

Online course report

(01/04/2020 – 31/05/2020)



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MBA Pharmaceutical management

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1. Severe Acute Respiratory Infection (SARI) Treatment Facility Design (SARI-facilities)

Mode of completing course = ONLINE

Overview of the course:

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. This course provides principles, minimum requirements and technical specifications to design and set up SARI-related facilities through short lectures and technical tutorials. It targets personnel involved in preparedness and response, including health managers and planners, architects, engineers, logistics, water and sanitation staff, clinical and nursing staff, caregivers and other health care providers, and health promoters.

Course content:

1. Overview of basic operational and IPC principles in COVID-19 context
2. Designing a SARI screening area and treatment center
3. Repurposing an existing building into a SARI treatment

Learning objectives of the course:

- describe the key principles driving SARI treatment centers and dedicated screening points design;
- draft and evaluate a SARI treatment Centre layout, including triage and different risk areas, with clear and rational flows of people and material;
- describe different types of ventilation and exhausted air treatments;
- describe the referral pathway and patient's journey;
- assess and evaluate available existing structures;
- identify key and essential structural elements to repurpose an existing building into a SARI treatment center; and
- adapt an existing building into a SARI treatment Centre.

Record of completion:

Total score = 82%



2. eprotect Respiratory Infections (EN) (eprotect-acute-respiratory-infections)

Mode of completion of course = ONLINE

Overview of the course:

This course provides a general introduction to Acute Respiratory Infections (ARIs) and basic hygiene measures to protect against infection. By the end of the course, you should be able to describe basic information about ARIs including what they are, how they are transmitted, how to assess the risk of infection and list basic hygiene measures to protect against infection.

Course content:

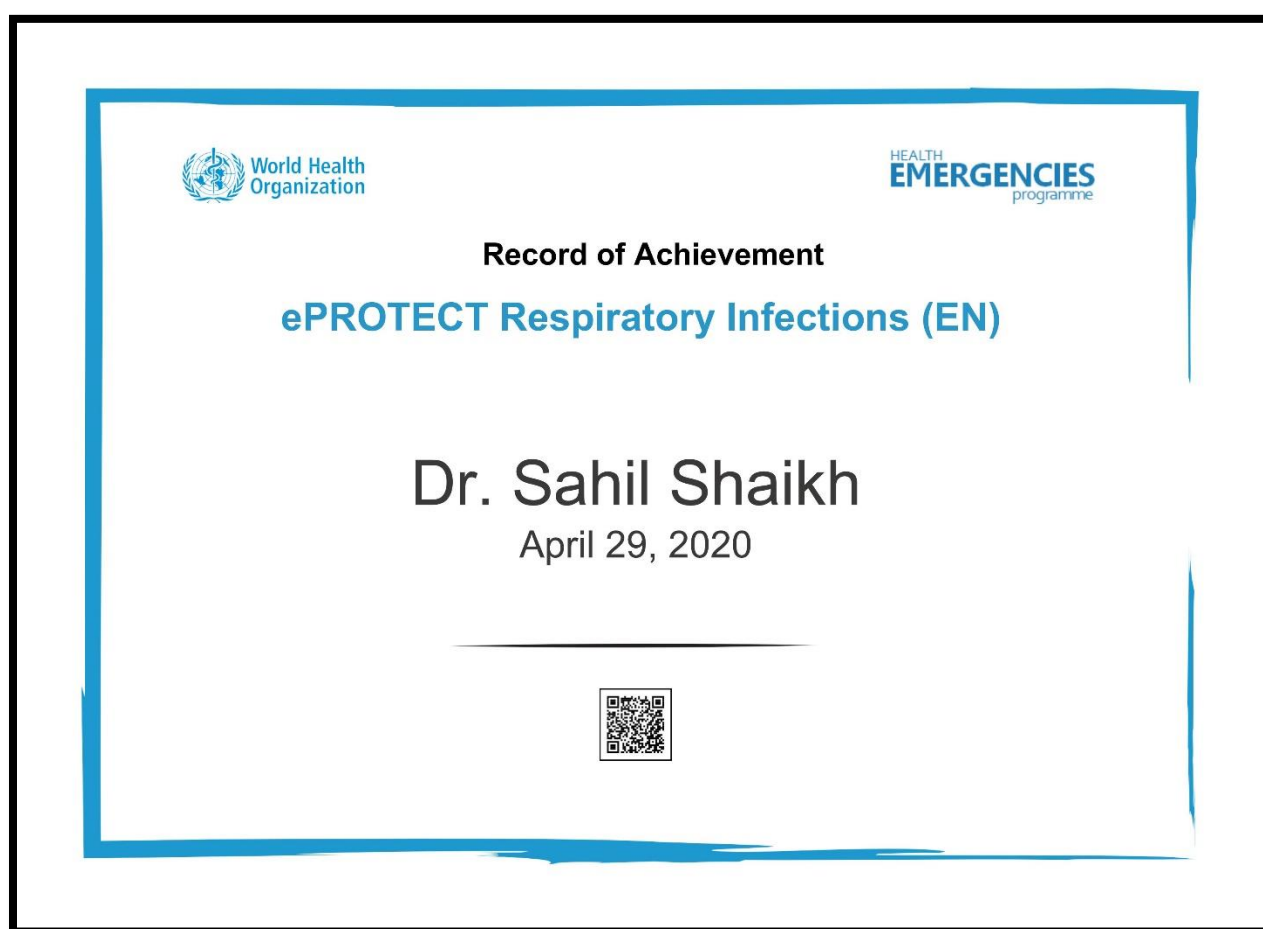
1. Acute Respiratory Infection (ARIs) of public health concern- introduction
2. How to protect yourself against Acute Respiratory Infection (ARIs)
3. Basic hygiene measure
4. Wearing a medical mask

