

Online Course Resource Manual from A to Z











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#### BACKGROUND

The idea to the ANDEMIA online course manual is based on the challenge that resources for sending ANDEMIA students to a variety of face to face courses is limited not only due to financial but also time constraints. Online course provide a good basis for the students, Master, PhD and Post Docs to provide them with an overview about certain topics and help them to identify their own gaps and needs. They can create more interest for a specific field and build demand for more advanced knowledge on specific topics.

The courses and resources in this manual are meant to reflect a variety of online courses selected from different universities and organisations on topics perceived to be useful for ANDEMIA students. Albeit not complete, we believe that the selection of courses in this manual covers quite comprehensively a wide range of topics. Made for students by students, we have added colour codes to reflect the perceived quality and relevance of the course (Table 1). The green coded courses are very interactive with most containing graded and peer review assignments. The light green and yellow coded courses should be used for revision since they may contain similar information as the green coded courses or are just slides for quick revision. There may be overlaps in some courses but similar course on same topic were selected to increase the diversity of teaching and to let students decide which course suits their method of learning.

Table 1: Course grading

| Very Good    |
|--------------|
| Good         |
| Satisfactory |
| Fees         |

This manual is an ongoing process. If you, as a reader and user, discover other courses that should be considered useful for this manual and for the learning experience of other students, please contact us. During the process of putting together these courses, we also found a rich online resource tool, the global health education toolbox: <a href="https://www.medbox.org/global-health-education/toolboxes/listing/">https://www.medbox.org/global-health-education/toolboxes/listing/</a> where you will also find very interesting course material on various general and more specific global health topics.

Remain to wish all students using this manual a good learning experience and much fun with the selected courses. And remember: "*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.*" (Albert Einstein)

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#### ACADEMIC WRITING AND PUBLISHING

| Course name  | Provider                                 | Course<br>Language | Link to course  | Course description   |
|--|--|--------------------|---|--|
| Academic writing made easy                         | Technical<br>University of<br>Munich     | English            | https://www.edx.org/course/academic-writing-<br>made-easy                   | 6 weeks course to understand the principles of academic<br>writing; to identify the various forms and the expectations of<br>each one. Learn how to structure ideas cohesively, write<br>reader-friendly sentences; use appropriate tone to gain<br>credibility and to avoid plagiarism. |
| Advanced writing in<br>English                     | UCI Division<br>on education             | English            | https://www.coursera.org/learn/advanced-writing                             | 3 hours per week interactive peer-reviewed course which<br>covers important topics such as creative essay writing and<br>how to avoid plagiarism. Learners will also learn of concepts<br>of essay synthesis and documentation.  |
| Writing in the sciences                            | Stanford<br>School of<br>Medicine        | English            | https://www.coursera.org/learn/sciwrite                                     | 8 weeks interactive course with peer-reviewed assignements<br>training researchers to effectively present their ideas through<br>writing. It involves 3-5 hours of course work weekly. It covers<br>topics like parallelism, punctuations in writing and how to<br>manage paragrapghs.   |
| How to write a PhD thesis                          | Université<br>Nouvelle-<br>Galles du Sud | French             | http://newt.phys.unsw.edu.au/~jw/these.html                                 |  |
| Discovering science:<br>science writing            | University of<br>Leeds                   | English            | https://www.futurelearn.com/courses/discovering<br>-science-science-writing | This course will help learners to examine factors that need to<br>be considered before writing an academic paper. Narrative<br>structure in writing and interview techniques are covered in<br>this course.  |
| Preparing<br>manuscripts for<br>journal submission | N/A                                      | English            | http://ecp.acponline.org/mayjun99/welch.pdf                                 | Short research article on how to prepare a manuscript for a journal.   |
| Academic Integrity:<br>values, skills, action      | University of<br>Auckland                | English            | https://www.futurelearn.com/courses/academic-<br>integrity                  | Maintaining academic integrity plays a vital role in the scientific society. This course covers academic integrity, exploring topics such as academic dishonesty, plagiarism and other fundamental values of academic integrity and its importance.                                      |

# BIOSTATISTICS AND STATISTICAL ANALYSIS 1

| Course name  | Provider                                  | Course<br>Language               | Link to Course  | Course description   |
|--|---|----------------------------------|---|--|
| Biostatistics  | DoaneX                                    | English                          | https://www.edx.org/course/biostatistics-0  | The course helps to identify different types of data, to recognize and design simple experiments and to summarize data numerically and graphically using R. Furthermore it provides information to differentiate between point and interval estimation, to determine and perform correctly statistical tests and to conclude and interpret the results from those tests. |
| Biostatistics for<br>medical product<br>regulation           | Johns Hopkins<br>University               | English                          | http://ocw.jhsph.edu/index.cfm/go/viewCourse/c<br>ourse/BiostatMedicalProductRegulation/courseP<br>age/index/   | Useful for the revision on basic terminologies in epidemiology.<br>Includes topics such as basic study design, target population,<br>comparison groups and endpoints.  |
| Understanding<br>clinical research:<br>behind the statistics | University of<br>Cape Town                | English<br>(French<br>subtitles) | https://www.coursera.org/learn/clinical-research  | 6 weeks interactive online course with a graded quiz. Topics covered are; clinical research, statistics and statistical analysis. This course also covers hypothesis testing in statistical research.  |
| Basic biostatistics<br>concepts and tools                    | University of<br>Alabama                  | English                          | http://biostatcourse.fiu.edu/   | A full course, including slides and video clips for people who<br>want to recap biostatistics or learn more advanced topics.<br>Suitable for learning the basics of biostatistics and some<br>advanced topics.<br>Self-paced course with downloadable pdf for revision.  |
| Basics in STATA  | Harvard<br>University<br>STATA<br>learner | English                          | https://www.youtube.com/watch?v=Y2qrqCxvV8<br>k<br>https://www.youtube.com/channel/UCkMuaBQIH<br>h2NzZomG2ahdkg<br>https://www.youtube.com/user/StataCorp<br>(https://courses.edx.org/courses/HarvardX/PH20<br>7x/2012 Fall/datasets/ | This YouTube video teaches the basics in STATA. General<br>overview of STATA and basic commands and how to analyse<br>data.<br>The link in red is the dataset used for the first tutorial.   |
| STATA training   | ECDC                                      | English                          | https://alexbhatt.gitbooks.io/stata-<br>training/content/   | This is a STATA manual with exercises suitable for improving skills and knowledge in STATA.  |
| Guide d'utilisation de<br>STATA                              | Université<br>Bordeaux                    | French                           | Chapitre 1 :<br><u>https://www.researchgate.net/publication/31506</u><br><u>6249 Chapitre 1 -</u><br><u>guide utilisation de STATA</u><br>Chapitre 2 :<br><u>https://www.researchgate.net/publication/31772</u>                       | These are research articles on how to utilize STATA.<br>Participants can read articles from time to time as they work<br>with STATA.   |

