



ProVac
Promoting Vaccination
IENE 11

Erasmus + VET Strategic Partnerships
IENE 11 PROVAC
**Empowering nurses and healthcare professionals
to promote vaccination and tackle vaccine hesitancy**
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Massive Open Online Course (MOOC)

"Promoting vaccination and tackle vaccine hesitancy"

THE COURSE CONTENT

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FOREWORD

This online course addresses healthcare professionals involved in delivering vaccination, nurses and doctors, community nurses, health visitors, sanitary mediators, students and aims to increase their knowledge, communication and social skills of and empower them to promote vaccination and tackling the vaccine hesitancy.

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Please, visit the project website WWW.IENE11.EU

COURSE PRESENTATION

Title: Promoting vaccination and tackle vaccine hesitancy

The course “ Promoting vaccination and tackle vaccine hesitancy” aims at enhancing knowledge, communication, cultural and social skills of healthcare professionals and empowering them fighting disinformation, tackling the vaccine hesitancy and improving vaccine confidence to more hesitant people and especially those from disadvantaged groups.

COURSE OVERVIEW

WELCOME TO THE COURSE!

Thank you for joining this free online course "Promoting vaccination and tackle vaccine hesitancy"!

Whether you are involved in delivering vaccination or are health worker, a nurse or doctor, a school or community nurse, health visitors, sanitary mediator, a student of these field or you simply wish to improve your knowledge and skills on vaccination, you are in the right place!

Read more about the course:

- The Course Goals
- The Learning outcomes
- The Course Procedure
- Assessment and Certificate

The Course Goals

For years, resistance vaccine increased. WHO listed vaccine hesitancy as one of the top ten public health threats in 2019.

Disinformation and misinformation around COVID-19 raised concerns about vaccines and increased the vaccine hesitancy in population and even among healthcare workers themselves. Media coverage, particularly via the Internet, sometime fuel public fears about the safety of vaccines, which likely make the uptake of vaccines more difficult.

The course aims at enhancing your knowledge, communication, cultural and social skills and empowering you fighting disinformation, tackling the vaccine hesitancy and improving vaccine confidence to more hesitant people and especially those from disadvantaged groups.

The Learning outcomes

After attending this course, the learners should:

Know more about vaccines and vaccination, adverse events following immunization

Be more empowered to promote vaccination, influence, get trust, persuade and improve vaccine confidence

Understand hesitant people, their thinking and cultural beliefs in front of vaccination

Identify and combat misunderstanding and myths about vaccines and vaccination

Be able to establish effective and individualized communications about vaccination, vaccine safety and effectiveness, answer frequent questions and fears

Feel confident to establish a good relationship with hesitant people or hard to reach groups

The Course Procedure

The MOOC will be delivered over 6 weeks.

The first week, Orientation is dedicated to accommodate with the MOOC platform and the pre-course evaluation.

The next 4 weeks include 4 Modules: Module1 - Cultural Awareness, Module 2 - Cultural Knowledge, Module 3 - Cultural Sensitivity and Module 4 - Cultural Competence. Each Module contains 4 Units, one day is dedicated for each unit. Every day, the learners are invited to do Learning activities, communicate with other participants on the Forum dedicated for the unit and do a short self-Assessment quiz. To drive the self learning, a Bite sized learning tool was created for each unit, with basic **information** on the topic and a variety of media and links to **Internet**.

The last week Synthesis and assessment focuses on bringing the previous content together, the participants reflect on their MOOC journey and what they have learned, develop a post-course plan of action and complete the impact evaluation survey.

Assessment and Certificate

You will be graded for the following compulsory quizzes (automatically scored):

1. Pre-course evaluation quiz (first week)
2. Evaluation questionnaires for the Learning Tool (for each Unit, Days 1 -5)
3. Units' assessment quizzes (for each Unit, Days 1 -5).
4. Modules' assessment quizzes (for each Module, in the fifth day)
5. Post-course evaluation quiz (last week)
6. Pre-course evaluation quiz (last week)

The MOOC facilitators will assess and grade the plan of action "Applying learning to practice" and your activity in the dedicate forum (last week).

