health care team.
• Understand the theory of group dynamics and how it applies to health care teams.
• Recognize the characteristics of an effective and an ineffective team and identify strategies to move a team from ineffective to effective.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 6/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=104
COMMUNICATION STRATEGIES TO PREVENT E-CIGARETTE/VAPE USE AMONG YOUTH

Course Summary:
This recorded webinar with Wayne Tormala, Chief of the Bureau of Tobacco & Chronic Disease at the Arizona Department of Health Services, discusses communication strategies to prevent vaping among youth in Arizona.

Learning Objectives:
• Describe current data and trends regarding e-cigarette/vape use.
• Describe youth attitudes and behaviors as reported in youth focus groups.
• Discuss components of effective tobacco control communication strategies targeting youth.
• Describe ways public health programs can incorporate effective tobacco control communication strategies.
• Identify strategies to influence peer messaging around vaping,

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CNEs for RNs

Created: 4/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=239
COMPOSING A SCIENTIFIC PAPER

Course Summary:
The goal of this training module is to help you organize your information and synthesize your work for presentation in a public health scientific paper. It details essential topics such as formatting, and it discusses strategies such as critical thinking that can facilitate good writing.

We recommend checking out the trainings on “Identifying a Research Question” before taking this course.

Learning Objectives:
• List the required section titles of a scientific paper.
• Utilize strategies and tools to compose the main body of a scientific paper.
• Utilize appropriate writing styles to synthesize content.
• Identify tools for organizing literature reviews.
• Explore citation styles.

Duration: 50 minutes

Continuing Education Information: 1.0 CECH for CHES; 1.0 CPEUs for RDs

Created: 10/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=352
DESIGNING A PUBLIC HEALTH POSTER

Course Summary:
A poster is a communication tool that represents your work with a combination of verbal and visual presentations. This short training is designed in a READY-SET-GO format that will provide a quick overview of tools and strategies to organize an engaging poster. This training focuses on two types of public health posters: an outreach poster and a scientific poster.

Learning Objectives:
- Classify two different types of posters in public health.
- Organize a poster.
- Identify essential information for a poster presentation.
- Explore citation styles.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.75 CPEUs for RDs

Created: 9/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=346
EFFECTIVE ADVOCACY IN THE CONTEXT OF CHILDHOOD OBESITY PREVENTION

Course Summary:
Public health advocacy includes promoting education, processes, and legislation that are designed to improve the general health of people living within a defined geographical location. The process of advocacy also involved identifying potential threats to the health of people living in the community and communicating to others to the seriousness of those threats. This training will help you develop advocacy skills and strategies that can be used in community advocacy. Examples are presented in the context of childhood obesity prevention.

Learning Objectives:
This training will teach you to advocate for policies, interventions, or resources to benefit the public health by helping learners:
• Explain when and why advocacy is necessary.
• Develop a plan for advocacy.
• Explore ways to display data to inform policy development, community engagement, and collaboration.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.3 CNEs for RNs

Created: 8/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=242
GETTING RESULTS:
MOTIVATIONAL INTERVIEWING

Course Summary:
This training will get you familiar with a concept called Motivational Interviewing, a strategy to help guide your patients and help them become their own agent of change.

Learning Objectives:
• Describe the key concepts and steps in motivational interviewing.
• Demonstrate ways to lead a client through the steps of motivational interviewing.
• Describe how using motivational interviewing can produce better results with patients than other instructional or interviewing methods.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 5/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=93
HEALTH COMMUNICATIONS IN THE DIGITAL AGE: LESSONS LEARNED ABOUT PERSUASIVE & EMERGING PRACTICES

Course Summary:
While all of us communicate on a daily basis, in the sphere of public health, it is sometimes difficult to get our message across, especially when we are looking for behavior change. Social Marketing, the practice of using marketing fundamentals for social good rather than commercial profit, has been researched since the 1970s. In the age of digital communications, best practice models must adapt for a changing landscape. Strong, more persuasive communication is needed at all levels for best approaches to our most compelling problems.

Learning Objectives:
- Discuss different channels of communication for dissemination for persuasion messages in public health.
- Explore how evidence-based findings are translated into public health practices to inform and to persuade changes in opinions, attitudes, and/or behaviors.
- Review lessons learned with online examples most effective digital communications campaigns.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEUs for RDs

Created: 11/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=202
IDENTIFYING A RESEARCH QUESTION

Course Summary:
This training is designed as the first module of a 4-part series that includes Composing a Scientific Paper, Designing a Public Health Poster, and Preparing and Submitting an Abstract. This module introduces the concept of critical thinking, the 4Cs rule, and types of research questions and approaches.

Learning Objectives:
• Identify the purpose and components of a scientific paper.
• Utilize critical thinking to identify a research question.
• Utilize appropriate language to present the research question.

Duration: 20 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.5 CPEUs for RDs

Created: 10/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=351
IMPROVING YOUR PRACTICE & ADVOCACY FOR CULTURAL COMPETENCY THROUGH THE SKILLS-BASED ASCN MODEL

Course Summary:
This webinar has been designed as an inter-professional training for all healthcare providers. Nurses, pharmacists, and doctors, both in practice and in training, as well as PAs, MAs, front desk staff, receptionists, and other staff can benefit from learning about improving cultural competency skills and practices through identifying and removing potential roadblocks to care experienced by patients from different population groups. This webinar focuses on the Culturally and Linguistically Appropriate Services (CLAS) standards of the US Department of Health and Human Services (HHS) Office of Minority Health (OMH), health disparities, and a skills-based approach to culturally competent care: the ASCN model (Ask, Share, Compare, and Negotiate).

Learning Objectives:
• Describe the ASCN (Ask, Share, Compare, and Negotiate) model and how this skills-based approach to culturally competent care can be applied to your clinical setting.
• Demonstrate familiarity with the Culturally and Linguistically Appropriate Services (CLAS) standards of the US Department of Health and Human Services (HHS) Office of Minority Health and how they impact the ethical responsibilities of medical service providers.
• Define “health disparities” and how they disproportionately affect ethnic and racial minority populations in the United States.
• Recognize that ethnicity, race, and culture are fluid categories that overlap and also include other aspects of identity that can include religion, sexual orientation, gender, class, etc.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 5/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=106
INTRODUCTION TO DATA VISUALIZATION

Course Summary:
Data visualizations make data easier to understand for people like policy makers, journalists, and community members. This training provides an introduction to data visualization, why it is important in public health, and how to identify the proper type of visualization for the data you’re examining through examples and scenario-based exercises.

Learning Objectives:
- Define data visualization
- Discuss why data visualization is important for public health
- Identify various settings and styles of data visualizations
- Identify types of data visualizations and when to use each one

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CPEU for RDs

Created: 5/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=393
INTRODUCTION TO EFFECTIVE PROFESSIONAL COMMUNICATION

Course Summary:
Being professional is much more than appropriate dress and the degree you earned; it’s how you interact and respond to the environment and people around you. This training module is to prepare you for the workplace, or to give you a refresher on effective, professional communication in the workplace. Communication is at the core of effective public health practice, and effective public health communication has been recognized by many public health leaders as a requirement to promote health and protect the public.

Learning Objectives:
• Understand the role emotional intelligence plays in professional communication
• Recognize ways to engage professionally in the workplace
• Identify five components of proper email communication in a professional setting

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.5 CPEU for RDs

Created: 6/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=318
INTRODUCTION TO SCIENCE & HEALTH COMMUNICATION

Course Summary:
This online short course will cover topics including: how science/health communication happens, who does it, the challenges of communicating science/health, science literacy and best practices for effectively communicating science/health information to the public.

Learning Objectives:
• Recognize that effective transfer of knowledge is active and engaging.
• Critique the premise that science and health communication aids the public in making informed decisions that have a direct impact on public health policy.
• Understand the process of science/health communication.
• Describe how to avoid common mistakes when communicating science and health to people.

Duration: 40 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 12/2015

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=170
KEEPING EQUITY AT THE FOREFRONT: HOW LOCAL HEALTH DEPARTMENTS CAN HELP CREATE THE NEW NORMAL

Course Summary:
Berkeley Media Studies Group studies how the media portrays public health issues and supports public health practitioners, advocates, community groups, youth leaders, and others interested in shifting the public debate on health and social justice issues. COVID-19 creates unprecedented communication challenges for public health and creates opportunities to speak powerfully about the need to create a new normal, that is equitable, inclusive, and offers everyone the opportunity to be healthy. This session will focus on resources that help public health practitioners communicate more effectively about COVID-19 as it intersects with other important health issues so we can shape the debate and create a new normal that centers racial and health equity.

