





Arizona  
Nevada  
California  
Hawai'i  
Pacific Islands

**WESTERN REGION**  
**Public Health**  
**Training Center**

**COURSE CATALOGUE | FALL 2019**

[www.moodle.publichealth.arizona.edu](http://www.moodle.publichealth.arizona.edu)



# 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 Moodle Learning Management System (LMS) 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://moodle.publichealth.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/>

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# PUBLIC HEALTH ESSENTIALS IN ACTION

## Course Summary:

This multimedia training will provide a dynamic look at the some of the most fundamental aspects of public health from the unique points of view of members of the workforce and community. Learners will gain a grounded understanding of the Three Core Public Health Functions and the Ten Essential Public Health Services.

Learners are asked to develop an action plan detailing immediate, short term, and long term goals that they will strive towards in building a capacity to better serve their public health community. The goals in the action plan relate to the learner's role in the delivery of services as they relate to the systems management section of the Public Health essentials continuum.

## Learning Objectives:

- Describe and define public health.
- Identify the role your work plays in public health.
- Define three social determinants of health.
- Recognize the three public health core functions.
- Relate examples of each of the ten essential public health services.
- Discuss the role individuals and teams in the workplace play in good health outcomes for the community.

## Competency Domains:

- Community Dimensions of Practice

**Duration:** ~1 hour

**Created:** 8/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=84>





# 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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 10/2018

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 1 hour 30 minutes

**Created:** 7/2018

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 12/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=156>

A circular image of the Statue of Liberty, showing the head, crown with spikes, and upper torso. The statue is green and set against a light blue sky. The text is overlaid on the center of the image.

# **PROGRAM PLANNING & POLICY DEVELOPMENT**



# ANTIMICROBIAL STEWARDSHIP FOR SKILLED NURSING FACILITIES IN NEVADA

## 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). Learners will be able to:

- 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.

## Competency Domains:

- Policy Development and Program Planning

**Duration:** 45 minutes

**Created:** 7/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Policy Development and Program Planning

**Duration:** 45 minutes

**Created:** 7/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=144>



# COMMUNITY-BASED POLICY DEVELOPMENT: LESSONS FROM THE FIELD

## **Course Summary:**

In this presentation, 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.

## **Competency Domains:**

- Policy Development and Program Planning

**Duration:** 32 minutes

**Created:** 10/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=110>



# 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.

## **Competency Domains:**

- Policy Development and Program Planning
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 10/2017

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Analysis and Assessment
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 10/2017

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 40 minutes

**Created:** 11/2017

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Financial Planning and Management

**Duration:** 20 minutes

**Created:** 11/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=173>



# 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.

## **Competency Domains:**

- Policy Development and Program Planning
- Community Dimensions of Practice

**Duration:** 35 minutes

**Created:** 10/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=109>



# INTRODUCTION TO STRATEGIC PLANNING

## **Course Summary:**

This module provides an introduction to strategic planning. It includes: an overview of terminology, a background about the benefits and uses of strategic planning, and a description of a methodology for conducting planning in simple contexts. It concludes with examples of strategic plans from public health and other agencies.

## **Learning Objectives:**

- Define planning, strategy, and strategic planning.
- Outline why strategic planning is done, as well as the benefits of strategic planning.
- Distinguish between simple, complicated, and complex situations in strategic planning.
- Describe two strategic planning processes: Bryson's 10-Step Model and Lynch's Prescriptive Model.
- Consider several practical examples of strategic planning.

## **Competency Domains:**

- Policy Development and Program Planning
- Financial Planning and Management
- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 12/2012

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=145>



# 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.

## Competency Domains:

- Communication
- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 2/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=90>



# PROGRAM EVALUATION 101

## **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.

## **Competency Domains:**

- Policy Development and Program Planning
- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 3/2017

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Analysis and Assessment
- Policy Development and Program Planning
- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 2/2016

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Financial Planning and Management

**Duration:** 8 hours

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Community Dimensions of Practice

**Duration:** 42 minutes

**Created:** 11/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=129>



# **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 acanthosis relates to diabetes.
- Identify the different levels of acanthosis based on a numeric rating scale.
- Demonstrate skills for screening and referral for acanthosis.

## **Competency Domains:**

- Analysis and Assessment
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 4/2018

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 10/2016

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Public Health Sciences
- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 1/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Analysis and Assessment
- Cultural Competency
- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 10/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=128>



# BEST PRACTICES IN NUTRITION PROGRAMS FOR INFANTS

## Course Summary:

This training discusses current breastfeeding rates in the US and ways to promote increased breastfeeding 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:

- Evaluate 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 workplace breastfeeding policy.