If you get 75% from the total of 100 points you will receive a participation acknowledgement and Certificate.

This course is free. It is part of the IENE11 PROVAC project which has been funded by Erasmus+ programme of the European Union. Please visit the project website for more information (www.iene11.eu). The course content is licensed under a [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/).

The MOOC is led by Edunet Association (Romania) and made in cooperation with Cyprus University of Technology (Cyprus), National and Kapodistrian University of Athens (Greece) and University of Almeria (Spain).

We hope that you enjoy your learning journey!

On behalf of the IENE 11 PROVAC team,

Victor Dudau
Project coordinator

The IENE 11 MOOC facilitators: 16 facilitators were trained and will be available to help and support the MOOC participants.

MOOC PARTICIPATION CONSENT

By giving your consent, you agree to participate in this course and be bound by the following [Terms and Conditions](#) (See the File).

If you do not agree to be part of this course, your account will be deleted and you will be not able to further access the course.

Question:

Do you agree with the Terms and conditions and give consent to participate in the course "Promoting vaccination and tackle vaccine hesitancy"?

WEEK 1: ORIENTATION

This week, you will accommodate with the platform.

You are required:

- to give the consent to participate in this MOOC.
- to join the Forum " Introduce yourself " to get know other colleagues.
- to complete the Pre-course evaluation quiz.

THE COURSE TIMETABLE

GET FAMILIAR WITH THE MOOC

To get familiar with the MOOC, watch the short videos like [What is the MOOC](#), [Discussion Board Etiquette](#) and other MOOC Tutorials.

Language policy

You chose to work in the English/ Romanian/ Greek or Spanish. This course enables you to work on your own time and space, but remember too, that this course requires collaboration and group learning.

All the learning activities and assessment quizzes will be done in your language!

The communication on the **Forum will be in English**. Here, you have the opportunity to meet participants from other countries and share with them knowledge and skills.

The Bite sized Learning Tools are available at <https://iene11.eu/learning-tools/> in English, Romanian, Greek, Spanish, but the videos and other recommended learning resources are usually in English.

Some Tips to translate:

All videos enable automatic subtitles. To activate subtitles:

- Click on the Settings button on the menu bar at the bottom of the video
- Activate the Subtitles option
- Choose the Automatic Translation option
- Select your language

2. To translate the text, you may use Google translate <https://translate.google.com/> or install Google Translate App for Mobil.

3. You may also automatically translate web pages:

- Go to <https://translate.google.com/> in a web browser
- Click Websites button. This will be at the top, next to Documents
- Copy and paste a website URL into the field.
- Choose the language for the website and the language you want to translate

INTRODUCE YOURSELF

Go to the forum to get know your colleagues and say something about you.

WEEK 2 MODULE 1 : CULTURAL AWARENESS

The aim of this Module is to enhance awareness and acknowledgement of the needs of health and social care users and providers in regard to vaccination.

Learning outcomes

When you have worked through this module, you will:

- Gain knowledge related to some of the relevant key terms, definitions in regards to vaccination and vaccination hesitancy.
- Gain awareness of the myths, fears and misconceptions related to vaccination.
- Become aware of the cultural values, attitudes and behaviour that health and social professionals and population may have for vaccination related matters.

DAY 1: UNIT 1.1. SELF-AWARENESS

This Unit introduce you to the concept of Cultural Awareness and enhance your self-awareness in regard to vaccination.

After doing the learning activities in this unit, you should:

- Gain knowledge related to some of the relevant key terms, and definitions.
- Enhance self-awareness and vaccination.

Open the page to do the Learning Activities

Self learning

1. Please, download and read the Learning tool 1.1. Self-Awareness dedicated to this unit, available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning unit provides a quick overview of knowledge related to some of the relevant key terms and definitions in regards to vaccination and will help you gain more information on the topic.

2. Go to [Tool 1.1 Evaluation Survey](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

1. Read the article Vaccine hesitancy: Definition, scope and determinants at <https://www.sciencedirect.com/science/article/pii/S0264410X15005009>

2. [Go to the Forum1.1. Self-Awareness](#)

Post a reflective entry on the forum dedicated for this topic.

Share your thoughts/opinions/experiences about the issues and give feedback to the peers and participate to the discussion's threads.