Learning Objectives:
- Distinguish media advocacy from other approaches to health communications.
- Apply strategy and messaging tools that provide the foundation for a strategic approach to communications.
- Explore tools to communicate more effectively about COVID-19 and racial and health equity.

Duration: 36 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=363
MEDIATION SKILLS: PEACEFUL RESOLUTION & SOOTHING COMMUNICATION TIPS

Course Summary:
Mediation is at the core of dispute resolution. By educating and helping people to resolve conflict, their quality of life is enhanced, as well as that of their family, friends, neighbors, and co-workers. The Mediation Center of the Pacific, Inc. provides Hawai‘i residents with peaceful approaches to working through conflict through programs and processes that meet the unique needs of Hawai‘i’s culturally diverse population.

Learning Objectives:
- Discuss the techniques for good negotiation and dispute resolution.
- Examine how to practice processes needed to advance negotiation to peaceful resolution.
- Share case studies of how people have negotiated and resolved conflict creatively.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEUs for RDs; 1.5 CNEs for RNs

Created: 6/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=197
MICROAGGRESSIONS: TRANSFORMING THE MINDSETS OF ADULTS WORKING WITH STUDENTS

Course Summary:
This multimedia training will provide a dynamic look at microaggressions from a youth and student perspective and how microaggressions affect rapport building with adults. Learners will gain understanding in how youth may respond to microaggressions and action steps to how youth-serving professionals can transform these negative instances into a more affirmational approach. This course will also touch upon strategies to better communicate with youth and students.

Learning Objectives:
• Define and describe microaggressions with youth in mind
• Reflect on everyday examples of microaggressions
• Recognize what microaggressions look and sound like
• Interrupt microaggressive behavior
• Transform microaggressions into a more strengths-based approach
• Practice microaffirmations in scenario-based learning

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES

Created: 6/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=394
PREPARING & SUBMITTING AN ABSTRACT

Course Summary:
The focus of this training is to describe two types of abstracts in public health, abstract composition, and lean writing. It will also review the use of the 4Cs rule and the concept of critical thinking to improve abstract composition skills.

We recommend checking out the training module on “Composing a Scientific Paper” or “Designing a Public Health Poster” before taking this course.

Learning Objectives:
• Identify the appropriate abstract type for your work
• Define the purpose of an abstract
• Describe the appropriate language for writing an abstract
• Identify the appropriate content to include in an abstract

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.5 CPEUs for RDs

Created: 9/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=353
RECOGNIZING & CHALLENGING STIGMA

Course Summary:
Stigma is an intense human experience. Stigma causes suffering and worsens health. This training focuses on recognizing and challenging stigma. In the first section, we explain what stigma is, how it feels, and how to recognize it. In the second section, we explore the ways stigma is entangled in the practices and assumptions of healthcare professionals, often unwittingly. In our final section, we identify ways that health professionals can help recognize and reduce stigma to improve patient outcomes and improve population health.

Learning Objectives:
• Identify different forms of stigma and explain why they emerge and persist.
• Explore the personal experience of stigma and evaluate your own stigmatizing attitudes.
• Recognize the signs and impacts of stigma in health care and public settings.
• Identify solutions to reducing stigma.

Duration: 1 hour and 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEUs for RDs

Created: 6/2020

Link: https://learn.wrtphc.arizona.edu/course/view.php?id=309
LEADERSHIP
COLLECTIVE LEADERSHIP: 
A SENSE OF PLACE GROUNDED IN HAWAI'I

Course Summary:
Leadership development is active in Hawai’i through the Robert Wood Johnson Foundation grant called Culture of Health. Hawai’i Public Health Nurses at DOH Nursing Branch have been preparing nurses and along with an interprofessional team for leadership roles in management, policy, and practice to create healthier places to live, learn, work and plan. Culture of Health project is guiding people to honor their own "sense of self" with self-health care and utilizing best practices of wellbeing through a sense of place and integrated culture of community health.

Learning Objectives:
• Review progress with the Culture of Health project implemented throughout Hawai’i.
• Discuss evidence-based leadership initiative and its aspects.
• Explore the impact and desired outcomes for the collective leadership partnerships.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CNEs for RNs

Created: 5/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=196
THE FOUR "I’S": BUILDING EMPLOYEE ENGAGEMENT

Course Summary:
This short course is just for bosses (and those who want to understand them). Decades ago, bosses told employees what to do and employees did what they were told. That model of leadership isn’t as effective today. This short training looks at four ways bosses can have influence. The four ways are called the four "I's." You can put them to use in on your job today. The four "I's" were designed to enable managers to help employees go above and beyond instead of merely completing tasks that managers assign. This approach to leadership helps your work group develop their ability to respond to future tasks and needs.

Learning Objectives:
• Describe the four I’s.
• Assess one’s own leadership using the four I’s.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 8/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=191
LEADERSHIP FOR SUPERVISORS

Course Summary:
This training will focus on building and strengthening leadership skills for mid-level supervisors. Participants will learn what makes an effective leader and techniques for managing work that help support supervisors.

Learning Objectives:
• Identify various leadership strategies to improve team performance.
• Describe ways to facilitate change in the workplace.
• Apply successful methods for managing the work of employees.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES; 0.75 CPEU for RDs

Created: 9/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=335
LEADERSHIP TRAINING: COMMUNICATION & NEGOTIATION STRATEGIES

Course Summary:
Good negotiation skills are important tools and solutions to “sticky” problems in professional communication. Negotiation is at the core of conflict resolution and mediation. This training offers tools of how to become skilled in ways of communication and negotiation, with a focus on consultative negotiation.

Learning Objectives:
• Discuss the four components of negotiation.
• Review the stages of negotiation.
• Explore the assumptions and expectations when negotiating.
• Examine an application of negotiating.

Duration: 1 hour

Continuing Education Information: n/a

Created: 10/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=103
LEADERSHIP TRAINING:
PUBLIC HEALTH LAW

Course Summary:
This training will provide the learner with an introduction to the Network for Public Health Law and how to define public health law as well as understanding and accessing it. The training will also review tools to navigate and implement public health law, describe the source and scope of powers and the application of public health law.

Learning Objectives:
• Identify different forms of law.
• Describe tools of public health law.
• Examine an application of public health.

Duration: 1 hour

Continuing Education Information: n/a

Created: 10/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=97
LEADERSHIP TRAINING: SUCCESSION PLANNING

Course Summary:
Succession planning is an important component to have as part of an organization’s strategic plan. This training offers a model and best practices on how to implement elements of succession planning systematically.

Learning Objectives:
• Distinguish between replacement planning vs succession planning.
• Describe the leadership pipeline model and its components.
• Identify best practices in developing a leadership pipeline.
• Discuss the elements of implementing a succession planning program.

Duration: 1 hour

Continuing Education Information: n/a

Created: 10/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=107
PERFORMANCE MANAGEMENT
FOR SUPERVISORS

Course Summary:
Performance management is an important piece to a successful workplace. Through performance management, supervisors work together with their employees to help them be successful in their assigned position. This training will focus on performance management skills for supervisors working in behavioral health organizations. Participants will learn components of, and tools for, effective management skills to help their employees succeed in the workplace.

Learning Objectives:
• Review the importance of and list effective strategies for identifying and developing employee skills.
• Identify successful approaches for effective employee evaluations.
• Discuss the importance of and methods for providing employee feedback and frequency.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES; 0.75 CPEU for RDs

Created: 7/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=334
PROFESSIONAL DEVELOPMENT
FOR SUPERVISORS

Course Summary:
This training will review techniques to motivate, guide, and develop staff. Participants will learn of workforce development opportunities to guide employees within behavioral health organizations.

Learning Objectives:
• Recognize the importance of motivating employees and identify appropriate methods of motivating employees.
• Describe the most successful approaches for guiding employees and expanding their knowledge and skill levels.
• Identify personal strengths and areas of improvement and know who and how to ask for help when needed.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES; 0.75 CPEU for RDs

Created: 10/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=336
PROFESSIONAL ETHICS GUIDING DECISION-MAKING IN DEMENTIA CARE

Course Summary:
Professional ethics can be a code of principles and well as represent how healthcare professionals handle their conduct with best standards and informed decisions. Professional ethics can be viewed as the best benefit for both the health professional and the client and especially for dementia clients. There are good guiding principles to utilize while engaging in the process of sound ethical decision making.