Learning objective:

- Understand the basic principles of acute respiratory infections, how to assess the risk of infection and basic hygiene measures to protect against infection.
- To describe basic information about acute respiratory infections including transmission, symptoms, treatment and prevention.
- How to manage the risk from ARIs.
- To describe basic hygiene measures to protect against ARIs
- To describe when and how to wear a medical mask

Record of completion:

Total score = 80%



3. Emerging respiratory viruses, including COVID-19: methods for detection, prevention, response and control

Mode of completion = ONLINE

Overview of the course:

This course provides a general introduction to emerging respiratory viruses, including novel coronaviruses. By the end of this course, you should be able to describe:

- The nature of emerging respiratory viruses, how to detect and assess an outbreak, strategies for preventing and controlling outbreaks due to novel respiratory viruses;
- What strategies should be used to communicate risk and engage communities to detect, prevent and respond to the emergence of a novel respiratory virus.

Course content:

1. Emerging respiratory viruses, including COVID-19
2. Introduction o emerging respiratory viruses
3. Detecting emerging respiratory viruses, including COVID19 Surveillance and laboratory investigation
4. Risk communication and community engagement
5. Prevention and responding to an emerging respiratory virus, including COVID-19

Learnings:

- Describe the fundamental principles of emerging respiratory viruses and how to effectively respond to an outbreak.
- is brief introduction providing an overview of emerging respiratory viruses, including COVID-19.
- To be able to explain why a emerging respiratory viruses, including COVID-19, are a global threat to human health
- describe how to detect and assess an emerging respiratory virus outbreak
- describes strategies for preventing and controlling emerging respiratory pathogens, including coronavirus outbreaks.

Record of completion:

Total score obtained 85%



4. Introduction to Go. Data – Field data collection, chains of transmission and contact follow-up

Mode of completion = ONILNE

Overview of the course:

Go. Data is a collaborative project coordinated by WHO and conducted in cooperation with partners of the Global Outbreak Alert and Response Network (GOARN). The Go. Data tool is available globally to WHO staff, member states and Partners to support and facilitate outbreak investigation focusing on field data collection, contact tracing and visualization of chains of transmission. The briefing package will introduce the Go. Data tool and provide an orientation of the key features and functionalities of the Go. Data software.