DAY 2: UNIT 1.2. MYTHS AND FEARS

This Unit will enhance your awareness and acknowledgement of the myths and fears in regard to vaccination.

After doing the learning activities in this unit, you should:

- Gain knowledge about related to rationale for immunization in health care users and staff
- Understand and deal with fears, myths, misconceptions about vaccination.

[Open the page to do the Learning Activities.](#)

Self learning

Please, download and read the [Learning tool 1.2. Myths and fears](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>

The learning unit provides some of the relevant key terms and definitions, an overview of the myths and fears for vaccination and will help you gain more information on the topic.

[Tool 1.2 Evaluation Survey](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity (Compulsory)

Watch the video Misconceptions about vaccines:

https://www.youtube.com/watch?v=BePYBYAYF_g (*In English with auto generated subtitles translated in all languages*) and do a list with some of the misconceptions about vaccines.

Go to the [Forum1.2. Myths and fears](#)

Post a reflective entry and share the misconceptions about vaccines you found on the **Forum** dedicated for this topic.

Give feedback to the peers and participate to the discussion's threads.

DAY 3: UNIT 1.3 VALUES, ATTITUDES AND BEHAVIOR

This Unit aims to raise awareness about the influence of values, attitudes and behaviour on vaccine acceptance and uptake.

After doing the learning activities in this unit, you should:

- Become more aware of the cultural values, attitudes and behaviour that health and social professionals and population may have for vaccination related matters
- Gain good practice examples in promoting positive behaviour and attitude in regards to immunization.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 1.3.Values, Attitudes and Behavior](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning unit provides some of the relevant key terms and definitions and help you to gain more information on the topic, to understand the attitudes and behaviors of health professionals and other individuals toward vaccination.

[Tool 1.3 Evaluation Survey](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity (Compulsory, duration: 20 minutes)

Watch the VIDEO, Dealing with COVID-19 vaccine hesitancy among health care workers <https://www.ama-assn.org/delivering-care/public-health/dealing-covid-19-vaccine-hesitancy-among-health-care-workers> (13'08'') and answer the question: What are the three main reasons according to Arthur Caplan that some health care workers would choose not to get vaccinated against COVID-19?

[Go to the Forum 1.3. Values, Attitudes and Behavior](#)

Post a reflective entry share your answers to the questions above on the **Forum** dedicated for this topic.

Give feedback to the peers and participate to the discussion's threads.

DAY 4: UNIT 1.4. ACKNOWLEDGEMENT OF HEALTH AND SOCIAL SERVICE NEEDS FOR USERS AND STAFF

In this Unit, you will investigate the health and social needs of the health professionals and the users that help to tackle vaccine hesitancy and to promote vaccination.

After doing the learning activities in this unit, you should:

- Define the terms: need, health needs and social needs.
- Explain the procedure of needs assessment.
- Refer some of the health and social needs of health professionals and users that can promote the vaccination and tackle vaccine hesitancy based on research findings.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 1.4. Acknowledgement of health and social service needs](https://iene11.eu/learning-tools/) for users and staff dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 1.4 Evaluation Survey](#) . |

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activities (Compulsory)

Watch the [video https://www.youtube.com/watch?v=hWsX2vu3PQU](https://www.youtube.com/watch?v=hWsX2vu3PQU) (12'12", English, Subtitles auto-generated in all languages) and write the four steps a health professional should take to make sure the patients are fully immunized.

[Go to the Forum 1.4. Acknowledgement of health and social service needs for users and staff](#)

Post your work setting on the Forum dedicated for this topic and give feedback to the peers and participate to the discussion's threads.

Day 5: Tasks Catch-up and Assessment

Congratulations for completing the learning units of this module.

Today, you can try and catch up with your reading, activities and do the Module assessment quiz.

WEEK 3 MODULE 2: CULTURAL KNOWLEDGE

The aim of this module is to increase the knowledge of social and health care staff and general population related to immunization issues.

Learning outcomes

When you have worked through this module, you will:

- Gain knowledge of some of advantages and disadvantages, policies and strategies related to immunization
- Become familiar with the human rights relevant to immunization
- Understand the cultural perspectives and influences on immunization and/or hesitancy related matters.