Learning Objectives:
• Examine what is meant by professional ethics for healthcare professionals.
• Discuss guiding principles and examples of good ethical decision making.
• Review recommendations in dealing with dementia clients with professional ethics and sound ethical decision making outcomes.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEUs for RDs; 1.5 CNEs for RNs

Created: 5/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=244
RELATIONSHIPS AND INTERPERSONAL COMMUNICATIONS SKILLS IN THE WORKPLACE

Course Summary:
Almost all activities in the workplace take place in the context of relationships. Relationships are built and maintained, bettered or worsened, through communication. Interpersonal communication skills are core competencies for those who are in charge to accomplish the work of the organization. This training will focus on communication and relationships between supervisors and supervisees in behavioral health organizations. Participants will learn components of, and tools for, effective communication to help support successful relationships in the workplace.

Learning Objectives:
• Identify appropriate active listening techniques to use in the workplace.
• Discuss the importance of communication in building and maintaining relationships among supervisors and supervises in behavioral health organizations.
• Identify and use effective conflict management techniques in the workplace.
• Discuss cultural and generational differences at work and identify techniques to improve cooperation and understanding across cultures and generations.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES; 0.75 CPEU for RDs

Created: 7/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=310
HUMAN RESOURCES
PROFESSIONAL ETHICS AND PERSONAL VALUES

Course Summary:
Professional ethics can be a code of principles as well as represent how healthcare professionals handle their conduct with best standards and informed decisions. Professional ethics can be viewed as the best benefit for both the client and for those in the profession. When done well, proper conduct by healthcare professionals increases the public’s trust in the profession and encourages clients to seek professional services.

Learning Objectives:
• Define professional ethics and responsibility for healthcare professionals.
• Discuss examples of applied moral codes to guide good professional ethics.
• Integrate your personal values with professional ethics.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES

Created: 8/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=98
SIX WAYS TO THINK ABOUT YOUR PERFORMANCE

Course Summary:
This simple tool will help you think about your own performance and how you can improve it. It will help you pinpoint what you may want to ask your employer for as well as what you may ask of yourself. It is useful for troubleshooting and also for planning. This tool has six parts. The first three that you’ll learn about are usually under the control of the employer (they are things you may want to ask your employer for). The last three are under your control. We’ll take a quick look at all six.

Learning Objectives:
• Describe the six ways that employees can reflect on their own performance.
• Select one of the ways that is most relevant to their own situation.

Duration: 30 minutes

Continuing Education Information: n/a

Created: 8/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=190
WRITING A PERSONAL BUDGET: STRATEGIES & CONNECTIONS TO HEALTH

Course Summary:
Do you want to improve your personal finances or help others improve theirs? This training will provide you with tools to create a personal budget and identify ways to improve your financial health. The training also provides information about health behavior theory as it relates to improving financial health and background information about financial health and stress. We also present ideas for incorporating budgeting trainings into public health programs.

Learning Objectives:
• Describe the negative effects of financial stress.
• Apply health behavior theory to personal financial health.
• Create a personal budget and identify ways to improve personal financial health.
• List public health programs that may incorporate personal budgeting concepts as part of health promotion.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES; 0.5 CPEU for RDs

Created: 3/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=291
SCHOOL & CHILD HEALTH
ADOLESCENT OBESITY PREVENTION IN SCHOOLS

Course Summary:
In the United States, the percentage of adolescents affected by obesity has more than tripled since the 1970s. A comprehensive approach incorporating nutrition and physical activities in schools best supports the health and well-being of adolescents. This training will review physical activity and healthy eating guidelines for adolescents and how they can be implemented in schools to promote health.

Learning Objectives:
- Discuss the prevalence of adolescent obesity in the U.S.
- Discuss the components of MyPlate.
- Communicate recommendations for physical activity for adolescents.
- Demonstrate ways to improve “seat time” at schools for adolescents.
- Describe policies that promote adolescent obesity prevention.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 2/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=290
ASTHMA 101 FOR SCHOOLS

Course Summary:
Asthma is a common chronic disease that affects up to 20% of children in the United States, depending on geographic region. Caregivers of children, including school staff, should have a basic understanding of what asthma is, what asthma triggers are, and a general knowledge of its management. This e-learning course provides training for school personnel who may interact with children with asthma.

Learning Objectives:
This training has been developed to provide a basic overview of asthma and its management. After completing the course, learners will be able to:
• Understand the basic pathophysiology of asthma and identify potential asthma triggers.
• Explain the difference between quick relief medication (e.g., albuterol) versus chronic controller medications in the management of asthma.
• Describe how asthma control can be measured or monitored.
• Understand the purpose of an asthma action plan.
• Identify indicators of good asthma control.
• Recognize signs and symptoms of acute asthma and describe basic management.

Duration: 16 minutes

Continuing Education Information: n/a

Created: 1/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=232
CHILDREN’S FOOD INSECURITY IN THE SUMMER: THE ROLE OF CLINICIANS AND HEALTH PROVIDERS IN CONNECTING CHILDREN TO THE SUMMER MEALS PROGRAM

Course Summary:
This webinar will highlight how clinicians and other healthcare providers who care for vulnerable children can play a role in addressing hunger in the summer months. Presenters will discuss food insecurity and describe how to connect children to resources such as the USDA’s Summer Meals Program and HRSA’s Community Health Center network. Additionally, participants will learn how a community health center can serve as a place where children access meals during the summer months and also be connected to important health and social services.

Learning Objectives:
• Explain how food insecurity impacts children and vulnerable families.
• Describe the purpose of the USDA’s Summer Meals Program.
• Identify how children can be connected to sites that serve meals.
• Describe the role clinicians and healthcare providers play in connecting children to summer meals.
• Discuss the role community health centers can play in providing summer meals to children in need.

Duration: 1 hour 20 minutes

Continuing Education Information: n/a

Created: 6/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=100
HAWAI‘I EARLY LEARNING PROGRAMS FOR CHILDREN: CREATING THE SYSTEM OUR CHILDREN & FAMILIES DESERVE

Course Summary:
A strong early learning system is a wise public investment, returning $3-$8 in long-term benefits for every dollar spent. High quality childcare and preschool programs enhance school readiness, reduce achievement gaps between privileged and disadvantaged children, and can even have lasting effects on learning, behavior, and health in adulthood. Reliable, affordable childcare is also a necessity for working parents. Results of a recent statewide assessment of availability, cost, and quality identified bright spots, as well as critical needs in our learning landscape. Come and learn about hallmarks of quality programs, which of our communities are childcare deserts, and resources for families.

Learning Objectives:
• Review the ways in which high quality early learning programs promote child and family wellbeing.
• Discuss the current state of Hawai‘i’s early learning system for children age 0-5.
• Share stories about innovative programs in Hawaii and resources to help families locate and pay for preschool and childcare.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEU for RDs

Created: 10/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=201
**IMMUNIZATION: SURROUND OUR BABIES WITH VACCINATED FAMILIES**

**Course Summary:**
Dr. Melinda Wharton, deputy director of the National Center for Immunizations and Respiratory Diseases at the Centers for Disease Control and Prevention, speaks to students and faculty at the Mel and Enid Zuckerman College of Public Health during National Infant Immunization Week (NIIW) in 2011.

**Learning Objectives:**
Learners will develop an understanding of a strategy used to protect young persons from certain diseases by vaccinating people who come into contact with the child.
- Identify diseases from which we protect young people by vaccinating adults and others around them (“cocooning”).
- Describe the rationale for the cocooning strategy.
- Describe the recent epidemiology of pertussis.

**Duration:** 1 hour

**Continuing Education Information:** n/a

**Created:** 4/2011

**Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=229](https://learn.wrphtc.arizona.edu/course/view.php?id=229)
Course Summary:
Anaphylaxis is life-threatening when students do not have the tools to treat symptoms effectively. Schools keep stock epinephrine auto-injectors in the event that a student is experiencing any symptoms associated with anaphylaxis and do not have access to their own epinephrine auto-injector. This e-learning course provides mandatory training for school personnel designated to administer the epinephrine auto-injector.

Learning Objectives:
This training was developed to assist in teaching school staff about food allergies, anaphylaxis, and the use of stock epinephrine auto-injectors. After completing this course, learners will be able to:
- Define keywords and identify common trigger foods.
- Recognize symptoms of severe allergic reactions and anaphylaxis.
- List the steps for administering an epinephrine auto-injector in an emergency.
- Explain the purpose of the School Surveillance and Medication Program in Arizona school systems.
- Explain the significance these statements: 1) Epi First, Epi FAST; 2) ReACT; 3) Step In, Step Up, Save a Life

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES

Created: 5/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=374
ORAL HEALTH IN CHILDREN

Course Summary:
The purpose of this online short course is to provide students with a brief history of dental health for children, to address key issues in dental health for the maternal and child health population, and to connect Maternal Child Health public health professionals with available disease preventative services.