|                         |                        |                        |         | 0539       Guide       d%27utilisation       de       Stata       -         Chapitre       2       Chapitre       3:       - |  |
|-------------------------|------------------------|------------------------|---------|--|--|
| Basic gra<br>STATA      | aphs in                | Harvard<br>University  | English | https://www.bing.com/videos/search?q=graph+i<br>n+stata&view=detail∣=79114A995754F192<br>661A79114A995754F192661A&FORM=VIRE  | This series of videos help learners to know principles behind graphs in epidemiology using STATA.  |
| Introduct<br>data scie  | ion to R for<br>ence   | Data Camp<br>Microsoft | English | https://www.edx.org/course/introduction-to-r-for-<br>data-science-2  | This is an introductory R course. It explores the fundamentals<br>and basic language. Teaches learners on how to perform data<br>analysis with R .It is useful to learn R structures and you can<br>learn to create your own visualizations using R. |
| Data scie<br>basics     | ence: R                | Harvard<br>University  | English | https://www.edx.org/course/r-basics-2  | Interactive course with graded assignment on Basic R syntax<br>and the concepts of R programming such as data types,<br>vectors arithmetic and indexing. Learn how to use R to do<br>personal programming and statistical analysis.                  |
| Introduct<br>exercices  | ion à R avec<br>s      | Data camp              | French  | https://campus.datacamp.com/courses/introducti<br>on-a-r   | Series of R exercises from Data camp to help learners improve their skills with R. Very interactive exercise.  |
| Learning<br>epidemic    |                        | LSHTM                  | English | http://rpubs.com/michaelmarks/R-Clin-Epi   | Learn how to use R studio and install packages necessary for data analysis.  |
| Aide-méi<br>l'interface | moire de<br>e R studio | N/A                    | French  | https://thinkr.fr/aide-memoire-de-linterface-<br>rstudio-en-francais/  |  |

#### COMMUNICABLE DISEASES

| Course name  | Provider                            | Course<br>Language               | Link to course   | Course description   |
|--|-------------------------------------|----------------------------------|--|--|
| Control of<br>communicable<br>diseases manual<br>(Dictionary for each<br>infectious disease) | GLOBE                               | French                           | http://www.globe-network.org/en/control-of-<br>communicable-diseases-manual/factsheets                                       | This web page is created to share knowledge on infectious diseases among health care professionals. Areas covered are basic epidemiological terminologies, vaccines and disease prevention methodologies and laboratory science.   |
| Diarrheal disease  | Global Health<br>Learning<br>Centre | French<br>English                | https://www.globalhealthlearning.org/course/diar<br>rheal-disease  | This course explores the epidemiology and magnitude of diarrheal diseases among children under the age of five in low- and middle-income countries.  |
| Vaccinology  | Institut Pasteur                    | English<br>(French<br>subtitles) | https://www.fun-<br>mooc.fr/courses/pasteur/96002S02/session02/a<br>bout   | This course covers the history of vaccine development and<br>offers a comprehensive overview of vaccinology. Learn about<br>the basic principles, application and challenges of<br>epidemiology.   |
| Ebola: vaincre<br>ensemble   | UNIGE<br>Genève                     | French                           | https://www.coursera.org/learn/ebola-vaincre-<br>ensemble  | The epidemiolgy, symptoms and management of Ebola is<br>explored in this 17 hours course. Participants can spend<br>approximately 2 hours a week to fully understand the impact<br>of Ebola.   |
| Stories of infection<br>(overview of<br>infectious diseases)                                 | Stanford                            | English                          | https://www.coursera.org/learn/stories-of-<br>infection  | 14 hours course that introduces the basic terminologies and<br>principles in bacterial and viral infetions. The course<br>establishes the pathogenesis of some diseases caused by<br>these pathogens and also about immunological reactions.   |
| Malaria  | Global Health<br>Learning<br>Centre | French<br>English                | https://www.globalhealthlearning.org/course/mal<br>aria<br>https://www.globalhealthlearning.org/course/mal<br>aria-pregnancy | This course helps participants to understand the<br>epidemiology, lifecycle, and clinical manifestations of malaria.<br>It determines and explores the approach to malaria diagnosis<br>and its management.<br>Participants can also learn about the preventive strategies of<br>malaria in pregnancy. |
| HIV science  | Institut Pasteur                    | French                           | https://www.fun-mooc.fr/courses/course-<br>v1:pasteur+96011+self-paced/about   |  |
| Fighting HIV with<br>antiretroviral therapy:<br>Implementing the<br>Treat-all approach       | Columbia<br>University              | English                          | https://www.edx.org/course/fighting-hiv-with-<br>antiretroviral-therapy-implementing-the-treat-all-<br>approach              | Topics covered by this course are HIV testing services,<br>treatment and prevention. Monitoring, support system and<br>the treatment are also covered in this course.<br>Also information on co-infections of HIV and their treatment.   |

| Tropical<br>parasitology:<br>protozoans, worms,<br>vectors and human<br>diseases | Duke<br>University                    | English | https://www.coursera.org/learn/parasitology                       | This course provides learners with an understanding of<br>important human parasitic diseases, including their life<br>cycles, vectors of transmission, distribution and<br>epidemiology, pathophysiology and clinical manifestations,<br>treatment, prevention and control.  |
|--|---------------------------------------|---------|---|--|
| Bacteria and chronic infections  | University of<br>Copenhagen           | English | https://www.coursera.org/learn/bacterial-<br>infections           | 12 hours course on antimicrobial Infection control,<br>microbiology and bacteriology. It looks at the bacterial<br>infection which is common in chronic infections. The course<br>contains graded assignments.   |
| Antimicrobial<br>resistance - theory<br>and methods                              | Technical<br>University of<br>Denmark | English | https://www.coursera.org/learn/antimicrobial-<br>resistance       | 5 weeks Interactive course with graded quiz which focuses<br>on antimicrobial action and how antimicrobial resistance<br>occurs. It explores briefly antimicrobial genome as well as<br>microbiology.  |
| Antimicrobial<br>stewardship:<br>managing antibiotic<br>resistance               | University of<br>Dundee               | English | https://www.futurelearn.com/courses/antimicrobi<br>al-stewardship | This 6 weeks interactive course introduces learners to the<br>fundamentals of antimicrobial resistance and its global<br>impact. Antimicrobial stewardship will be discussed and a<br>forum discussion will enable participants to learn by sharing<br>ideas with health care providers across the globe. The aim of<br>the course is to help shaping the view of clinicians in regards<br>to antibiotic prescription. |