DAY 1: UNIT 2.1. POLICIES AND STRATEGIES

In this Unit, you will understand the components of the strategies and policies that have been proved effective or ineffective to tackle vaccine hesitancy.

After doing the learning activities in this unit, you should:

- Identify the strategies and policies considered effective in tackling vaccine hesitancy, based on evidence.
- Realize the importance of taking into consideration the evidence before implementing any strategy or policy to tackle vaccine hesitancy.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 2.1. Policies and strategies](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 2.1 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activities (Compulsory)

Read the following guide: COVID-19 Vaccination Field Guide: 12 Strategies for Your Community. CDC, 2021 Available at: <https://www.cdc.gov/vaccines/covid-19/vaccinate-with-confidence/community.html>

and comment one of the 12 strategies (in English, you may use the <https://translate.google.com/> to translate). Please, focus mainly on the page 13.

[Go to the Forum 2.1. Policies and strategies](#)

Post your comments on the strategy you choose.

Give feedback to the peers and participate to the discussion's threads.

DAY 2: UNIT 2.2. ADVANTAGES AND DISADVANTAGES OF IMMUNIZATION

Vaccination is one of the most effective public health interventions in reducing disease spread, preventing complications and even deaths from vaccine preventable diseases. In this Unit, you will understand the benefits and risks of the vaccines.

After doing the learning activities in this unit, you should:

- Be acquainted with the most common side effects of the vaccines.
- Be aware of the benefits of immunization, both physical, social and economical.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 2.2. Advantages and disadvantages of immunization](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 2.2. Evaluation Survey](#).

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Read the article “Possible Side effects from Vaccines” at <https://www.cdc.gov/vaccines/vac-gen/side-effects.htm> (in English, you may use the <https://translate.google.com/> to translate) and answer the following question: What are the possible side effects of vaccines for: influenza, meningitis, hepatitis A and B, HPV and pneumococcal disease?

Learning Activity 2 (Optional)

Read the article “Societal benefits of immunization” at https://www.euro.who.int/data/assets/pdf_file/0009/339624/Sociatal-benefits.pdf (in English, you

may use the <https://translate.google.com/> to translate) and watch the video “Vaccines 101: Importance of Vaccinations” with duration 2’47” at https://www.youtube.com/watch?v=OG8bU1OJlm8&ab_channel=YourekaScience (Subtitles auto-generated in all languages) and answer the following questions:

How do vaccines affect poverty, productivity, education, life expectancy, maternal health and child mortality?

How do vaccines affect the health system?

Do vaccines prevent the outbreaks of the diseases? If so, how?

[Go to the Forum](#) 2.2. Advantages and disadvantages of immunization

Discuss with your colleagues the information presented about the vaccines’ benefits.

Give feedback to the peers and participate to the discussion’s threads.

DAY 3 UNIT 2.3: UNDERSTAND THE CULTURAL PERSPECTIVES AND INFLUENCES ON IMMUNIZATION AND/OR HESITANCY RELATED MATTERS

The interventions that address vaccine hesitancy in different communities may require a significantly different approach from those targeting to fully assimilate. Therefore, the awareness of the community’s culture, fears, values and priorities is needed (Luca et al., 2020).

In this Unit, you will understand the cultural perspectives and influences on immunization and/or hesitancy related matters.

After doing the learning activities in this unit, you should:

- Understand the role of culture on immunization and/or hesitancy related matters.
- Comprehend the cultural differences between eastern and western cultures.
- Realize in which extent vaccine hesitancy results from religious and cultural belief.

Self learning

Please, download and read the [Learning tool 2.3. Understand the cultural perspectives and influences on immunization and/or hesitancy related matters](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 2.3. Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity (Compulsory)

Watch the videos “Ask an Expert: How does cultural context impact the way a community responds to a health crisis?” at <https://www.youtube.com/watch?v=TZpClo4AN7o&t=1s> (duration 1’32”) and “Breaking through stagnation: tackling barriers to immunization coverage” at <https://www.youtube.com/watch?v=ttQSAEh0inE> (4’20” - Subtitles auto-generated in all languages) and answer the following questions:

What is the impact of cultural aspects on vaccine hesitancy?