Course content:

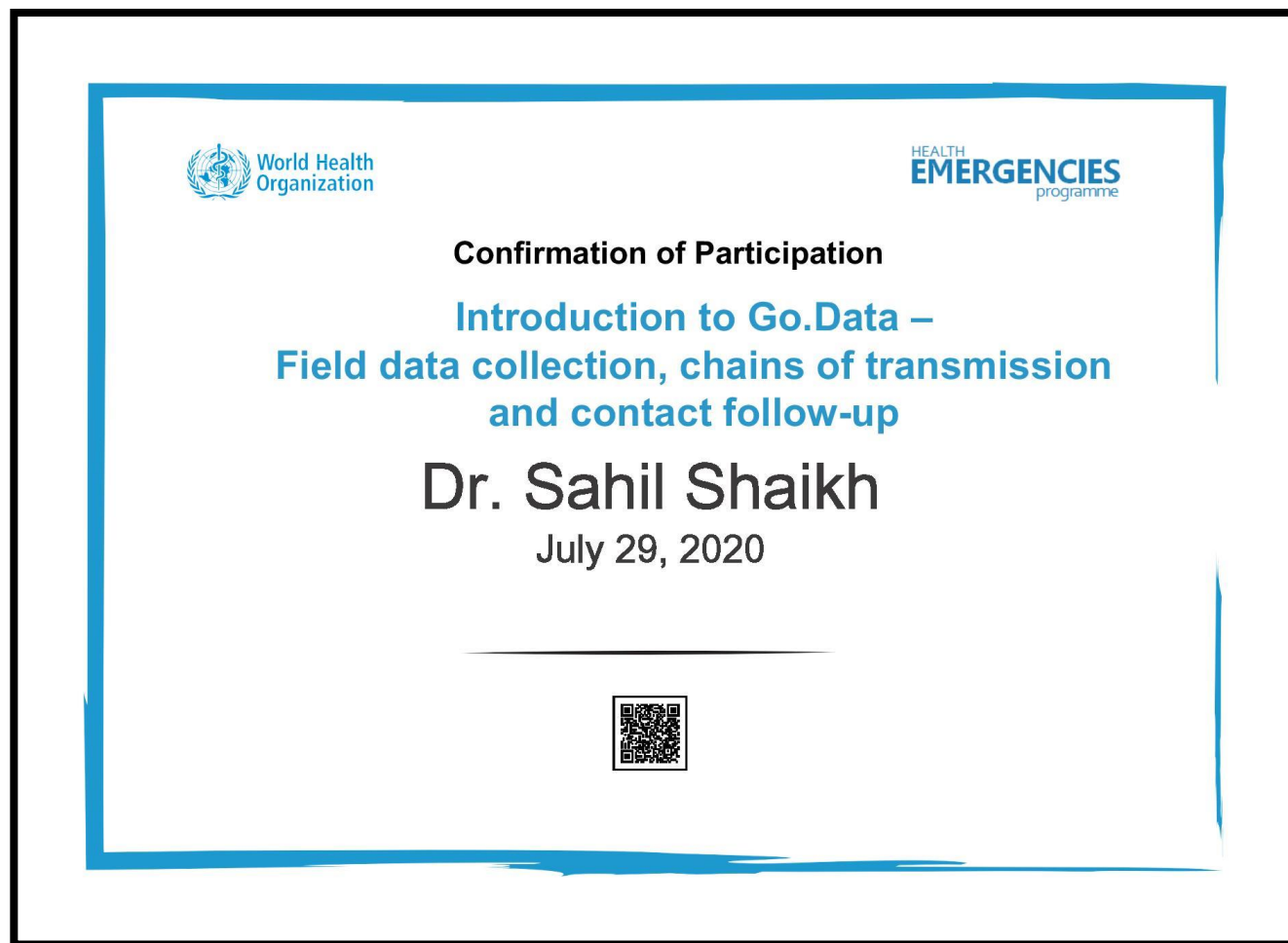
1. Introduce the Go. Data project
2. Go. Data platform overview and persistent element of the interface
3. Outbreak and templates, including case investigation form and contact follow-up form
4. Cases, contacts events
5. Contact follow-up including usage of Go. Data mobile app
6. Laboratory data
7. Data visualization and data exports

Learnings:

- state what Go. Data is and is not;
- describe the context of potential application of Go. Data in an outbreak investigation;
- describe the type of data Go. Data handles and what Go. Data can do with that data; and
- recall the Go. Data IT infrastructure and how the Go. Data tool is supported.
- how to edit case data and confirm status using lab results.
- Data can be used to visualize chains of transmission as networks and timelines; and describe how Go. Data can import and export data in most common data formats.
- How to edit case data and confirm status using lab results.
- create and add cases to events using Go. Data; and recall how to view event relationships and chronology.
- Recognize the persistent elements of the user interface; and summarize the way in which reference data is managed.