Learning Objectives:
• Explain the determinants of oral diseases.
• Examine the connections between oral infection and systemic disease in MCH populations.
• Identify disease prevention programs available to MCH public health professionals.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 5/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=178
Course Summary:
Asthma is life-threatening when students do not have the tools to manage symptoms effectively. The stock albuterol inhaler program provides an albuterol inhaler to be kept in the school health office (e.g., stock albuterol) in the event that a student is experiencing respiratory distress and does not have access to their own rescue inhaler. This e-learning course provides mandatory training for school personnel designated to administer the stock albuterol inhaler.

Learning Objectives:
This training has been developed to assist in teaching school staff about asthma and administration of the stock albuterol inhaler. After completing the course, learning will be able to:
- Understand the basic pathophysiology of asthma and identify potential asthma triggers.
- Explain how quick relief medications (e.g., albuterol) work to treat respiratory distress.
- Recognize mild-moderate and severe respiratory distress.
- Demonstrate the correct technique for administering a metered dose inhaler with a spacer or valved-holding chamber.
- Determine the course of action for managing mild-moderate and severe respiratory distress.
- Describe maintenance of the stock rescue inhaler.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 8/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=305
CEREBRAL PALSY

Course Summary:
Overview and background information on Cerebral Palsy, medical implications, education and health systems, and home care and treatment.

Learning Objectives:
• Define Cerebral Palsy.
• Identify signs, symptoms, and management of Cerebral Palsy.
• Understand the role of multidisciplinary teams.
• Recall different types of care and healthcare systems accessed for treatment.
• Recognize funding sources, research, and family support resources.

Duration: 20 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=148
INTELLECTUAL DISABILITY

Course Summary:
This presentation provides an overview of the clinical care of children and adults who have intellectual disability, including symptoms and treatment options. The depth of care needed and health systems that can be accessed for care will be discussed along with additional resources for further study.

Learning Objectives:
• Define intellectual disability (ID).
• List some of the different disorders/syndromes and disabilities that can coincide with ID.
• Understand how ID is assessed.
• List some of the special educational and medical considerations related to ID across childhood and adolescence.
• Become familiar with where to seek additional information and resources about ID in Arizona.

Duration: 20 minutes

Continuing Education Information: n/a

Created: 6/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=180
Course Summary:
This presentation provides an overview of children with special health care needs and information to help understand challenges for parents and families. Resources for parents and families in southern Arizona are provided.

Learning Objectives:
• Understand the current prevalence of children with special care needs.
• Understand the common themes that families experience in caring for children with special health care needs.
• Understand the comprehensive factors parents commonly face when caring for a child with special health care needs.
• Comprehend the issues families face in accessing are for their child with special health care needs.
• Review local resources that families can access to help address some of the challenges when caring for a child with special health care needs.

Duration: 20 minutes

Continuing Education Information: n/a

Created: 6/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=184
REFRAMING DISABILITY:
IMPLICATIONS FOR CREATING
ACCESSIBLE & INCLUSIVE COMMUNITIES

Course Summary:
This training will analyze how we commonly frame disability in society and examine how these frames influence professional practice. We will discuss language media, and design and the power of each to shape the disability experience. By analyzing existing systems, we will discuss concepts of universal design and identify ways for participants to increase access by removing the barriers that exclude individuals from participation. Finally, we will review the resources available on the University of Arizona campus to faculty, staff, and students through the Disability Resource Center.

Learning Objectives:
• Frame disability in society and examine how these frames influence professional practice.
• Identify language, media, and design and the power of each to shape the disability experience.
• Identify concepts of universal design.
• Identify ways for participants to increase access by removing the barriers that exclude individuals from participation.
• Identify the resources available on campus to faculty, staff, and students through the Disability Resource Center.

Duration: 1 hour

Created: 2/2013

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=228
SPINA BIFIDA

Course Summary:
This short course provides an introductory overview of Spina Bifida. Signs and symptoms of Spina Bifida will be discussed, as well as treatment approaches that address the emotional, mental, and physical well-being of individuals diagnosed with Spina Bifida.

Learning Objectives:
• Describe the medical aspects of Spina Bifida.
• Recognize the cognitive problems resulting from Spina Bifida.
• Understand the management of chronic conditions associated with Spina Bifida.
• Utilize additional resources for further study.

Duration: 15 minutes

Continuing Education Information: n/a

Created: 12/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=147
TOWARD UNIVERSAL DESIGN SERIES

Course Summary:
Toward Universal Design is a 3-part series starting with a presentation given by Dr. Amanda Kraus, followed by an archived version of a live question and answer session, and finishing with a panel discussion with people discussing their experiences living with a disability. Universal design refers to an over-arching set of ideals to create buildings, environments, products, and activities that are universally accessible to all members of society. While this is a hefty goal, this module will help individuals to understand its importance from a disability standpoint.

Learning Objectives:
• Develop a practical understanding of Universal Design (UD) concepts.
• Identify barriers to access and inclusion in physical, technology, and curricular environments.
• Describe the positive and negative impacts of design in personal and professional experiences.
• Use first-hand narrative to explore the impact of design in the disability experience.

Duration: ~2 hours

Continuing Education Information: 2.0 CECH for CHES

Created: 1/2012

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=150
VIOLENCE & INJURY PREVENTION
DOMESTIC ABUSE SCREENING & MANAGEMENT FOR PRIMARY CARE

Course Summary:
Intimate Partner Violence (IPV) or domestic violence is extremely common affecting women, and sometimes men, of all ages, ethnicities, and sexual preferences. IPV can have physical, mental, and emotional short and long term consequences. Effective screening and assessment is key in identifying the abuse and supporting the victim to access resources to interrupt the cycle of violence. This course provides a toolkit with detailed information for public health providers to become more knowledgeable in screening, documentation, and management practices and patient resources for domestic abuse. The toolkit was developed using California Health and Safety codes and reporting laws and can be revised to reflect the codes and laws of a given state.

Learning Objectives:
• Articulate the pervasiveness and consequences of intimate partner violence.
• Utilize best practices regarding intimate partner violence screening, documentation, and reporting in clinic settings.
• Locate intimate partner resources for clinical settings.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 4/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=72
INTIMATE PARTNER VIOLENCE

Course Summary:
This training presents information about intimate partner violence and the role of healthcare providers. The assessment includes a virtual role play, where you will have a chance to apply the knowledge and skills you learned in the training.

Learning Objectives:
• Understand the definition of intimate partner violence and the types of controlling and coercive behaviors.
• Identify common medical conditions and clinical signs associated with intimate partner violence, as well as behavioral cues of both the patient and the abuser.
• Develop techniques for effectively screening for intimate partner violence, including responding to disclosures and non-disclosures.

Duration: 45 minutes

Continuing Education Information: n/a

Created: 1/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=177
SERVING IMMIGRANT VICTIMS OF SEXUAL AND DOMESTIC VIOLENCE

Course Summary:
Learners will develop an awareness of the dynamics of domestic violence and sexual violence specific to immigrant populations, to be able to implement appropriate interventions for victims of domestic and sexual violence.

Learning Objectives:
• Understand how the “Power and Control Wheel” defines and outlines intimidation characteristics used by abusers to control their victims.
• Guide immigrant victims of sexual and domestic violence to agencies and resources that support this population.
• Describe to clients the process of applying for residency in the U.S. through VAWA self-petitions and U Visas.
• Understand the difference between Legal Advice and Legal Information.
• Practice counseling and guiding clients in understanding the self-petition process outlined in the trainings.

Duration: 60 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 1/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=96
SEXUAL VIOLENCE TRAINING
FOR COMMUNITY HEALTH WORKERS/ PROMOTORAS

Course Summary:
This course provides an introduction to some basic knowledge and skills useful in assisting an responding to victims of sexual violence. The course consists of six self-paced modules, which include reflection activities, videos, self-check questions, and links to additional resources. A downloadable workbook with active hyperlinks also provides additional tools and resources. The final assessment for the training includes a simulated role-play scenario.

Learning Objectives:
• Identify sexual violence and define types of sexual violence.
• Respond appropriately to victims of sexual violence.
• Relate your role to the role of other community partners in responding to and supporting victims of sexual violence.
• Recognize signs of burnout and vicarious trauma, and ways to cope.