The use of religious and local leaders in interventions to increase vaccine uptake or reduce vaccine refusal is often recommended, especially in vulnerable communities. Which are the best practices?

How can communities’ best be mobilized and engaged in support of vaccination?

[Go to the Forum 2.3. Cultural perspectives and influences on immunization and/or hesitancy related matters](#)

Post your answers on the Forum.

Give feedback to the peers and participate to the discussion’s threads.

DAY 4 UNIT 2.4. UNDERSTANDING VACCINES AND VACCINATION

The first vaccine was developed in the 1798 by Edward Jenner and was about smallpox. Since then, at least 31 human diseases have been prevented due to vaccination.

In this Unit, you will the understanding of the way vaccines work, the vaccines’ role in herd immunity and the differences between vaccine types.

After doing the learning activities in this unit, you should:

- Recognize the different types of vaccines.
- Comprehend the ways vaccines work.
- Understand the meaning of immunity and the involvement of vaccines in it.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 2.4. Understanding vaccines and vaccination](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 2.4. Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Watch the videos “How do vaccines work” at https://www.youtube.com/watch?v=-muloWofsCE&ab_channel=OxfordVaccineGroup and “Vaccines and Herd Immunity” at https://www.youtube.com/watch?v=kLUzwT9tWxY&ab_channel=BozemanScience (durations 2’27” and 4’49” respectively, - Subtitles auto-generated in all languages)

Answer the following questions:

How does the immune system work?

How do vaccines enable the body to make the right sort of antibodies to fight a disease?

How do immune individuals in a population give the entire group’s herd immunity?

What is herd immunity threshold?

[Go to the Forum 2.4. Understanding vaccines and vaccination](#)

Post your answers on the Forum

Give feedback to the peers and participate to the discussions threads.

DAY 5: TASKS CATCH-UP AND ASSESSMENT

Congratulations for completing the learning units of this module.

Today, you can try and catch up with your reading, activities and do the Module assessment quiz.

The aim of this module is to enhance the establishment of a therapeutic intercultural communication and trusting relationship among health and social professionals and general population, particularly vulnerable population.

Learning outcomes

When you have worked through this module, you will:

- Understand the importance of communication between health and social care staff, the client and his/her family members, carers
- Gain knowledge about ethical concerns associated with immunization issues
- Recognise the significance of working effectively with vulnerable population and other special groups in culturally sensitive and compassionate way in health and social care settings

DAY 1 UNIT 3.1. CULTURALLY SENSITIVE COMPASSION AND RESPECT

Health professionals should provide information about vaccines in a more empathetic way to avoid stigmatizing people who hesitate to get vaccinated, which leads to creating messages that recognize and address the variety of reasons why they may reject the vaccine without bias or prejudice (Larson, 2021; MedicalNewsToday, 2021).

In this Unit you will enhance skills of establishing therapeutic intercultural communication and trusting relationship with general population, particularly vulnerable population.

After doing the learning activities in this unit, you should:

- Gain knowledge about compassion and respect concerns associated with immunization issues.
- Develop and improve empathy and communication skills.
- Understand the importance of dialogue and listening, especially regarding vulnerable population.

Achieve a more effective relationship through compassion and respect, overcoming barriers (e.g., ethnocentrism, language, lack of organizational support).

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 3.1. Culturally sensitive compassion and respect](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 3.1 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Watch the video A Dose of Empathy: Vaccine Hesitancy in Barrieted Communities from 7'34'' to 10'33'' at https://www.youtube.com/watch?v=WfMfeV_0cSQ (Subtitles auto-generated in all languages) and reflect on the information presented in the videos.

Go to the Forum [3.1. Culturally sensitive compassion and respect](#)

Share your thoughts/opinions/experiences on the Forum

Give feedback to the peers and participate to the discussions threads.

DAY 2 UNIT 3.2 INTERCULTURAL COMMUNICATION

Effective, integrated, coordinated and intercultural communication is necessary to provide information, recommendations and guidance for the adoption of preventive measures, such as vaccinations, with the aim of protecting the health of individuals, families, communities and countries.