## Competency Domains:

- Analysis and Assessment
- Cultural Competency
- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 10/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=138>



# 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.

## **Competency Domains:**

- Analysis and Assessment

**Duration:** 1 hour 30 minutes

**Created:** 1/2018

**Link:** <https://moodle.publichealth.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.

### **Competency Domains:**

- Community Dimensions of Practice
- Public Health Sciences

**Duration:** 30 minutes

**Created:** 9/2016

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Analysis and Assessment
- Cultural Competency
- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 45 minutes

**Created:** 10/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Analysis and Assessment
- Cultural Competency

**Duration:** 1 hour

**Created:** 11/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Analysis and Assessment
- Public Health Sciences

**Duration:** 1 hour

**Created:** 10/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Policy Development and Program Planning

**Duration:** 1 hour

**Created:** 3/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=94>



# EVALUATING FAD DIET PRACTICES

## **Course Summary:**

A Fad Diet Screening Tool is presented in this training to help you learn more about identifying and responding to people who may be following unhealthy "fad diets." Additional useful links and resources are also provided.

## **Learning Objectives:**

- Identify what defines a "fad diet."
- Define evidence-based practice (EBP) and describe how to use EBP to inform and respond to clients about "fad diets."
- Assess fad diets using the Fad Diet Screening Tool.
- Identify when and where to refer clients.

## **Competency Domains:**

- Public Health Sciences
- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 9/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=87>



# FOOD MARKETING IN THE CONTEXT OF CHILDHOOD OBESITY

## **Course Summary:**

Professor Dale Kunkel presents compelling research on how marketing is used to reach children as a target audience. The issue, however, is not that children are being targeted by marketing campaigns, but that these marketing campaigns feature unhealthy food choices. Hosted by Dr. Doug Taren.

Learners will gain knowledge about current patterns in the marketing of food to children and the implications of that marketing for obesity.

## **Learning Objectives:**

- Identify the most common type of food products marketed to children.
- Be aware of the nutritional content of the most predominant products.
- Learn the known effects of televised food advertising on children.
- List what concerns, if any, are raised by children's exposure to televised food advertising.
- Consider how effective the food industry has been in improving the nutritional quality of foods marketed to children.

## **Competency Domains:**

- Communication
- Leadership and Systems Thinking

**Duration:** 1 hour 30 minutes

**Created:** 9/2013

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=179>



# HAWAI'I ELDERLY 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.

## **Competency Domains:**

- Cultural Competency
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 10/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 6/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 5/2016

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 9/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 9/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=132>



# MY PLATE AND THE MEDITERRANEAN DIET: A NUTRITIONAL PARTNERSHIP

## **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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 5 minutes

**Created:** 11/2015

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=143>



# NUTRITION AND 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.

## **Competency Domains:**

- Analysis and Assessment

**Duration:** 45 minutes

**Created:** 4/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=204>



# OBESITY IN HMONG AND 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.

## Competency Domains:

- Cultural Competency

**Duration:** 30 minutes

**Created:** 12/2017

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice
- Public Health Sciences

**Duration:** 1 hour and 10 minutes

**Created:** 7/2015

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=119>



# POSTPARTUM WEIGHT RETENTION: IMPORTANCE OF QUALITY INTERVENTIONS

## **Course Summary:**

Postpartum weight retention can contribute to lifelong development of obesity and increasing cycles of obesity and diabetes in mothers and children. This course will review background information on BMI classifications, the prevalence of obesity in women, health consequences of postpartum weight retention, and components of effective community based postpartum weight loss programs.

## **Learning Objectives:**

- Define overweight and obesity in the postpartum period and safe weight loss recommendations.
- Identify health risks associated with postpartum weight retention, maternal overweight, and obesity.
- Evaluate components of effective community-based postpartum weight loss programs.

## **Competency Domains:**

- Policy Development and Program Planning
- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 6/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=124>



# 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.

## **Competency Domains:**

- Communication
- Cultural Competency
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 12/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=124>



# PROMOTING HEALTHY FOOD CHOICES AND 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.

## **Competency Domains:**

- Policy Development and Program Planning
- Cultural Competency
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 9/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 3/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Communication
- Public Health Sciences

**Duration:** 1 hour

**Created:** 4/2015

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Analysis and Assessment
- Communication

**Duration:** 1 hour

**Created:** 3/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=83>



# SKATEBOARD PARKS 101

## **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.

## **Competency Domains:**

- Policy Development and Program Planning
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 8/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=86>



# STRATEGIES FOR IMPLEMENTING PUBLIC HEALTH NUTRITION AND 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.

## **Competency Domains:**

- Analysis and Assessment
- Policy Development and Program Planning
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 10/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=137>



# STRENGTHENING NATIVE FOOD SOVEREIGNTY TO PRESERVE NATIVE AMERICAN CULTURE AND 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.