## ENGLISH

| Course name   | Provider              | Course<br>Language | Link to course  | Course description  |
|---|-----------------------|--------------------|---|---|
| Lower-intermediate  | BBC                   | English            | http://www.bbc.co.uk/learningenglish/english/cou<br>rse/lower-intermediate                      | This course aims to introduce learners to the basics of<br>English language. It covers basic communication skills and<br>provides several activities that make learning English easy<br>.Some topics covered are introductory conversations,<br>question forms and preparing interviews.<br>There are quizzes available after the course. |
| Intermediate  | BBC                   | English            | http://www.bbc.co.uk/learningenglish/english/cou<br>rse/intermediate                            | To learn English in a fun way, this course combines fun<br>activities to teach topics such as punctuations, tenses and<br>parts of speech. You will also learn how make good<br>arguments. The exercises in this course will help the learner<br>to gain more confidence in English.  |
| Upper<br>intermediate   | BBC                   | English            | http://www.bbc.co.uk/learningenglish/english/cou<br>rse/upper-intermediate                      | This upper intermediate course introduces learners to subject<br>area such as clauses, good pronunciation and idiomatic<br>expressions. In this lesson, learners will listen to news<br>articles and answer questions that pertain to the topics<br>covered.  |
| Advanced  | BBC                   | English            | http://www.bbc.co.uk/learningenglish/english/hyg<br>iene/towardsadvanced-syllabus               | The advance course gives a complete overview and helps<br>one to revise and consolidate their understanding of English<br>language. The course aims to improve the English<br>proficiency of the learner to be able to socialise very easily.<br>This course helps you to master your English.  |
| Intermediate guide to<br>writing in English for<br>University study | University<br>Reading | English            | https://www.futurelearn.com/courses/english-for-<br>study-intermediate                          | The goal of this course is to expand and improve the<br>learner's writing skills. It introduces the different aspects of<br>academic writing such as writing plan, structure of essays,<br>developing paragraphs, avoiding plagiarism, citation and<br>proof reading.   |
| Writing better emails<br>in English                                 | British Council       | English            | https://www.futurelearn.com/courses/better-<br>emails   | This is a short course that will help learners improve their skills through planning, editing and organizing emails.  |
| Academic English<br>overview  | LSHTM                 | English            | http://studyskills.lshtm.ac.uk/AcademicEnglish/a<br>cademicenglish/AcademicEnglish_q&a/toc.html | This web page provides series of self-assessment exercises<br>that will help the learner improve their understanding and<br>knowledge in academic English. Learners get feedback from<br>the exercises they do and to ensure they and basic concepts<br>are explained through the different activities made available.                    |

| Academic English             | UeFAP | English | http://www.uefap.com/     | This is a webpage with different topics in English. This page<br>is useful for quick revision. It has simple definitions for<br>terminologies in English with useful examples. |
|------------------------------|-------|---------|---------------------------|--|
| Duolingo phone app<br>(free) | N/A   | English | https://www.duolingo.com/ |  |

## EPIDEMIOLOGY

| Course name  | Provider   | Language                         | Link to course   | Course description   |
|--|--|----------------------------------|--|--|
| Epidemiology in public health practice                 | Johns Hopkins<br>university                      | English                          | https://www.coursera.org/learn/epidemiology-<br>public-health  | Four (9 hours) weeks of interactive learning sessions with<br>graded assignment and discussion forum (2 hours /<br>week).Topics covered are; role of epidemiology in public<br>health, problem solving methodology in epidemiology, routine<br>and public health information systems, measures of disease<br>burden (DALYS etc.) and bias. |
| Epidemiology: the<br>basic science of<br>public health | University of<br>North Carolina                  | English                          | https://www.coursera.org/learn/epidemiology  | 13 hours of interactive learning sessions with graded<br>assignment and discussion forum. This module introduces<br>history and the field of epidemiology, study designs,<br>measures of disease frequency, measures of association and<br>confidence intervals.   |
| Basic<br>epidemiological<br>concepts - 2019            | Pan American<br>Health<br>Organisation<br>(PAHO) | English                          | https://cursos.campusvirtualsp.org/enrol/index.p<br>hp?id=233  | Course involves learning about fundamental principles in<br>epidemiology, incl. causation and surveillance,<br>It also addresses ethical issues and helps the learner to be<br>able to draw personal conclusions that could be relevant. You<br>can learn at your own pace.  |
| Clinical data<br>management                            | Vanderbilt<br>University                         | English<br>(French<br>subtitles) | https://www.coursera.org/learn/clinical-data-<br>management  | 6 weeks (2-4 hours/week) interactive course with graded<br>assignment and discussion forum to help student to learn<br>about best practices for data management. It covers study<br>design, data collection, data management as well as clinical<br>data management. Needs 25 hours to completion.   |
| Epidemiology for public health                         | Imperial<br>College<br>London                    | English                          | https://www.coursera.org/specializations/public-<br>health-epidemiology?   | 1 month online interactive course with graded assignments<br>covering a broad range of topics in epidemiology. Mains<br>topics covered are measures of diseases burden, study<br>designs in epidemiology and bias.   |
| Epidémiologie  | Gabriel<br>Network                               | French                           | https://www.gabriel-<br>network.org/elearning/introduction-a-<br>lepidemiologie/<br>https://www.gabriel-<br>network.org/elearning/differents-types-detudes-<br>epidemiologiques/ | Very useful power point presentation for revision of the basic<br>concepts of epidemiology. The course is self-paced and can<br>be accessed all the time.  |
| Implementation research toolkit                        | WHO  | English                          | http://adphealth.org/irtoolkit/  | This course trains learners on different aspects of public health research. It covers areas such as formulation of research question, writing for funding, setting up a study  |