Duration: 4 hours

Continuing Education Information: 4.0 CECH for CHES

Created: 9/2017

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=89
COMMUNICABLE DISEASE
Course Summary:
View the recording from a panel discussion of experts from the University of Arizona’s College of Public Health, Campus Health, Banner Health, and the Maricopa and Pima County Health Departments demystifying the 2019 Novel Coronavirus.

Learning Objectives:
• Foster better understanding of the 2019-nCoV outbreak using epidemiologic principles.
• Share reliable information and information sources regarding risk, prevention, diagnosis, and treatment from the WHO, CDC, ADHS, Pima County Health Department, and UA Campus Health.
• Promote evidence-based preventative strategies.

Duration: 1 hour 30 minutes

Continuing Education Information: n/a

Created: 2/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=295
ADDRESSING FLU VACCINE HESITANCY DURING THE COVID-19 PANDEMIC

Course Summary:
Seasonal flu vaccination is more important than ever amidst the COVID-19 pandemic. Unfortunately, vaccine hesitancy is a common issue that health care professionals encounter. This training will describe seasonal flu, the flu vaccine, and the synergistic epidemics of COVID-19 and influenza, and introduce strategies to address vaccine hesitance.

Learning Objectives:
• Describe seasonal flu and seasonal flu vaccination.
• Discuss the importance of seasonal flu vaccination during the COVID-19 pandemic.
• Identify reasons for vaccine hesitancy.
• Introduce strategies to address seasonal fly vaccine hesitancy.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES

Created: 12/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=370
ARIZONA SURGE LINE: A 24/7 TRANSFER SERVICE THAT CROSSES COUNTIES, REGIONS & HOSPITAL SYSTEMS

Course Summary:
The Arizona Surge Line is a 24/7 toll-free call line that expedites the transfers of patients with COVID-19 across the state of Arizona, load-leveling, and protecting hospitals. The Arizona Surge Line was created and protocolized by the collaboration between Chief Medical Officers and Hospital Transfer Centers across the state and continues to shift and expand over time. The first strategy focused on transfers to higher levels of care and later expanded to lower levels of care to increase the availability of hospital beds. There are now real-time clinical consultations offered, backup transportation provided, a dashboard of all available beds in post-acute care facilities offered, and a novel surge staffing initiative is currently being implemented. The Arizona Surge Line has been referenced extensively in the press by the hospitals themselves and has been partially credited for the sheer amount of collaboration between systems, counties, county, and federal facilities.

Learning Objectives:
• Learn how the load-leveling of resource-heavy patients across hospitals in the state was a collaborative, beneficial project that kept the healthcare system afloat in a state.
• Consider how a similar model could be implemented in public health departments across the country for a minimal cost.
• Explore how a centralized transfer line could be leveraged in other public health emergencies that would cause stress on the healthcare system.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=369
HOW COVID-19 HAS EXPOSED SOCIETY'S FAILURES TO PROTECT PUBLIC HEALTH

Course Summary:
The COVID-19 pandemic has starkly exposed what public health workers have known for years: We, as a society, have failed to assure the conditions in which people can be healthy. In his keynote, Dr. Barry Levy will discuss the ways in which COVID-19 has revealed society’s failures to protect public health and describe strategies to address these failures to strengthen public health.

Learning Objectives:
• Identify at least five ways in which COVID-19 has revealed society’s failures to protect public health.
• Describe at least three ways to strengthen public health.

Duration: 30 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=364
HOW TO HELP CLIENTS LIVING WITH COMMUNICABLE DISEASES: A GUIDE FOR PEERS & COMMUNITY HEALTH WORKERS

Course Summary:
The purpose of this training is to help peers and Community Health Workers (CHWs) understand their role in effectively supporting their clients living with communicable diseases. This training will inform peers and CHWs about high-risk health conditions associated with substance use disorders, special considerations when working with clients who have been diagnosed with a communicable disease, and their role in supporting these clients. In addition, this training will equip peer specialists with appropriate resources to which they can refer their clients when additional support is warranted.

Learning Objectives:
• Describe the basic traits of each of the common communicable diseases among those with substance use disorders.
• List and describe at least three barriers to medication adherence.
• Identify risk factors associated with co-occurring disorders.
• Explain the role of the peers in reducing stigma associated with the common communicable diseases.
• Explain the importance of confidentiality.
• List at least two harm reduction strategies.
• List local resources that are available and appropriate for clients.

Duration: 30 minutes

Continuing Education Information: n/a

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=186
THE ZUCKERMAN COLLEGE OF 
PUBLIC HEALTH CONTACT TRACING PROGRAM

Course Summary:
This course includes 7 learning modules:
1. Introduction to Contact Tracing
2. Epidemiology of COVID-19
3. Communication Skills
4. Incident Command system
5. Understanding MEDSIS for Contact Tracing
6. Economics of Contact Tracing
7. State Politics of a Pandemic and Contact Tracing

Learning Objectives:
• Describe the purpose of contact tracing
• Identify the four main steps involved in the contact tracing process
• Describe how human to human transmission of COVID-19 occurs
• Recognize individual and population level risk factors
• List at least six effective communication skills
• Describe assertive, passive, and aggressive behavior
• Explain the structure and principles of the ICS
• Navigate the parts of the MEDSIS system relevant to contact tracing
• Explain the economic value of contact tracing
• Assess political values and how they impact the implementation of contact tracing strategies

Created: 8/2020

Continuing Education Information: n/a

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=343
NONCOMMUNICABLE DISEASE
GENETIC COUNSELING & TESTING FOR HEREDITARY CANCER

Course Summary:
Identifying individuals at high risk for hereditary cancer is an important public health issue. Genetic counseling and testing can help identify individuals with genetic mutations to help them identify personal and family risks, navigate prevention and early detection of hereditary cancer, and guide individualized treatment options for individuals with hereditary cancer. Health departments can provide information to patients and providers on what hereditary cancer is and the importance of genetic counseling and testing.

Learning Objectives:
• Describe hereditary cancer and hereditary cancer syndrome, including how they are inherited and the increased risk of cancer an individual with a hereditary cancer syndrome has.
• Define genetic counseling and genetic testing and discuss the benefits and limitations of testing.
• Discuss the public health implications, policies, and guidelines surrounding genetic counseling and genetic testing related to hereditary cancer.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES

Created: 1/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=379
MENTAL & BEHAVIORAL HEALTH
BREATHE IN, BREATHE OUT: MINDFULNESS-BASED STRESS REDUCTION

Course Summary:
Stress is a universal experience. If not addressed, stress can have negative effects on our mental health. To help people reduce stress and improve the mind-body relationship for overall health, Jon Kabat Zinn, PhD, developed formal mindfulness practices, termed Mindfulness-Based Stress Reduction (MBSR). By taking this training, public health professionals will learn MBSR techniques and explore ways to implement MBSR into public health practice.

Learning Objectives:
• Describe MBSR and how it can be an approach in mental health issues.
• Identify different MBSR techniques and their benefits.
• Describe how MBSR applies to public health programs.
• Explore MBSR techniques and approaches to reduce stress in public health programs.

Duration: 45 minutes

Continuing Education Information: 1.0 CECH for CHES; 1.25 CNEs for RNs

Created: 10/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=248
A COMMUNITY RESPONSE TO HOARDING DISORDER

Course Summary:
Join Lisa O’Neill, DBH, Associate Director of Research and Education for the University of Arizona Center on Aging, to discuss health and safety issues, assessment tools, and treatment options related to Hoarding Disorder. Curriculum topics and facilitation tips learned from the HOPE Workshop, a 10-week facilitated workshop for people struggling with hoarding behaviors, will be identified.

Learning Objectives:
• Discuss the psychological experience of acquiring and discarding material goods for individuals with Hoarding Disorder.
• Describe key health and safety issues related to a hoarding environment.
• Identify critical curriculum topics and facilitation tips for community-based workshops for adults struggling with hoarding behaviors.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CNE for RN

Created: 7/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=256
EMBRACING ALOHA: OPPORTUNITIES FOR COMMUNITY ENGAGEMENT & RESILIENCE

Course Summary:
In the past six months, our country has struggled with the negative impact of COVID-19, with widespread disruption in access to mental health care, economic stability, and social connectivity. Hawai’i has led the country in positive public health results but continues to struggle with the economic impact, job loss, and the crisis faced by our small businesses. How do we continue to build community engagement and resilience? This presentation will review the factors specific to our island community that has helped create these positive public health and mental health outcomes. It will examine what factors can be considered in other communities, the elements that have been successfully used during this first wave, and helpful tools to consider implementing.