## **Competency Domains:**

- Policy Development and Program Planning
- Cultural Competency
- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 40 minutes

**Created:** 3/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=127>



# 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.

## **Competency Domains:**

- Analysis and Assessment

**Duration:** 35 minutes

**Created:** 3/2016

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Analysis and Assessment
- Policy Development and Program Planning

**Duration:** 1 hour

**Created:** 11/2015

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=118>





# 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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 4/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=171>



# YOUTH WEIGHT STATUS AND INTERVENTIONS

## Course Summary:

Health Educators from Washoe County Health District's Chronic Disease Prevention Program discuss information related to weight bias and offer communication tips and resources for health care providers.

## Learning Objectives:

- List factors influencing childhood overweight and obesity.
- Gain awareness of weight bias in the healthcare setting and build skills to mitigate it in the clinical setting.
- Practice addressing youth overweight and obesity in the healthcare setting, including promoting healthy eating and physical activity.
- List resources available to help providers address healthy eating and physical activity among youth and their families.

## Competency Domains:

- Cultural Competency
- Community Dimensions of Practice

**Duration:** 45 minutes

**Created:** 6/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=181>





# ACTIVE LEARNING STRATEGIES USING VIDEO

## **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.

An online forum for community sharing is an optional component to this training. If you would like to participate in the discussion, look for the "community sharing" link. It appears under the "training" heading below.

## **Learning Objectives:**

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

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 10/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=210>



# 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.

## **Competency Domains:**

- Communication

**Duration:** 1 hour

**Created:** 6/2017

**Link:** <https://moodle.publichealth.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,

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 4/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=239>



# 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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 8/2019

**Link:** <https://moodle.publichealth.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.

**Competency Domains:**

- Communication

**Duration:** 30 minutes

**Created:** 5/2016

**Link:** <https://moodle.publichealth.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.

## Competency Domains:

- Communication

**Duration:** 1 hour 30 minutes

**Created:** 11/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=202>



# 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.

## **Competency Domains:**

- Communication

**Duration:** 1 hour

**Created:** 5/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=106>



# 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.

## **Competency Domains:**

- Communication

**Duration:** 40 minutes

**Created:** 12/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=170>



# 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.

## **Competency Domains:**

- Communication

**Duration:** 1 hour 30 minutes

**Created:** 6/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=197>





# CHANGE MANAGEMENT AND EVALUATION: LOCAL HAWAI'I CASE STUDIES IN PREVENTION OF YOUTH VIOLENCE AND SUICIDE

## **Course Summary:**

Managing the change process within public health organizations is important to ensure improved organizational performance. However, the change process poses formidable challenges. Managers are also facing increased pressure to respond to environmental influences and provide the necessary leadership to their organizations in the change process.

In fact, managing organizational change has become a key competency for healthcare managers. In this talk, best practices to establish a change-oriented organization with the culture and capacity for change will be emphasized, including the importance of assessing and addressing change readiness.

## **Learning Objectives:**

- Discuss general concepts and best practices of organizational change in public health.
- Examine the importance of addressing readiness when pursuing organizational change.
- Describe two examples of local organizational change - youth violence prevention through school connectedness and youth suicide prevention.

## **Competency Domains:**

- Communication
- Cultural Competency

**Duration:** 1 hour 30 minutes

**Created:** 12/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=203>



# 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.

## **Competency Domains:**

- Cultural Competency
- Leadership and Systems Thinking

**Duration:** 1 hour 30 minutes

**Created:** 5/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=196>



# 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.

**Competency Domains:**

- Communication
- Cultural Competency

**Duration:** 1 hour

**Created:** 10/2017

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Public Health Sciences
- Policy Development and Program Planning

**Duration:** 1 hour

**Created:** 10/2017

**Link:** <https://moodle.publichealth.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.

**Competency Domains:**

- Leadership and Systems Thinking

**Duration:** 1 hour

**Created:** 10/2017

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=107>



# 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.

## **Competency Domains:**

- Communication
- Leadership and Systems Thinking

**Duration:** 1 hour 30 minutes

**Created:** 5/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=244>



# 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.

## **Competency Domains:**

- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 8/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=191>