Record of completion:

Score obtained = 85%



5. Competency-Based Learning: Introduction

Mode of completion = ONLINE

Overview of the course:

The WHO Health Emergencies Programme's (WHE) learning strategy provides an overarching learning and training framework for all learning and training activities staff working in health emergencies. The strategy adopts a competency-based approach that uses a set of competencies that are considered essential for individuals and teams working in health emergencies. This short course introduces the WHE learning strategy, the competency-based approach that underlies it and how it can be used to design learning and training. There are two short explainer videos and a quiz to test your knowledge.

Course content:

1. An introduction to the WHE learning strategy
2. Core competences and how to use the framework

Learnings:

- State the strategy that guides learning and training within WHE;
- List the three main learning pathways in the WHE learning strategy;
- Describe what a competency is and its three main components;
- List the two main groups of competencies in the WHE competency framework;
- Describe the 6 core competencies in the WHE competency framework;
- List at least one behavioral indicator for each of the core competencies; and
- Describe an approach that can be used to integrate the competency framework into learning.
- look at the World Health Organization's Health Emergencies Programme learning strategy
- Uses a competency-based approach to learning within the Health Emergencies Programme
- The different components that make up a competency and the two main groups of competencies – core competencies and functional competencies.
- The 6 core competencies in the WHO Health Emergencies Programme (WHE)
- What behavioral indicators can be used in each of these competencies
- Practical approach that can be used to integrate the competency framework into learning.

Record of completion

Score obtained = 98%



Record of Achievement

**Competency-Based Learning:
Introduction**

Dr. Sahil Shaikh

April 29, 2020



6. COVID-19: How to put on and remove personal protective equipment (PPE)

Mode of completion = ONLINE

Overview of the course:

This is a guide for healthcare workers involved in patient care activities in a healthcare setting. It aims to show the type of personal protective equipment or PPE needed to correctly protect oneself. Based on the current available evidence, the WHO recommended PPE for the care of COVID patients are CONTACT and DROPLET precautions, with the exception of aerosol producing procedures, which require CONTACT and AIRBORNE (hence, a respirator mask such as N95, FFP2, FFP3). Keeping in mind, PPE is part of a larger infection prevention and control bundle of measures and should be implemented as part of a multimodal strategy of management of COVID-19 patients. Only clinical staff who are trained and competent in the use of PPE should be allowed to enter the patient's room.

Course content:

1. How to guide for putting on and removing PPE according to droplet/contact precaution for COVID-19
2. How to guide for putting on and removing PPE according to airborne/contact precaution for COVID-19 aerosol generating procedures

Learnings:

- Demonstrate the correct way to put on and remove PPE; and
- Demonstrate the correct way to perform hand hygiene with an alcohol-based hand rub (ABHR), according to the WHO-recommended method.
- putting on and removing PPE according to droplet/contact precautions for COVID-19
- Able to demonstrate the correct way to put on personal protective equipment according to the WHO-recommended method for COVID-19 droplet/contact precautions.
- Able to demonstrate the correct way to put on personal protective equipment according to the WHO-recommended method for COVID-19 airborne/contact precautions.

Record of completion:

Score obtained= 100%



Confirmation of Participation

**COVID-19: How to put on and remove
personal protective equipment (PPE)**

Dr. Sahil Shaikh

July 29, 2020



7. Standard precautions: Hand hygiene (IPC-HH-en)

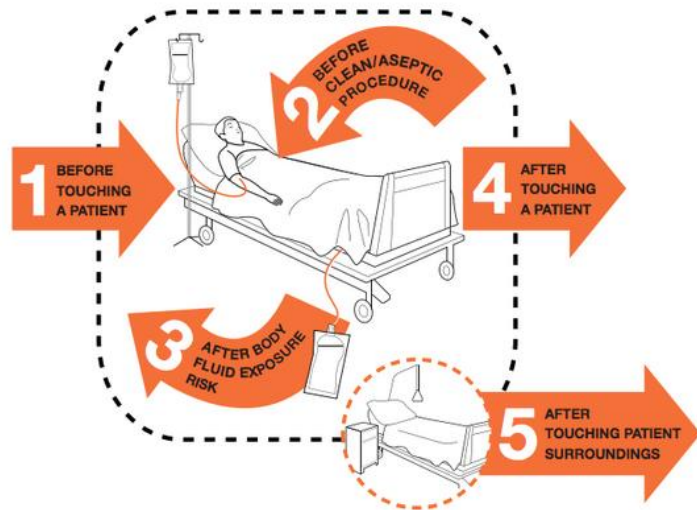
Mode of completion = ONLINE

Overview of the course

The hands of health care workers (HCWs) play a critical role in keeping patients safe. If HCWs do not clean their hands at the right moments, using the proper methods, they can transmit infection-causing microorganisms through their hands from one patient to another. Performing hand hygiene at key moments is an important health care intervention. Hand hygiene reduces the transmission of microorganisms (including those that are antibiotic-resistant), increases patient safety, and decreases health care-associated infection (HAI). Effective, timely hand hygiene is a cornerstone of infection prevention and control.

Course content:

Standard precaution for hand hygiene



Learnings

- Describe hand hygiene as a critical component of infection prevention and control;
- Identify the 5 Moments for Hand Hygiene;
- Discuss glove use and hand hygiene during patient care activities;
- Demonstrate the correct way to wash hands with soap and water according to the WHO-recommended method;
- Demonstrate the correct way to perform hand hygiene with an alcohol-based hand rub (ABHR) according to the WHO-recommended method; and
- Discuss key issues and considerations of hand hygiene in a health care facility.

Record of completion:

Score obtained = 100%



Record of Achievement

Standard precautions: Hand hygiene

Dr. Sahil Shaikh

April 29, 2020



8. WHO Clinical Care Severe Acute Respiratory Infection Training

Mode of completion = ONLINE

Overview of the course:

The WHO Clinical Care Training Short Course for Severe Acute Respiratory Infection (SARI) includes content on clinical management of patients with a severe acute respiratory infection.

This course is intended for clinicians who are working in intensive care units (ICUs) in low and middle-income countries and managing adult and pediatric patients with severe forms of acute respiratory infection (SARI), including severe pneumonia, acute respiratory distress syndrome (ARDS), sepsis and septic shock. It is a hands-on practical guide to be used by health care professionals involved in critical care management during outbreaks of influenza virus (seasonal) human infection due avian influenza virus (H5N1, H7N9), MERS-CoV, nCoV or other emerging respiratory viral epidemics.

Course content:

1. Introduction to COVID-19 and IPC
2. Clinical syndrome and pathophysiology of sepsis and ARDS
3. Triage
4. Monitoring
5. Diagnostics
6. Oxygen therapy
7. Antimicrobials
8. Sepsis
9. Mechanical Ventilation
10. Sedation
11. Best practice to prevent complications
12. Liberation from mechanical ventilation
13. Quality in critical care
14. Pandemic preparedness and ethical consideration

Learnings:

Possess some of the necessary tools that can be used to care for the critically ill patient from hospital entry to hospital discharge.

Record of completion

Score obtained = 95%



9. Operational Planning Guidelines and COVID-19 Partners Platform to support country preparedness and response

Mode of completion = ONLINE

Overview of the course:

This 3-module learning package introduces the context for the need for a coordinated global response plan to the COVID-19 outbreak. It provides the required guidance to implement the [Operational Planning Guidelines to Support Country Preparedness and Response](#). These planning guidelines describe priority steps and actions to be included in countries' preparedness and response plans across the major areas of public health preparedness and response. This is aligned with the previously published [COVID-19 Strategic Preparedness and Response Plan \(SPRP\)](#). By the end of this course, the appointed UNCT lead planners and relevant partners should be able to assess and fill in capability gaps to respond to the COVID-19 outbreak.

Course content:

1. Mission and purpose of this program (incl. COVID-19 knowledge)
2. Country level preparedness and response
3. Pillars of the public health response

Learning:

- Be able to educate yourself and others about the importance of operationalizing the SPRP for the COVID-19 outbreak using the Operational Planning Guidelines
- Be able to describe the 8 major pillars of public health preparedness and response and initial actions to be taken by the UN country teams
- Be able to access the full set of actions, performance indicators and resources needed to conduct the preparedness level assessment using the COVID-19 Partners Platform for country preparedness and response plans

Record of completion:

Score obtained = 90%



Record of Achievement

**COVID-19: Operational Planning Guidelines
and COVID-19 Partners Platform to support
country preparedness and response**

Dr. Sahil Shaikh

April 29, 2020