Learning Objectives:
• Discuss factors impacting community engagement and resilience, specific to Hawai’i
• Examine community factors to consider in a public health approach
• Review elements used to build interconnectedness and resilience during COVID-19
• Identify helpful tools to consider for your community

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=360
ESTABLISHING NEW NORMS:
ADDRESSING BEHAVIORAL HEALTH NEEDS POST-PANDEMIC

Course Summary:
Mental health issues have greatly increased during the COVID-19 pandemic. Michelle Cabrera shares experiences, trends, and lessons learned from the California County Behavioral Health Directors Association.

Learning Objectives:
• Learn how COVID-19 has impacted the delivery of safety net behavioral health services in California
• Learn how California’s Public Safety Net has adapted to address shifts in the financing, care delivery, and community needs post-pandemic.
• Share how the public behavioral health safety net can support the role of public health in addressing the needs of both the workforce and affected communities.

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=361
FIRES, MUDSLIDES, EARTHQUAKES, SHOOTINGS: PROMOTING PERSONAL AND COMMUNITY RESILIENCE AFTER MASS TRAUMA

Course Summary:
Dr. Haynes, an associate professor at the Mel and Enid Zuckerman College of Public Health at the University of Arizona, is a licensed clinical psychologist and behavioral sleep medicine specialist with an expertise in cognitive behavioral therapies for PTSD, depression, and insomnia. She has substantial experience training mental health providers in the areas of sleep and stress recovery. She has a well-established partnership with the Tucson Fire Department, providing services to fire service members and assisting in the establishment of behavioral health policies and programs design to foster firefighter mental health and stress resiliency.

Learning Objectives:
• Formulate ideas to promote connectedness and hope within your community.
• Describe evidence-based approaches to the promotion of resiliency for trauma-exposed individuals.
• Identify five essential elements of short-term mass trauma intervention.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CNE for RNs

Created: 12/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=233
GETTING AHEAD OF HOLIDAY STRESS

Course Summary:
The holiday season can be a very difficult time for patients, healthcare providers, and families due to increases of personal and professional obligations. This training will educate participants to practice self-care management and de-stress techniques.

Learning Objectives:
• Analyze environmental changes and human circadian rhythms during the holidays.
• Gain knowledge on the psychological impact of the holidays on different populations.
• Understanding the cultural vs. personal meaning of Holy-days.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES; 1.0 CPEUs for RDs; 1.5 CNEs for RNs

Created: 12/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=287
MENTAL HEALTH MINI-TALKS

Course Summary:
A series of mini-talks on mental health topics by experts in the field.

Topics and Speakers:
• The Impact of Social Media on Mental Health, Amy Mendoza, DBH
• From Gun Politics to Gun Trauma to Gun Empathy, Jennifer Carlson, PhD
• ACES and Trauma-Informed Care in Behavioral Health, Hilary Mahoney, MPH
• Social Connectivity and Mental Health, Melissa Flores, PhD
• The Short- and Long-term Effects of Sexual Assault on Health and Wellbeing, Lisa Kiser, DNP
• The Traumas that Asylum Seekers Face, Diego Piña Lopez, MSW, MPA

Duration: 1 hour

Continuing Education Information: n/a

Created: 1/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=293
MENTAL WELLNESS: MENTAL HEALTH SCREENING TOOLS & SOLUTIONS

Course Summary:
Mental wellness is becoming increasingly tricky to maintain in our busy lives, even as stigma decreases and access to care increases. One in five people in the U.S. have a diagnosable mental health condition yet many do not seek treatment. Early intervention is key to both prevention and successful recovery. Screening tools are widely available and can be used to identify potential needs in a variety of settings, including primary care. Mental Health America (MHA) has made ten screening tools easily available to the public online: depression, anxiety, bipolar, PTSD, youth, parent (for child concern), alcohol or substance use, psychosis, eating disorder, and work health survey. Their Screening to Support (S2S) initiative offers users the ability to self-screen and connect with supports in their community.

Learning Objectives:
• Examine MHA’s online mental health screening tools and how to interpret individuals’ results.
• Discuss screening results and recommendations for both national Hawai‘i trends.
• Review Hawai‘i-based tools, resources, and information for mental health.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES

Created: 8/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=199
MITIGATING THE FEAR OF THE UNKNOWN: RESILIENCE BUILDING STRATEGIES FOR PUBLIC HEALTH PROFESSIONALS

Course Summary:
COVID-19 presents numerous challenges to the public health workforce, including fear, anxiety, potential burnout and stress, and a great deal of uncertainty. These challenges have an impact on an individual’s health and well-being, on our individual relationships, and on our work performance. This session will share strategies to build individual resilience as we continue to respond to COVID-19. Participants will leave the session with practical tools to prepare for the “next normal,” not the “new” normal, by committing to self-care, resilience, and adaptive leadership in the days and months ahead.

Learning Objectives:
• Explain the healthy and unhealthy functions of anxiety, fear, and stress.
• Describe three self-care skills to help address anxiety and uncertainty.
• Apply resilience-building strategies to your professional experience in public health.

Duration: 40 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=362
RECOVERY APPROACHES AND IMPROVING ATTITUDES FOR SUCCESSFUL LIVING

Course Summary:
Recovery approaches for anyone includes a range of interventions, strategies, treatments, and individual behavior changes. The strengths approach helps many recovering individuals focus on improving their emotional wellbeing and attitudes about how they live their lives.

Learning Objectives:
• Examine various types of recovery approaches for different situations.
• Discuss factors to improve emotional wellbeing and attitudes.
• Examine success stories from DOH’s Case Management and Program Support Services.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CNEs for RNs

Created: 3/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=194
THE RESTLESS MIND: FINDING PEACE AND SUPPORT IN A BUSY WORLD

Course Summary:
Worry and distress are feelings that many people feel occasionally when faced with potential harm. Others may live with more chronic anxiety about upcoming events in their lives by feeling tensions and ongoing nervousness. Anxiety can cause distress and un-ease in dealing with everyday life. Many different ways exist to gain more ease, improve anxious feelings, and/or even prevent anxiety.

Learning Objectives:
• Review the definitions of anxiety, stress, and trauma.
• Examine the symptoms of anxiety, including the impact of anxiety on health and the factors that can affect stress.
• Identify assessment and screening tools for anxiety with linking referral resources for support and treatment.
• Evaluate the importance of self-care and how to use self-care tips to mediate stress.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEU for RDs; 1.5 CNEs for RNs

Created: 7/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=254
SLEEP & SOCIAL RHYTHMS: IMPORTANT HEALTH CONSIDERATIONS AFTER INVESTIGATIONAL JOB LOSS

Course Summary:
Dr. Haynes will review early findings from the NIH-funded Assessing Daily Activity Patterns through occupational Transitions (ADAPT) study. Also, she will discuss why the promotion of sleep and consistent daily routine might be especially salient for individuals lacking daily time structure imposed by regular employment.

Learning Objectives:
• Define social rhythms.
• Apply information about sleep and social rhythms to stressful life events and experiences associated with the COVID-19 pandemic.
• Give examples of behavioral interventions informed by chronobiology.

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 8/2020

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=359
SUBSTANCE ABUSE
BEHIND THE HEADLINES: WHAT IS REALLY HAPPENING WITH OPIOID USE & TREATMENT IN HAWAI'I

Course Summary:
Use of opioids such as heroin, morphine, and prescription pain relievers has expanded to levels of dependency in many individuals. Several factors contribute to the breadth and complexity of this urgent problem: severe chronic pain, greater use of prescriptions, aggressive marketing by pharmaceutical companies, among others. Updates about treatment, services, solutions, and resources exist here in Hawai‘i to reduce harm and improve quality of life for all.

Learning Objectives:
• Identify approved medications to treat opioid use disorder.
• Discuss opioid intervention and updates about management of opioid use disorder.
• Appropriately refer patients to resources and services to treat opioid-dependent clients.
• Appropriately coordinate care for patients that are opioid dependent.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEU for RDs

Created: 9/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=272
CARING FOR INFANTS WITH NEONATAL ABSTINENCE SYNDROME & MOTHERS WITH OPIOID USE DISORDER

Course Summary:
This course aims to expand foundational knowledge for using non-pharmacological approaches when caring for infants with Neonatal Abstinence Syndrome (NAS) and working with mothers with Opioid Use Disorder (OUD) in hospital settings.

It covers three topics relevant to working with infants with NAS and mothers with OUD. Learners will gain an understanding of 1) NAS and its long-term effects, 2) Trauma-informed approaches to care, and 3) Medication-assisted recovery for mothers with OUD.