|  |                                     |                    |  | design and project planning.   |
|--|-------------------------------------|--------------------|--|--|
| Introduction à la recherche clinique                                   | Global Heath<br>Network             | French             | https://globalhealthtrainingcentre.tghn.org/elearn<br>ing/education/elearning-<br>courses/introduction_a_al_recherche_clinique/1<br>15/                              | This is a capacity building programme focussed on<br>methodology of clinical research. After going through this<br>training, the learner will be equipped with the ability to design<br>and set up a clinical research.  |
| Introduction to data<br>management for<br>clinical research<br>studies | Global Heath<br>Network             | English            | https://globalhealthtrainingcentre.tghn.org/introd<br>uction-data-management-clinical-research-<br>studies/  | This course is a training programme which covers data<br>management with details on how to analyse and store data.<br>Learners will also be introduced to process involved in clinical<br>research. Certificates are issued after completion of 80% of<br>work.  |
| Antimicrobial<br>resistance  | Global Health<br>Learning<br>Centre | French/<br>English | https://www.globalhealthlearning.org/course/anti<br>microbial-resistance-part-1-0<br>https://www.globalhealthlearning.org/course/anti<br>microbial-resistance-part-2 | This course outlines and explores the public health<br>importance of AMR. Topics covered are definition of AMR,<br>major drivers of AMR and its impact on individuals and health<br>systems and the society. Learners will be introduced to<br>several interventions for addressing the multiple factors<br>contributing to AMR. |
| Concepts et<br>méthodes en<br>épidémiologie                            | CNAM                                | French             | https://www.fun-mooc.fr/courses/course-<br>v1:CNAM+01001+session06/about   | The course involves learning about the fundamental principles and basic concepts of epidemiology. Interactive course with graded assignment lasting for up to 6 weeks.   |
| Quantitative methods   | University of<br>Amsterdam          | English            | https://www.coursera.org/learn/quantitative-<br>methods  | 89 weeks (4 hours/week) interactive course with graded assignments. It covers the principles of quantitative methods in scientific research.   |

# ETHICS

| Course name  | Provider   | Course<br>Language | Link to course   | Course description   |
|--|--|--------------------|--|--|
| Training and<br>resources in<br>research ethics<br>evaluation          | Institute of<br>Health Law of<br>the University<br>of Neuchâtel<br>(Switzerland) | French<br>English  | https://elearning.trree.org/   | This course is a training course with three modules on ethics.<br>It covers the introductory overview of research ethics and<br>how to evaluate research ethics. Informed consent in<br>research is also covered in a separate module as well as<br>good clinical practice and ethical issue in HIV. |
| Handbook for good<br>clinical research<br>practice                     | WHO  | English            | http://apps.who.int/medicinedocs/documents/s14<br>084e/s14084e.pdf   | Handbook   |
| Research ethics online training  | Global Health<br>Network   | English            | https://globalhealthtrainingcentre.tghn.org/elearn<br>ing/research-ethics/   | This web page allows free access to various capacity building<br>and personal development courses in global health. Self-<br>paced courses on different global health topics and training<br>programmes.   |
| Medical ethics course  | World Medical<br>Association   | English            | https://www.wma.net/what-we-<br>do/education/medical-ethics-course/  | This is a comprehensive course with a certificate that delves<br>into the full description of medical ethics and its relevance for<br>medical practice.  |
| Ethics of human subject research                                       | Johns Hopkins<br>University  | English            | http://ocw.jhsph.edu/index.cfm/go/viewCourse/c<br>ourse/EthicsHumanSubjectResearch/coursePag<br>e/index  | A complete introductory course on the ethical theory and<br>principles of human subject research. The course is set up as<br>lecture slides but very easy to read and understand. There<br>are different case studies to read in order to improve your<br>knowledge.                                 |
| Bioethics  | MIT  | English            | https://ocw.mit.edu/courses/linguistics-and-<br>philosophy/24-06j-bioethics-spring-2009/   | This course contains downloadable pdf files which introduce<br>learners to the ethical and moral problems in medicine. The<br>course also explores the thinking process around ethical and<br>moral medical issues and teaches how to approach and<br>resolve such problems.                         |
| Narrative ethics :<br>literary text and<br>moral issues in<br>medicine | MIT  | English            | https://ocw.mit.edu/courses/health-sciences-<br>and-technology/hst-935-narrative-ethics-literary-<br>texts-and-moral-issues-in-medicine-january-iap-<br>2007/index.htm | Fun way to learn ethics through literature. This course<br>explores various ways to resolve moral issues in medicine.<br>The aim is to equip learners with the ability of effective critical<br>thinking and reflective reading skills.<br>NB: Stories use fictional examples from known writers.    |
| Biomedical<br>engineering seminar<br>series: topics in                 | MIT  | English            | https://ocw.mit.edu/courses/health-sciences-<br>and-technology/hst-590-biomedical-engineering-<br>seminar-series-topics-in-medical-ethics-and-                         | This course is provided to learners as serminar courses with audio, video and downloadable pdf. The course teaches how to recognize, analyze and resolve ethical issues healthcare   |

| medical ethics and responsible conduct in research |               |          | responsible-conduct-in-research-fall-2005-<br>spring-2006/index.htm | professionals and biomedical researchers face in the highly regulated present day medical society. |
|--|---------------|----------|---|--|
| Medical ethics                                     | World Medical | English/ | https://www.wma.net/what-we-  | Handbook   |
| manual   | Association   | French   | do/education/medical-ethics-manual/                                 |  |
| Declaration of Tapei                               | World Medical | English  | https://www.wma.net/policies-post/wma-                              | Web page of ethical issues with handling patient data/ data  |
|  | Association   |          | declaration-of-taipei-on-ethical-considerations-                    | management.  |
|  |               |          | regarding-health-databases-and-biobanks/                            |  |
| Helsinki Declaration                               | World Medical | English  | https://jamanetwork.com/journals/jama/fullarticle/                  | PDF  |
|  | Association   |          | 1760318   |  |
|  |               |          |   |  |

## GLOBAL HEALTH GENERAL

| Course name  | Provider                        | Course<br>Language               | Link to course  | Course description  |
|--|---------------------------------|----------------------------------|---|---|
| Transforming our<br>world: achieving the<br>SDGs               | SDG<br>ACADEMY                  | English                          | https://www.edx.org/course/transforming-our-<br>world?utm_medium=partner-<br>marketing&utm_source=webpage&utm_campaig<br>n=sdgacademyx&utm_content=enroll_in_transfo<br>rming_our_world | This course introduces the global agenda and vision of the sustainable development goals. It covers the importance of SDGs and how to achieve them. It also provides a broad overview of the interconnectivity of the different goals.        |
| Sustainable<br>development                                     | SDG<br>ACADEMY                  | English                          | https://sdgacademy.org/courses/   | This web page contains lectures from leading experts on<br>sustainable development. There are over 20 courses which<br>are either instructor-paced or self-paced.<br>The aim is to help learners appreciate the global discussion<br>on SDGs. |
| Global Public Health   | SDG<br>ACADEMY                  | English                          | https://www.edx.org/course/global-public-health   | The course introduces participants to public health, trends in public health, infectious diseases, maternal and child health, non-communicable diseases, health systems and environment & health.   |
| Répondre aux défis<br>de santé en Afrique                      | Université<br>Sorbonne<br>Paris | French                           | https://www.fun-mooc.fr/courses/course-<br>v1:USPC+37015+session02/about  |   |
| Global Health at the<br>human<br>animal-ecosystem<br>interface | UNIGE<br>Genève                 | English<br>(French<br>subtitles) | https://www.coursera.org/learn/global-health-<br>human-animal-ecosystem   | This course focuses mainly on disease management, biodiversity, veterinary and public Health.   |
| An introduction to Global Health                               | University of<br>Copenhagen     | English                          | https://www.coursera.org/learn/global-health-<br>introduction   | Interactive course with graded quiz which focuses on maternal & child health, reproductive health, public health and community health.  |
| Strengthening<br>community health<br>worker programs           | Harvard<br>University           | English                          | https://www.edx.org/course/strengthening-<br>community-health-worker-programs-to-deliver-<br>primary-health-care  | This course covers core concepts of community health and<br>its importance. It also discusses how to strengthen and<br>improve community health work.   |
| The health effects of climate change                           | Harvard<br>University           | English                          | https://www.edx.org/course/health-effects-of-<br>climate-change   | The main topics covered in this course are climate change's impacts on nutrition, migration and infectious diseases.  |
| Systems thinking In public health                              | Johns Hopkins<br>University     | English                          | https://www.coursera.org/learn/systems-thinking   | The course is an introduction to systems thinking and systems models in public health.  |