In this Unit you will enhance skills of establishing therapeutic intercultural communication and trusting relationship with general population, particularly vulnerable population.

After doing the learning activities in this unit, you should:

- Understand the importance of communication between health and social care staff, the client and his/her family members, caregivers.
- Identify the main factors involved in intercultural communication processes.
- Analyze one's own cultural identity based on reflection on the construction of cultural identities.
- Learn to overcome the barrier of ethnocentrism and the danger of prejudice in intercultural communication processes.
- Acquire skills for greater competence in intercultural communication in all its dimensions.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 3.2 Intercultural Communication](#) dedicated to this unit, available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 3.2 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Watch the video Modelling Effective Communication with an HPV Vaccine-Hesitant Parent at <https://www.youtube.com/watch?v=XjME6l1cuJ0> (duration 2'51", Subtitles auto-generated in all languages) and reflect on the information presented in the videos.

[Go to the Forum 3.](#) Intercultural Communication

Share your thoughts/opinions/experiences on the Forum

Give feedback to the peers and participate to the discussions threads.

DAY 3 UNIT 3.3 ETHICAL ISSUES AND HUMAN RIGHTS

The ethics of health care and medical research revolves around issues related to basic human rights and health delivery, ensuring safety and benefits for communities (Ota et al., 2013).

In this Unit, you will gain knowledge about ethical and human rights concerns associated with immunization issues.

When you have worked with this tool, you will be able to:

- Obtain and overview of ethical concerns and human rights related to immunization and hesitancy
- Know the principles of bioethics and its application in vaccines.
- Give appropriate explanations to patients about their rights and needs in relation to vaccines.
- Identify elements of effective collaboration between the patient/client in ensuring quality of patient/client care.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 3.3 Ethical issues and human rights](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 3.3 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity (Compulsory)

Watch the video Vaccination and ethics at <https://www.youtube.com/watch?v=bisOSGZRgpo> (duration 7'54", Subtitles auto-generated in all languages) and reflect on the information presented in the videos.

[Go to the Forum 3.3 Ethical issues and human rights](#)

Share your thoughts/opinions/experiences on the Forum

Give feedback to the peers and participate to the discussion's threads.

DAY 4 UNIT 3.4 WORKING WITH VULNERABLE POPULATION AND OTHER GROUPS

In recent decades, inequalities in access to basic vaccines persist and their elimination is a global priority goal. (Arsenault et al., 2017). Vulnerable groups are often under-vaccinated for a variety of reasons, including lack of awareness of vaccine-preventable diseases, uncertainty or misconceptions about the safety and efficacy of vaccination among patients, parents and health care workers, as well as the cost and inability of health systems to ensure that these patients receive the recommended vaccines (Doherty et al., 2016).

In this Unit, you will understand the significance of working effectively with vulnerable population and other special groups in culturally sensitive and compassionate way in health and social care settings.

When you have worked with this unit, you will be able to:

- Obtain an overview of immunization in vulnerable groups.
- Identify factors and barriers influencing under immunization of vulnerable groups.
- Identify strategies and interventions to meet the needs of vulnerable groups.
- Understand the benefits of interventions based on effective teamwork between patient, health personnel and family members to increase vaccination in vulnerable groups.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 3.4 Working with vulnerable population and other groups](#) dedicated to this unit, available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 3.4 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Watch the video India's COVID-19 cases multiply, vulnerable groups given vaccine boosters at <https://www.youtube.com/watch?v=gxbmlugPQo8> (duration 14'08', Subtitles auto-generated in all languages) and reflect on the information presented in the videos.

[Go to the Forum 3.4 Working with vulnerable population and other groups](#)

Share your thoughts/opinions/experiences on the Forum

Give feedback to the peers and participate to the discussions threads.

DAY 5: TASKS CATCH-UP AND ASSESSMENT

Congratulations for completing the learning units of this module.

Today, you can try and catch up with your reading, activities and do the Module assessment quiz

WEEK 5 MODULE 4 : CULTURAL COMPETENCE

The aim of this module is to enhance advocacy and empowerment, participants' knowledge about the practical skills in health and social care settings related to immunization and promote culturally competent needs assessment.