Learning Objectives:
• Communicate the current recommendations for long-term monitoring of infants with NAS.
• Describe the prevention interventions that can help mitigate any potential long-term effects of NAS.
• Communicate the current science on potential long-term health and educational outcomes for infants with NAS.
• Practice using terms and preferred language to help reduce stigma and discrimination around substance use and recovery.
• Describe SAMHSA's three E's of Trauma: Events, Experience, and Effect of trauma.
• Explain how health care settings can apply Trauma-Informed Care (TIC) principles.
• Discuss common misconceptions about medication-assisted recovery and strategies to address them.
• Communicate national guidance for managing pregnant and postpartum women with OUD.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created: 7/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=401
ELECTRONIC CIGARETTES & THEIR IMPACT ON PUBLIC HEALTH

Course Summary:
Electronic (e-) cigarettes are evolving rapidly, providing consumers with various products to choose from: e-cig-a-likes, mini-cartridge devices, and tank systems filled with liquid nicotine. These devices are legally available to adults (21 years and older) and have grown in popularity among youth (14-19 years old). E-cigarette use poses a significant and avoidable health risk to young people in the United States. There is much unknown about these products and their adverse effects on public health. In this short training, produced in collaboration with the Arizona Center for Tobacco Cessation, we will define and classify the types of e-cigarette. We will then compare the impact of e-cigarettes on health to combustible cigarettes, followed by health consequences.

Learning Objectives:
• Generalize the prevalence of electronic (e-) cigarette use among adults and youth.
• Classify the types of e-cigarettes.
• Describe the impact of e-cigarettes on health.
• Distinguish the impact of e-cigarettes on health to combustible cigarettes.

Duration: 35 minutes

Continuing Education Information: 0.5 CECH for CHES

Created: 1/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=381
HARM REDUCTION: A PUBLIC HEALTH APPROACH TO OPIOID USE DISORDER

Course Summary:
This course consists of 5 modules that provide an overview of opioid use disorder and the use of harm reduction strategies to mitigate the risk and stigma associated with opioid use. These modules include:

1. Introduction to Opioid Use Disorder
2. Principles of Harm Reduction
3. Understanding Behavior Change
4. Opioid Overdose: Prevention & Response
5. Harm Reduction Implementation

Learning Objectives:
• Describe the social determinants of health and mental health factors that influence opioid use disorder.
• Define harm reduction and give examples of harm reduction strategies specific to opioid use.
• Describe the stigma and systemic barriers encountered by people who use drugs.
• List and define the components of the stages of change model.
• Apply the stages of change model to real-life scenarios.
• Describe the signs and symptoms of an opioid overdose and appropriate overdose response.

Duration: 1 hour

Continuing Education Information: 1.0 CECH for CHES

Created/Updated: 8/2019; 4/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=241
INTERVENING IN THE OPIOID EPIDEMIC IN THE US: EDUCATING HEALTH PROFESSIONALS

Course Summary:
View the recorded webinar of Norman Kahn, MD, CPE, where he discusses the role of health professionals in addressing the opioid epidemic.

Learning Objectives:
• Understand the magnitude of the opioid epidemic and how the U.S. got into this crisis.
• Understand the scope of organizations and agencies engaged in addressing the opioid epidemic in the U.S.
• Identify successful interventions and strategies that are being used to address the opioid epidemic in the U.S.
• Become aware of interventions used in other countries, which have saved lives from opioid overdoses.
• Recognize the role of stigma in complicating the use of effective interventions in the opioid epidemic.

Duration: 1 hour

Continuing Education Information: n/a

Created: 7/2019

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=251
OPIOID USE, ABUSE, AND SOLUTIONS

Course Summary:
A wave of opioid addiction is affecting communities both in Hawai‘i and on the U.S. continent. Use of opioid such as heroin, morphine, and prescription pain relievers has swelled to levels of dependency in many individuals, and being cut off by well-meaning providers causes many to seek elsewhere. Several factors contribute to the breadth and complexity of this urgent problem: severe chronic pain, greater use of prescriptions, aggressive marketing by pharmaceutical companies, among others. Services, solutions, and care management exists here in Hawai‘i to reduce harm and improve quality of life for all.

Learning Objectives:
• Discuss current trends in opioid use, dependence, and abuse.
• Review the psychosocial and pharmacologic treatment options for clients with substance abuse/dependence.
• Summarize what services are available for opioid dependent clients in Hawaii and how to assist in the coordination of care.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES; 1.5 CPEU for RDs

Created: 9/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=200
OVERDOSE EDUCATION AND NALOXONE DISTRIBUTION TO PREVENT FATAL OPIOID OVERDOSES

Course Summary:
This training consists of a presentation given by Karla D. Wagner, Ph.D, assistant professor at the University of Nevada, Reno School of Community Health Sciences. After the presentation, you will be asked to complete a role playing exercise where you provide information based on the material covered in the presentation.

Learning Objectives:
• Describe basic trends in opioid overdose death rates at the national and local level.
• Identify factors that elevate patients'/clients’ risk for opioid overdose.
• Understand how overdose education and naloxone distribution programs impact health outcomes.
• Develop a preliminary plan for integrating overdose education into existing services.

Duration: 1 hour

Continuing Education Information: n/a

Created: 7/2018

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=95
OVERDOSE FATALITY REVIEW TEAMS: AN INTRODUCTION

Course Summary:
Overdose fatality reviews can be critical to developing expertise on and solutions to the prevention of overdose deaths. This course describes the need for overdose fatality review teams, the general nature of those teams, and factors to consider when developing them.

Learning Objectives:
• Describe how overdose fatality review (OFR) teams are structured.
• List the types of experts that commonly participate in OFR teams.
• Identify the kinds of data measures considered by OFR teams.
• Discuss case studies of OFR teams.
• Identify additional resources for developing an OFR team.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES

Created: 5/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=333
REAL-TIME CLINICIAN CONSULTATION SERVICES FOR SUBSTANCE USE MANAGEMENT

Course Summary:
Managing substance use within the context of providing comprehensive primary care is always challenging, especially in busy clinical settings. The array of medication options, concerns regarding safe and effective treatments and a rapidly evolving regulatory environment add complexity to patient care. Consultation with experts can provide practical, every-day help for primary care clinicians.

This webinar aims to raise awareness about the Substance Use Warmline, a free and confidential consultation telephone service for primary care clinicians. Based at the HRSA-funded Clinician Consultation Center (CCC) at San Francisco General Hospital, this service provides real-time access to expert clinical consultation when the opportunities for intervention and patient education are greatest. Participants will learn about the Warmline and how real cases have been resolved by the CCC’s multi-disciplinary team of expert physicians, clinical pharmacists, and nurses.

Learning Objectives:
• Describe the role of telephone-based consultation in managing patients with substance use disorders.
• Identify specific clinical topics that can be addressed using telephone-based substance use consultation.
• Recognize strengths of a multi-disciplinary approach to substance use consultation.

Duration: 1 hour

Continuing Education Information: n/a

Created: 6/2016

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=113
Course Summary:
This training, produced in partnership with the Arizona Center for Tobacco Cessation, focuses specifically on commercial tobacco, which contains many additional substances and chemicals, to define and classify tobacco, present the prevalence of tobacco use among diverse populations, describe the adverse health effects caused by tobacco use, and then share the positive health effects of quitting.

Learning Objectives:
• Generalize the prevalence of tobacco use among diverse populations.
• Classify the types of tobacco products.
• Describe the adverse health effects caused by tobacco dependency.
• Explain the positive health effects associated with quitting tobacco.

Duration: 45 minutes

Continuing Education Information: 0.75 CECH for CHES

Created: 1/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=380
TOOLS TO SUPPORT CLIENTS TO REDUCE NICOTINE DEPENDENCY

Course Summary:
Understanding the clinical pharmacology of nicotine provides a basis for improved nicotine dependency prevention and treatment. This course, produced in partnership with the Arizona Center for Tobacco Cessation, will help tobacco cessation coaches and specialists, nurses, medical and behavioral health practitioners gain profound knowledge of the addiction process and tools to support clients to quit smoking. The content of the course is applicable to e-cigarettes or vapes as well as conventional tobacco products.

Learning Objectives:
• Define the process of nicotine dependency.
• Describe the biological, psychological, and socio-cultural chain of addiction.
• Identify patients’ level of nicotine dependency.
• Understand the “Stages of Change” model to assess patients’ readiness to reduce tobacco use.
• Utilize tools to help motivate a patient to reduce nicotine dependency.

Duration: 1 hour 30 minutes

Continuing Education Information: 1.5 CECH for CHES

Created: 6/2021

Link: https://learn.wrphtc.arizona.edu/course/view.php?id=397
Course Summary:
This presentation will help attendees orient to the current youth vaping epidemic in Hawai‘i.

