

Bringing knowledge to the field

Tele-teaching on infectious disease epidemiology and research methodology in The Netherlands

Alma Tostmann¹, Toos Waegemaekers³, Jeannine Hautvast^{1,3}

1. Academic Public Health Initiative AMPHI, Dept of Primary Care Medicine, Radboud university medical centre, Nijmegen. 2. Regional Public Health Service 'Gelderland-Midden', Arnhem.
3. Regional Public Health Service 'Gelderland-Zuid', Nijmegen, The Netherlands

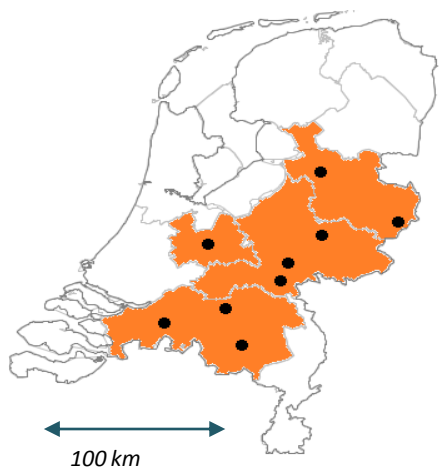
Introduction

Mission of academic public health initiative AMPHI:
To improve academic knowledge and skills among (infectious disease) public health personnel at Regional public health level.

Identified **need for training** on applied epidemiology and research methodology.

Problem: 9 regional public health units cover large geographical area (see map) → regular face-to-face meetings time investment

Solution: organise teaching over telephone.



Map: the Academic Public Health Initiative AMPHI covers nine public health regions in The Netherlands (orange).

Tele-teaching: how does it work?

Preparation [few weeks]

- **Organiser** sends email with the PowerPoint presentation to the regional public health units
- **Organiser** sends around the TelCon number

At the start

- **Participants** dial into the TelCon
- **Participants** open the PowerPoint at their office
- **Organiser** opens the meeting

During the presentation

- **Presenter** (organiser or guest) presents
- **Participants** 'click along'
- **Organiser** creates opportunity for questions

After the presentation

- **Organiser** asks the PH units if there are questions
- Closes the session

Example topics

- Study design: question, methods, outcome measures
- Data collection & online questionnaires
- Medical ethics & codes of conduct
- How to publish research findings?
- Using surveillance data for research
- Selection of control group
- How to apply for funds?
- Practical example of regional surveillance
- Presentation of **regional research** proposals + outcomes: discussion and input from colleagues

The audience

- Public health doctors, nurses, epidemiologists working at regional public health level.
- On average 35 participants per session (from 9 PH units).
- All career levels.

Quote: "Tele-teaching can be a valuable addition to face-to-face teaching when it comes to increasing and maintaining epidemiological and methodological skills of public health personnel"

Feedback survey (N=17)

- Useful for refreshing skills
- Not seeing each other is a disadvantage, but largely outweighed by the ease of participation and absence of travel
- Clear structure and clear expectations
- Improves connection between the public health units
- Contributes to professional development
- Helpful platform to get new ideas
- Consider recording for those who cannot attend

Tips

Preparation

- Plan ahead (dates and time)

During the Tele-teaching

- Participants can join in a meeting room
- Participants put phone on 'mute'
- Organiser plans fixed moments for questions from the participants

General

- Ask the network for request topics
- Include practical examples
- Invite someone else to illustrate the topic for a variation in change of voice/person
- Ideal duration: 1 hour, not more (attention)