| Leaders in health                                       | Université<br>Sorbonne<br>Paris | French  | https://www.fun-mooc.fr/courses/course-<br>v1:USPC+37024+session01/about |   |
|---|---------------------------------|---------|--|---|
| Social determinants<br>of health: what is<br>your role? | BMJ                             | English | https://www.futurelearn.com/courses/social-<br>determinants-of-health    | 3 weeks interactive online video course about the concepts of<br>social determinants of health. It explores the reason for the<br>existence of health inequalities and the covers the role of<br>health professional in the reduction of health inequalities. |

#### GOOD CLINICAL PRACTICE

| Course name                          | Provider                 | Course<br>Language | Link to course  | Course description  |
|--------------------------------------|--------------------------|--------------------|---|---|
| Good clinical practice               | Global Heath<br>Network  | English            | https://globalhealthtrainingcentre.tghn.org/elearn<br>ing/education/elearning-<br>courses/introduction_a_al_recherche_clinique/1<br>15/ | The course covers the basic principles of GCP. Topics in this model are framework for research participant safety, maintaining data integrity and validity. Learners will also be introduced to responsibilities of investigator, sponsors and the Ethical review board and how to adopt the GCP in conducting clinical research. |
| Good clinical<br>laboratory practice | Global Health<br>Network | English            | https://globalhealthtrainingcentre.tghn.org/good-<br>clinical-laboratory-practice-course/   | The training programme explores the concept of GCLP and GCLP guidelines. It covers the principles of GCLP and the implementation of these principles in a clinical trial process. The aim of the course is to help learner understand how to interpret and implement the GCLP guidelines.   |
| Good clinical<br>laboratory practice | WHO                      | English            | https://www.who.int/tdr/publications/documents/<br>gclp-web.pdf   | Handbook  |
| Free GCP Training                    |                          | English            | https://www.pharmalessons.com/free-<br>courses/gcptraining/   | Introduction to ICH-GCP:<br>The definition and main purposes of good clinical practice<br>(GCP), historical background of GCP.<br>Key facts about the Declaration of Helsinki, importance of<br>GCP and its 13 core principles  |
| Good clinical practice               | NDAT CTN                 | English            | https://gcp.nidatraining.org/   | Online training on good clinical practice with certification after completion.  |

### HEALTH ECONOMICS

| Course name                               | Provider                      | Course<br>Language | Link to course  | Course description   |
|---|-------------------------------|--------------------|---|--|
| Basics of health economics                | World Bank<br>Group           | English            | https://olc.worldbank.org/content/basics-health-<br>economics-self-paced  | This is a self-paced program covering the basics of health<br>economics. This course introduces learners to the basic<br>principles and concepts of health economics.  |
| Healthcare finance,<br>economics and risk | DoaneX                        | English            | https://www.edx.org/course/healthcare-finance-<br>economics-and-risk  | Understanding the fundamentals of health financing, health<br>economics and risks is critical to health care promotion. This<br>course provides a foundation to better understand health<br>economics. Evaluation of economic concepts and the health<br>financing concepts are covered in this course.    |
| Healthcare<br>economics                   | MIT                           | English            | https://ocw.mit.edu/courses/economics/14-01sc-<br>principles-of-microeconomics-fall-2011/unit-7-<br>equity-and-efficiency/healthcare-economics/ | Self-paced course covering basic terminologies and<br>principles of health economics. This course also introduces<br>learners to some general principles of economics. Study<br>material are dowloadable pdf and videos.   |
| Microeconomics<br>principles              | University of<br>Illinois     |                    | https://www.coursera.org/learn/microeconomics   | The course is a 22 hours course with the aim of orienting<br>learners to the fundamental principles of economics. It has<br>graded assignments and a forum for discussion. It covers<br>pricing, economic analyses, supply and demand and other<br>useful theories in economics.                           |
| Microeconomics:<br>when markets fail      | University of<br>Pennsylvania | English            | https://www.coursera.org/learn/microeconomics-<br>part1<br>https://www.coursera.org/learn/microeconomics-<br>part2                              | 28hours course introducing how to make everyday decisions<br>using economics principles. It covers topics such as concept<br>of scarcity, supply and demand, elasticities, market surplus<br>etc. It also has graded assignments and a forum discussion<br>to help one consolidate the acquired knowledge. |