Learning Objectives:
• Compare national, state, and local Hawai‘i youth vaping rates.
• List the top three reasons youth use electronic smoking devices (ESDs).
• Describe the health effects of nicotine in youth.
• Discuss potential health impact of vaping.
• Discuss recent changes in ESD technology that increase the vulnerability of youth to ESD use and nicotine addiction.

Competency Domains:
• Community Dimensions of Practice
• Communication

Duration: 1 hour 30 minutes

Created: 8/2019

Link: [https://learn.wrphtc.arizona.edu/course/view.php?id=255](https://learn.wrphtc.arizona.edu/course/view.php?id=255)
KEEPING UP WITH PUBLIC HEALTH

Course Summary:
Tune in to conversations with Sana Khan and the most active public health researchers about the latest developments in public health, from vaccinations to foodborne illness to tobacco policies. Learn about practical applications of the latest research underway at the University of Arizona’s Mel and Enid Zuckerman College of Public Health.

Episode 1: Creating Environments that Prevent Sexual Aggression, featuring Dr. Elise Lopez
- **Duration**: 42 minutes
- **Continuing Education Information**: 0.75 CECH for CHES
- **Date Released**: 9/2019
- **Link**: https://learn.wrphtc.arizona.edu/course/view.php?id=270

Episode 2: Shifting the Focus of Women’s Health from Procreation to Gynecologic Issues, featuring Dr. Leslie Farland
- **Duration**: 45 minutes
- **Continuing Education Information**: 0.75 CECH for CHES
- **Date Released**: 9/2019
- **Link**: https://learn.wrphtc.arizona.edu/course/view.php?id=271

Episode 3: Connecting Climate Change with Public Health, featuring Dr. Kacey Ernst
- **Duration**: 30 minutes
- **Continuing Education Information**: 0.5 CECH for CHES
- **Date Released**: 9/2019
- **Link**: https://learn.wrphtc.arizona.edu/course/view.php?id=275

Episode 4: Getting Down and Dirty with Environmental Health Concerns, featuring Dr. Kelly Reynolds and Dr. Jonathan Sexton
- **Duration**: 30 minutes
- **Continuing Education Information**: 0.5 CECH for CHES
- **Date Released**: 9/2019
- **Link**: https://learn.wrphtc.arizona.edu/course/view.php?id=276
Episode 5: Putting the Focus on Equity, Trust, and Community in Program Planning, featuring Dr. David Garcia
- **Duration**: 42 minutes
- **Continuing Education Information**: 0.75 CECH for CHES
- **Date Released**: 10/2019
- **Link**: [https://learn.wrphtc.arizona.edu/course/view.php?id=277](https://learn.wrphtc.arizona.edu/course/view.php?id=277)

Episode 6: Navigating Politics to Advance Public Health Policy, featuring Dr. Richard Carmona
- **Duration**: 43 minutes
- **Continuing Education Information**: 0.75 CECH for CHES
- **Date Released**: 10/2019
- **Link**: [https://learn.wrphtc.arizona.edu/course/view.php?id=279](https://learn.wrphtc.arizona.edu/course/view.php?id=279)

Episode 7: Talking About the Privilege in Health Food Access and Physical Activity, featuring Dr. Douglas Taren
- **Duration**: 30 minutes
- **Continuing Education Information**: 0.5 CECH for CHES
- **Date Released**: 10/2019
- **Link**: [https://learn.wrphtc.arizona.edu/course/view.php?id=280](https://learn.wrphtc.arizona.edu/course/view.php?id=280)

Episode 8: Going Beyond Statistics in Maternal Child Health, featuring Dr. Priscilla Magrath
- **Duration**: 38 minutes
- **Continuing Education Information**: 0.75 CECH for CHES
- **Date Released**: 10/2019
- **Link**: [https://learn.wrphtc.arizona.edu/course/view.php?id=281](https://learn.wrphtc.arizona.edu/course/view.php?id=281)

Episode 9: All About Antimicrobial Resistance, featuring Dr. Kate Ellingson
- **Duration**: 30 minutes
- **Continuing Education Information**: 0.5 CECH for CHES
- **Date Released**: 10/2019
- **Link**: [https://learn.wrphtc.arizona.edu/course/view.php?id=282](https://learn.wrphtc.arizona.edu/course/view.php?id=282)
Episode 10: Using Data in Disease Outbreak Investigations, featuring Dr. Kristen Pogreba-Brown

- **Duration**: 1 hour
- **Continuing Education Information**: 1.0 CECH for CHES
- **Date Released**: 11/2019
- **Link**: https://learn.wrphtc.arizona.edu/course/view.php?id=283
KEEPING UP WITH PUBLIC HEALTH: PANDEMIC RESPONSE

Course Summary:
Listen in as experts at the University of Arizona (with special guests from Arizona State University) close the distance between sciences, news, and pandemic response in Season 2 of Keeping Up with Public Health, with hosts Caitlin Meyer Krause and Erich Healy.

Episode 11: Surface Contamination, Hygiene, and PPE, featuring Dr. Kelly Reynolds and Dr. Jonathan Sexton
- Duration: 20 minutes
- Continuing Education Information: 0.5 CECH for CHES
- Date Released: 5/2020
- Link: https://learn.wrphtc.arizona.edu/course/view.php?id=311

Episode 12: Developing Tests and Donating Plasma during COVID-19, featuring Dr. Kacey Ernst, Dr. Janko Nikolich-Zugich, and Dr. Deepta Bhattacharya
- Duration: 30 minutes
- Continuing Education Information: 0.5 CECH for CHES
- Date Released: 5/2020
- Link: https://learn.wrphtc.arizona.edu/course/view.php?id=312

Episode 13: Developing Vaccines, featuring Dr. Brenda Hogue and Dr. Bert Jacobs
- Duration: 20 minutes
- Continuing Education Information: 0.5 CECH for CHES
- Date Released: 5/2020
- Link: https://learn.wrphtc.arizona.edu/course/view.php?id=313

Episode 14: Communication and Messaging, featuring Dr. Stephen Rains and Dr. Laura Gronewold
- Duration: 30 minutes
- Continuing Education Information: 0.5 CECH for CHES
- Date Released: 5/2020
- Link: https://learn.wrphtc.arizona.edu/course/view.php?id=314
Episode 15: Zoonotic Disease, Forecast Modeling, and the Healthcare System, featuring Dr. Keith Joiner and Dr. Joe Gerald
- **Duration:** 30 minutes
- **Continuing Education Information:** 0.5 CECH for CHES
- **Date Released:** 6/2020
- **Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=315](https://learn.wrphtc.arizona.edu/course/view.php?id=315)

Episode 16: COVID-19, College Students, and Sexual Assault, featuring Dr. Mary Koss and Dr. Elise Lopez
- **Duration:** 30 minutes
- **Continuing Education Information:** 0.5 CECH for CHES
- **Date Released:** 6/2020
- **Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=316](https://learn.wrphtc.arizona.edu/course/view.php?id=316)

Episode 17: Building Resilience and Connection during a Pandemic, featuring Dr. Patricia Haynes and Dr. Nicole Yuan
- **Duration:** 40 minutes
- **Continuing Education Information:** 0.5 CECH for CHES
- **Date Released:** 6/2020
- **Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=317](https://learn.wrphtc.arizona.edu/course/view.php?id=317)

Episode 18: Addressing Wicked Problems in Public Health: Climate Change, featuring Dr. Mona Aurora and Dr. Andrew Comrie
- **Duration:** 45 minutes
- **Continuing Education Information:** 0.75 CECH for CHES
- **Date Released:** 7/2020
- **Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=338](https://learn.wrphtc.arizona.edu/course/view.php?id=338)

Episode 19: The Impact of COVID-19 on Health Disparities, featuring Agnes Attakai, Sheila Soto, and Dr. Paloma Beamer
- **Duration:** 35 minutes
- **Continuing Education Information:** 0.5 CECH for CHES
- **Date Released:** 9/2020
- **Link:** [https://learn.wrphtc.arizona.edu/course/view.php?id=371](https://learn.wrphtc.arizona.edu/course/view.php?id=371)
Episode 20: Lessons Learned from the Pandemic Response to COVID-19, featuring Dr. Joe Gerald, Dr. Kristen Pogreba-Brown, and Dr. Kate Ellingson

- **Duration**: 40 hour
- **Continuing Education Information**: 0.5 CECH for CHES
- **Date Released**: 9/2020
- **Link**: https://learn.wrphtc.arizona.edu/course/view.php?id=372