# **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.

## Competency Domains:

- Analysis and Assessment
- Public Health Sciences
- Leadership and Systems Thinking

**Duration:** 1 hour 30 minutes

**Created:** 8/2016

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Leadership and Systems Thinking

**Duration:** 30 minutes

**Created:** 8/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=190>







# 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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 16 minutes

**Created:** 1/2019

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Analysis and Assessment

**Duration:** 1 hour 20 minutes

**Created:** 6/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=100>



# EPINEPHRINE AUTO-INJECTOR FOR ANAPHYLAXIS SCHOOL TRAINING

## **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 help increase preparedness and confidence of school personnel to take proper action with their stock epinephrine when an event of anaphylaxis occurs. After completing this course, learners will be able to:

- Recognize anaphylaxis.
- Identify symptoms of anaphylaxis.
- Administer epinephrine.
- Complete the following school action steps: post-event evaluation report, annual staff training, and school stock epinephrine maintenance.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 30 minutes

**Created:** 7/2019

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=243>



# 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.

## **Competency Domains:**

- Communication

**Duration:** 1 hour 30 minutes

**Created:** 10/2018

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## Competency Domains:

- Public Health Sciences
- Analysis and Assessment

**Duration:** 1 hour

**Created:** 2/2013

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=229>



# 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.

**Competency Domains:**

- Community Dimensions of Practice
- Analysis and Assessment

**Duration:** 1 hour

**Created:** 5/2018

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=178>



# STOCK ALBUTEROL INHALER TRAINING FOR SCHOOL PERSONNEL

## **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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 45 minutes

**Created:** 8/2017

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=247>







# 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.

**Competency Domains:**

- Community Dimensions of Practice
- Cultural Competency

**Duration:** ~20 minutes

**Created:** 12/2017

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Cultural Competency

**Duration:** ~20 minutes

**Created:** 6/2018

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=180>



# PSYCHO-SOCIAL NEEDS OF PARENTS CARING FOR CHILDREN WITH SPECIAL HEALTH CARE NEEDS

## **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 care 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.

## **Competency Domains:**

- Community Dimensions of Practice
- Cultural Competency

**Duration:** ~20 minutes

**Created:** 6/2018

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Cultural Competency

**Duration:** ~1 hour

**Created:** 2/2013

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Cultural Competency

**Duration:** ~15 minutes

**Created:** 12/2017

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Policy Development and Program Planning

**Duration:** ~2 hours

**Created:** 1/2012

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## Competency Domains:

- Analysis and Assessment
- Communication

**Duration:** 1 hour

**Created:** 4/2017

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 45 minutes

**Created:** 1/2018

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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.

## **Competency Domains:**

- Policy Development and Program Planning
- Leadership and Systems Thinking

**Duration:** 60 minutes

**Created:** 1/2017

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.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 and 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.

## **Competency Domains:**

- Community Dimensions of Practice
- Leadership and Systems Thinking

**Duration:** 4 hours

**Created:** 9/2017

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=89>





# 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.

## Competency Domains:

- Community Dimensions of Practice

**Duration:** 30 minutes

**Link:** <https://moodle.publichealth.arizona.edu/enrol/index.php?id=186>



# **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.

## **Competency Domains:**

- Community Dimensions of Practice

**Duration:** 45 minutes

**Created:** 10/2019

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 7/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=256>





# 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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 12/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=233>



# 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.

## Competency Domains:

- Communication
- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 7/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=199>



# 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.

## **Competency Domains:**

- Communication
- Community Dimensions of Practice

**Duration:** 1 hour 30 minutes

**Created:** 3/2018

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Analysis and Assessment
- Communication

**Duration:** 1 hour 30 minutes

**Created:** 7/2019

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=254>



# **SUBSTANCE ABUSE**



# 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.

## Competency Domains:

- Community Dimensions of Practice

**Duration:** 1 hour

**Created:** 8/2019

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Community Dimensions of Practice
- Cultural Competence

**Duration:** 1 hour

**Created:** 7/2019

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Analysis and Assessment
- Communication

**Duration:** 1 hour 30 minutes

**Created:** 7/2019

**Link:** <https://moodle.publichealth.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.

## **Competency Domains:**

- Policy Development and Program Planning

**Duration:** 1 hour

**Created:** 7/2018

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=95>



# 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.

## Competency Domains:

- Community Dimensions of Practice
- Communication

**Duration:** 1 hour

**Created:** 6/2016

**Link:** <https://moodle.publichealth.arizona.edu/course/view.php?id=113>



# VAPING 101

## **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://moodle.publichealth.arizona.edu/course/view.php?id=255>