#### MOLECULAR BIOLOGY

| Course name   | Provider                    | Course<br>Language | Link to course   | Course description   |
|---|-----------------------------|--------------------|--|--|
| Molecular Biology -<br>Part 1: DNA<br>replication and repair        | MIT                         | English            | https://www.edx.org/course/molecular-biology-<br>part-1-dna-replication-and-repair<br>https://ocw.mit.edu/courses/biology/7-28-<br>molecular-biology-spring-2005/index.htm | This online course aims to help learners about the basics of DNA. The main objective is to compare and contrast the mechanisms of DNA replication in prokaryotes and eukaryotes. |
| Molecular Biology -<br>Part 2: transcription<br>and transposition   | MIT                         | English            | https://www.edx.org/course/molecular-biology-<br>part-2-transcription-and-transposition-0  | The main objective is to compare and contrast the mechanisms of DNA replication in prokaryotes and eukaryotes. Continuation of the first course (optional).                      |
| Molecular Biology –<br>Part 3: RNA<br>processing and<br>translation | MIT                         | English            | https://www.edx.org/course/molecular-biology-<br>part-3-rna-processing-and-translation   | Analyse protein structures to infer functional information design the best experiment to test a hypothesis interpret data (optional).  |
| Introduction to<br>biology - the secret<br>of life                  | MIT                         | English            | https://www.edx.org/course/introduction-to-<br>biology-the-secret-of-life-3  | Explore the secret of life through the basics of biochemistry, genetics, molecular biology, recombinant DNA, genomics and rational medicine.                                     |
| Epigenetics   | Institut Pasteur            | French             | https://www.fun-mooc.fr/courses/course-<br>v1:pasteur+96013+selfpaced/about  | This course covers the fundamental principles about<br>epigenetics, environmental epigenetics and how<br>environmental changes influence heritability.                           |
| Classical papers in molecular genetics                              | University of<br>Geneva     | English            | https://www.coursera.org/learn/papers-<br>molecular-genetics   | 27 hours interactive course with graded assignments which covers topics such as DNA synthesis and the history of its discovery.  |
| Advances in stem cell biology                                       | Institut Pasteur            | English            | https://www.coursera.org/learn/advances-stem-<br>cells   | This course introduces learners to general concepts of cell biology, tissue specific stem cells and stem cell application.   |
| Epigenetic control of gene expression                               | The University of Melbourne | English            | https://www.coursera.org/learn/epigenetics   | Interactive course with graded quiz which focuses on cancer, molecular biology, cancer epigenetics and DNA methylation.  |
| Bioinformatics<br>methods   | University of<br>Toronto    | English            | https://www.coursera.org/learn/bioinformatics-<br>methods-1<br>https://www.coursera.org/learn/bioinformatics-<br>methods-2   | Interactive course with graded quiz which focuses on genetic<br>analysis, bioinformatics analysis, evolution and comparative<br>genomics.  |

#### OUTBREAK INVESTIGATION

| Course name   | Provider                       | Course<br>Language               | Link to course   | Course description   |
|---|--------------------------------|----------------------------------|--|--|
| Introduction to<br>outbreak<br>investigation and<br>public health<br>surveillance | University of<br>Washington    | English                          | http://www.nwcphp.org/training/opportunities/online-<br>courses/introduction-to-outbreak-investigation<br>http://www.nwcphp.org/training/opportunities/online-<br>courses/introduction-to-public-health-surveillance | Short courses on how to recognise the indicators of a potential disease outbreak and the steps in conducting an outbreak investigation. This second course introduces learners to public health surveillance, different surveillance systems and legal basis for disease reporting.  |
| Epidemics,<br>pandemics and<br>outbreaks  | University of<br>Pittsburgh    | English                          | https://www.coursera.org/learn/epidemic-pandemic-<br>outbreak  | 7 hours (2-3weeks) interactive course with graded<br>assignments and discussion forum on infectious<br>diseases and medical response. This course introduces<br>learners to global health security measures.   |
| Système de gestion<br>de la qualité au<br>laboratoire: manuel                     | WHO                            | French                           | http://www.who.int/ihr/publications/lqms/fr/   | Guidelines for outbreak investigation by WHO.  |
| Out break<br>Investigation  | WHO                            | English                          | https://www.who.int/hac/techguidance/training/outbreak%20investigation_en.pdf  | PDF  |
| In the footsteps of<br>Zika-approaching the<br>unknown                            | Université de<br>Genève        | English<br>(French<br>Subtitles) | https://www.coursera.org/learn/zika  | 11 hours exploration of the Zika phenomenon. It covers epidemiology, investigation of Zika, treatment and preventive measures.   |
| Epidemiologic<br>investigations related<br>to foodborne<br>outbreaks              | The University<br>of Tennessee | English                          | http://www.vet.utk.edu/cafsp/online/coe5.php<br>http://www.vet.utk.edu/cafsp/online/coe.php<br>http://www.vet.utk.edu/cafsp/online/coe_course2.php   | Key components of an epidemiologic investigation into a foodborne outbreak and surveillance systems are covered from initiation of the investigation through implementation of control measures to mitigate future illnesses.  |
| Laboratory<br>investigations related<br>to foodborne<br>outbreaks                 | The University<br>of Tennessee | English                          | http://www.vet.utk.edu/cafsp/online/lirfo.php  | Key components of a laboratory investigation into a foodborne outbreak are covered including determining causative agents; submitting valid samples/specimens; and subtyping causative agents in a foodborne illness investigation.  |
| Field epidemiology  | PTHC                           |                                  | https://phtc-online.org/learning/?courseId=9   | After completing this course, the learner will be able to:<br>define field epidemiology, identify the roles of<br>professionals involved in outbreak investigations, identify<br>the steps of outbreak investigations and utilize some of<br>the basic techniques for data analysis. |

| Epidemics   | The University<br>of Hong Kong                  | English            | https://www.coursera.org/learn/hkuepidemics  | <ul> <li>This course covers the following four topics:</li> <li>1. Origins of novel pathogens;</li> <li>2. Analysis of the spread of infectious diseases;</li> <li>3. Medical and public health countermeasures to prevent and control epidemics;</li> <li>4. Panel discussions involving leading public health experts with deep frontline experiences to share their views on risk communication, crisis management, ethics and public trust in the context of infectious disease control.</li> </ul> |
|---|---|--------------------|--|---|
| Epidemiology:<br>Outbreak<br>investigation and<br>response training | Research<br>Gate                                | English            | https://www.researchgate.net/publication/5882529 E<br>PIDEMIOLOGY Outbreak Investigation and Response_Training | Research publication  |
| Public health<br>surveillance                                       | North Carolina<br>Institute of<br>Public health | English            | https://nciph.sph.unc.edu/tws/HEP_PHSUR/certificat<br>e.php  | The objectives of this course are;<br>defining public health surveillance, identifying uses of<br>public health surveillance, listing sources of public health<br>surveillance data. Participants may get a certificate after<br>completion.  |
| Outbreak response<br>and emerging<br>pathogens                      | WHO   | English/<br>French | https://openwho.org/?locale=fr   | This web page contains interactive online courses by<br>WHO. Participants can find several courses on new and<br>emerging pathogens which are of interest in global<br>health discussions.  |
| Epidemics,<br>pandemics and<br>outbreaks                            | University of<br>Pittsburgh                     |                    | https://www.coursera.org/learn/epidemic-pandemic-<br>outbreak  | This course explores infectious diseases and medical responses and also looks at public health laws and policies.   |

## PROJECT MANAGEMENT AND OPERATIONAL SKILLS

| Course name   | Provider  | Course<br>Language | Link to course  | Course description   |
|---|---|--------------------|---|--|
| Fundamentals of<br>project planning and<br>management | University of<br>Virginia                         | English            | https://www.futurelearn.com/courses/fundamentals-<br>of-project-planning-and-management                                       | This course explores what a project is, the cycle in the management of a project and how to assess risks when developing a project.  |
| International project management                      | Rochester<br>Institute of<br>Technology<br>(RITx) | English            | https://www.edx.org/course/international-project-<br>management   | Participants will learn how to manage a project with<br>people having different cultural backgrounds. The<br>course provides a broad range of ideas to deepen the<br>knowledge and skills of project managers in a<br>multicultural setting. |
| Introduction to<br>project management                 | The University<br>of Adelaide                     | English            | https://www.edx.org/course/introduction-project-<br>management-adelaidex-project101x-1  | This course introduces the core principles and the basic concepts of communication skills needed to effectively run a project. Participants will be introduced to the complexities in projects and how to resolve such issues.               |
| Aide à la décision<br>multicritère                    | Institut Pasteur                                  | French             | https://www.fun-mooc.fr/courses/course-<br>v1:grenoblealpes+92008+session02/about   |  |
| Operation research<br>in healthcare                   | University of<br>Twente                           | English            | https://www.utwente.nl/en/choir/education/PhDstuden<br>ts/LNMB_ORinHealthcare_coursePhDs/College%201<br>%20(introduction).pdf | PowerPoint presentation  |
| Time management<br>quiz and strategies                | Virginia Tech                                     | English            | http://ucc.vt.edu/academic_support/online_study_skill<br>s_workshops/time_management_strategies.html                          | PDF on how to manage and utilise time effectively.   |

## QUALITATIVE METHODS

| Course name  | Provider               | Course<br>Language | Link to course   | Course description  |
|--|------------------------|--------------------|--|---|
| Qualitative research methods                       | MIT                    | English            | https://www.edx.org/course/qualitative-research-<br>methods-interview-process  | 3 weeks short course of 2 hours study time per week. It covers how to prepare an interview protocol, how to conduct an interview and hot to access validity of a research protocol.   |
| NVIVO  | La Trobe<br>University | English            | https://www.youtube.com/playlist?list=PLzqX1yDARx<br>7cuHK9xIU6eQmegMuUwRbaC<br>https://www.gsrinternational.com/nvivo/nvivo-training  | Learn to use NVIVO for your qualitative data analysis.<br>The link contains a series of YouTube videos that help<br>learns to familiarise themselves with the fundamentals of<br>NVIVO.   |
| Why experience<br>matters: Qualitative<br>research | Griffith<br>University | English            | https://www.futurelearn.com/courses/why-<br>experience-<br>matters?utm_campaign=Courses+feed&utm_mediu<br>m=courses-feed&utm_source=courses-<br>feed&utm_source=RakutenMarketing&utm_medium=<br>Affiliate&utm_campaign=3347507:Class+Central&ut<br>m_content=10:1&utm_term=USNetwork&ranMID=44<br>015&ranEAID=SAyYsTvLiGQ&ranSiteID=SAyYsTvLi<br>GQ-GJogyOL1U1z.mCNJ01DjZA | The course introduces the key assumptions in qualitative<br>research, how to formulate a research topic, methods of<br>data collection and also qualitative research<br>approaches. It covers qualitative research data analysis<br>methods and key principles to maintain integrity during<br>data collection and documentation. |
| RQDA   | RQDAtuto               | French<br>English  | https://www.youtube.com/playlist?list=PL52377017A<br>7137925<br>https://www.youtube.com/playlist?list=PL66CB2FF65<br>368715C   | This series of videos in both French and English<br>introduce you to the basics of the free qualitative<br>research data analysis software RQDA and how to use<br>the software to analyse interviews and open ended<br>questions.   |

#### **RESEARCH DESIGNS**

| Course name  | Provider                        | Course<br>Language | Link to course  | Course description   |
|--|---------------------------------|--------------------|---|--|
| Rethinking clinical<br>trials: a living<br>textbook of<br>pragmatic clinical<br>trials | NIH                             | English            | http://www.rethinkingclinicaltrials.org/                                | This course covers the basic tenets of Clinical trials. It<br>explores the approach to conducting clinical research<br>including ethics, biostatistics and study design data<br>standards and quality.   |
| Study designs in epidemiology  | Imperial<br>college<br>London   | English            | https://www.coursera.org/specializations/public-<br>health-epidemiology | This 6 hours course introduces learners to the various<br>study design in epidemiology. Topics covered are<br>randomised control trials, case-control studies, cohort<br>studies and cross-sectional studies. Course also has a<br>graded quiz.                  |
| Epidemiology: the<br>basic science of<br>public health                                 | University of<br>North Carolina | English            | https://www.coursera.org/learn/epidemiology                             | 13 hours of interactive learning sessions with graded<br>assignment and discussion forum. This module<br>introduces history and the field of epidemiology, study<br>designs, measures of disease frequency, measures of<br>association and confidence intervals. |
| Improving Healthcare<br>through clinical<br>research                                   | University of<br>Leeds          | English            | https://www.futurelearn.com/courses/clinical-research                   | The course is focused on clinical trials and introduces<br>learners to the fundamentals of clinical trials. Some<br>topics covered are: randomisation, blinding, allocation<br>etc.  |

## **RESEARCH QUESTION**

| Course name   | Provider                     | Course<br>Language | Link to course   | Course description  |
|---|------------------------------|--------------------|--|---|
| Discovering your<br>PhD potential: writing<br>a research proposal                           | University of<br>Leicester   | English            | https://www.futurelearn.com/courses/research-<br>guestion  | The course is an interactive course with assignments to<br>help learners develop their own proposal for a PhD<br>research. The course is designed to cover topics such<br>as proposal writing, literature review, developing a<br>research question and research methodologies. |
| La Question de Recherche  | Global Heath<br>Network      | French             | https://globalhealthtrainingcentre.tghn.org/elearning/e<br>ducation/elearning-courses/la-question-de-<br>recerche/146/ | This webpage allows free access to various capacity strengthening courses in global health and there are certificates available after completion of certain courses   |
| Penser: Question de<br>recherché, et<br>évaluation de la<br>pertinence de la<br>littérature | Gabriel<br>Network           | French             | https://www.gabriel-network.org/elearning/penser/  | Very useful training how to do a literature review for a research project. Self-paced and can be accessed all the time.   |
| Developing Your<br>Research Project   | University of<br>Southampton | English            | https://www.futurelearn.com/courses/research-project   | The course covers important topics in research such as<br>developing a research proposal, research methods,<br>referencing, plagiarism, and academic integrity. It also<br>covers some aspects of literature reviews and<br>presentation skills.                                |

## **REVIEWING THE LITERATURE**

| Course name   | Provider                                 | Course<br>Language | Link to course   | Course description   |
|---|--|--------------------|--|--|
| Research writing:<br>How to do a<br>literature review                                     | University of<br>Wollongong<br>Australia | English            | https://www.futurelearn.com/courses/research-<br>writing   | This course of 2 hours study time per week is<br>designed for research students at any level. The<br>course intoduces the fundamentals of literature<br>review, how to develop a professional bibliography<br>and annotation. It also help learners to develop and<br>plan critical discussions in repose to questions based<br>on evidence through quality literature review.   |
| Introduction to<br>systematic review<br>and meta-analysis                                 | Johns Hopkins                            | English            | https://www.coursera.org/learn/systematic-review   | An interactive course with 6 weeks of teaching (4-6<br>hrs/week). Has both graded assignments and peer<br>reviewed discussion forums.<br>Describes steps in conducting a systematic review,<br>approach, PICO framework, data processing as well as<br>methods to critically assess the risk of bias in clinical<br>trials and to interpret the results of meta-analyses.  |
| CERTaIN:<br>Knowledge<br>synthesis: systematic<br>reviews and clinical<br>decision making | University of<br>Texas                   |                    | https://www.edx.org/course/certain-knowledge-<br>synthesis-systematic-reviews-and-clinical-decision-<br>making | Overview of systematic reviews: finding and managing<br>the evidence from the biomedical literature; intervention<br>reviews methodology; meta-analysis of clinical trials:<br>direct comparisons;<br>Introduction to meta-analysis: indirect comparisons;<br>meta-analysis of non-randomized studies;<br>diagnostic test evaluation, meta-synthesis, clinical<br>practice guidelines, economic evaluation and decision<br>analysis for outcomes research. |
| HINARI training for<br>searching skills,<br>PubMed, reference<br>management, etc.         | WHO                                      | French/<br>English | http://www.who.int/hinari/training/fr/   | Useful for learning research skills, referencing and searching for literature.   |
| Reference managers  | University<br>Ottawa                     | English            | https://uottawa.libguides.com/citation-management  | Learn how to organise and manage citations for a research work using different forms of citation management tools.   |
| Mendeley  | Ethiopian<br>Research<br>institute       | English            | http://www.essp.ifpri.info/files/2011/04/IntroductionMe<br>ndeley_20130213.pdf                                 | PDF  |

| Mendeley |               | English | https://www.mendeley.com/guides/videos             | A serires of videos that guides learners on how to get   |
|----------|---------------|---------|--|--|
|          |               |         |  | started with and to efficiently use Mendeley.  |
| EndNote  | Technical     | English | https://www.ub.tum.de/en/info/endnote#E-Tutorials  | This web page gives you an overview of the current   |
|          | University of |         |  | features and updates of Endnote. It also contains links  |
|          | Munich        | French  | https://www.youtube.com/watch?v=dJWCa88ndX4&f      | that has video tutorials of Endnote.   |
|          |               |         | <u>eature=youtu.be</u>                             | The second website has series of youtube videos to help learners grasp the basic concepts of Endnote |
| Endnote  | La Trobe      |         | https://www.youtube.com/playlist?list=PLzqX1y      | This series of videos introduces you to the basics of the  |
|          | University    |         | DARx7cu6vOHugnfgXj5jbutxa3F                        | Endnote. It teaches how to create a library and to use   |
|          |               |         |  | Endnote to organise literature review.   |
| Endnote  | Clarivate     | English | http://clarivate.libguides.com/c.php?g=606518&p=67 | This e-learning platform contains a series of trainings on   |
|          | Analytics     | U U     | 27307  | Endnote. The goal of the exercises is to help participants   |
|          | company       |         |  | gain proficiency in Endnote. Main Endnote web page.  |
| RefWorks | Jacob         | English | http://library.user.jacobs-university.de/refworks- | Web page tutorial on how to use Refwork  |
|          | University    |         | tutorial/  |  |
| RefWorks |               |         | https://www.youtube.com/user/ProQuestRefWorks/pl   | 20 mins Youtube videos on how to use Refwork.  |
|          |               |         | aylists  |  |

## OTHER COURSES

| Course name  | Provider   | Course<br>Language | Link to course   | Course description  |
|--|--|--------------------|--|---|
| Microsoft Word,<br>Excel,<br>Powerpoint  | Microsoft  | English            | https://support.office.com/fr-fr/office-training-center?omkt=fr-<br>001              |   |
| Improve your<br>intercultural<br>competence  | Purdue<br>University                                 | English            | https://www.futurelearn.com/courses/intercultural-<br>competence                     | The course is about good intercultural communication<br>and understanding of differences in cultures. Learn<br>the basics of intercultural competence, its importance<br>and other skills to improve your professional career.  |
| Introduction to<br>translational<br>research:<br>connecting<br>scientists and<br>medical doctors | Tapei<br>Medical<br>University                       | English            | https://www.futurelearn.com/courses/translational-<br>research                       | Learn the importance and fundamentals of research<br>translation to improve the situation of the world. The<br>course aims to help researchers have the skill and<br>ability to translate their research finding into the<br>community to help improve lives.   |
| Learning how to<br>learn: powerful<br>mental tools to<br>help you master<br>tough subjects       | University<br>of<br>California                       | English            | https://www.coursera.org/learn/learning-how-to-learn                                 |   |
| Communicating<br>complex<br>information:<br>presenting your<br>ideas clearly and<br>effectively  | Purdue<br>University                                 | English            | https://www.futurelearn.com/courses/communicating-<br>complex-information            | This course covers and introduces learners to the<br>different explantation models. It aims to equip<br>learners with the ability to explain their work to all<br>people with ease. Topics such as structural<br>organisation, inforgraphics and designing of charts,<br>as well as barriers to effective communication are<br>covered. |
| Presentation<br>skills:<br>speechwriting,<br>slides and<br>delivery                              | National<br>Research<br>Tomsk<br>State<br>University | English            | https://www.coursera.org/specializations/presentation-<br>skills                     |   |
| Poster<br>development  |  |                    | http://ga.lsu.edu/Effective%20Poster%20Design%20for%20A<br>cademic%20Conferences.pdf |   |
|  |  |                    | http://undergraduateresearch.as.ua.edu/presenting-your-                              |   |

|        |                               |         | work/making-posters/<br>https://weblearn.ox.ac.uk/access/content/group/e05e05d2-<br>f4ce-4a24-a008<br>031832bd1509/LearningRes_Open/Course_Book_Ppt_TIUD<br>Conference_Posters10.pdf<br>https://guides.nyu.edu/posters |  |
|--------|-------------------------------|---------|--|--|
| PubMed | PubMed®<br>Online<br>Training | English | https://news.nnlm.gov/pnr/free-online-ce-classes-pubmed-for-<br>librarians-registration-is-open/<br>https://learn.nlm.nih.gov/documentation/training-<br>packets/T0042010P/  |  |