Learning outcomes

When you have worked through this module, you will:

- Gain skills in empowering and advocating for issues related to immunization
- Gain an understanding about the practical knowledge and skills relevant to immunization

DAY 1 UNIT 4.1 ADVOCACY

Nurses and medical assistants have a key role to play in improving vaccine acceptance and fostering a culture of immunization in the practice as they are in contact with parents throughout the office visit.

In this Unit you will learn about vaccine promotion and advocacy of the rights of population in regard to vaccination matters.

When you have worked with this unit , you will:

- Enhance your skills of vaccine promotion to clients and in community the benefits of the vaccine, the safety of vaccination.
- Be more prepare to combat misinformation, myths and fear of the vaccine and boost vaccine acceptance among clients and population.
- Gain knowledge about advocacy the rights relating to vaccination matters of the staff and clients in health and social care settings.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 4.1 Advocacy](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 4.1 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Watch the video What Does a Patient Advocate Do? at

<https://www.youtube.com/watch?v=l0AgmQFhjYA> (duration 2'30", Subtitles auto-generated in all languages). This video presents the job description of the patient advocates and explains how they help individuals and families navigate the healthcare maze.

Imagine that you are a patient advocate for vaccination and immunization. Create a short list with some interventions to educate and support the patient and family to make appropriate immunization decisions and also to assist him/her to uptake the vaccine.

[Go to the Forum 4.1 Advocacy](#)

Share with your colleagues your list and comment the peers' lists on the Forum

Give feedback to the peers and participate to the discussions threads.

DAY 2 UNIT 4.2 - EMPOWERMENT

Efforts to increase vaccination coverage and build trust in immunizations require close collaboration and communication among health workers and individuals (patients, parents, caregivers, or children) as well as all key actors in the areas of immunization.

Involving people to participate in decisions related to their immunization is a way which may conduct to reduce the vaccine hesitance.

In this Unit, you will learn about promoting vaccination, increasing people trust in immunization and help vulnerable population to take right decisions for their immunization.

When you have worked with this unit, you will:

- Enhance your knowledge, the practical skills of promoting vaccination on evidence-based principles.
- Increase knowledge and skills needed for empowering vulnerable population in relevant issues about immunization.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 4.2 Empowerment](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 4.2 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

[Motivational interviewing](#) (duration: 20 minutes)

Watch the video Health Workers Can Build COVID-19 Vaccine Trust through Motivational Interviewing at <https://www.youtube.com/watch?v=4s-dCIC-eBA> (duration 2'28", Subtitles auto-generated in all languages).

Imagine a conversation of 1–5 minutes with a patient who are hesitant about receiving vaccine and make a plan of an interview (3-5 questions) aiming to encouraging him/her to consider vaccination.

[Go to the Forum 4.2 Empowerment](#)

Share with your colleagues your plan and comment the peers' plan on the Forum

Give feedback to the peers and participate to the discussion's threads.

DAY 3 UNIT 4.3 PRACTICE AND TECHNIQUES OF VACCINATION

In this Unit, you will learn about vaccination in the practice and enhance your understandings, practical knowledge and skills relevant to immunization.

When you have worked with this unit, you will:

- Understand vaccine administration policies and procedures for administering vaccination.
- Improve knowledge and skills for administering vaccines at the clinical settings.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 4.3 Practice and techniques of vaccination](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 4.3 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Which vaccines do you need? (duration: 40 minutes)

Go to the webpage <https://www2.cdc.gov/nip/adultimmsched/>, answer the questions and get the list of vaccines you may need, based on your answers. This list may include vaccines you've already had.

Remember if you have already had any of these vaccines and identify one or more vaccines you didn't have.

Go to <https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html> and identify the Contraindications and Precautions for those vaccine you have to do, based on your allergies and history of diseases you have or had.

[Go to the Forum 4.3 Practice and techniques of vaccination](#)

Share on the forum the list of the vaccines you consider that you are recommended to do and discuss with your peers about the contraindications and precautions relating with this/ those vaccines.

Give advice to your colleagues about their vaccines.

DAY 4 UNIT 4.4 CULTURALLY COMPETENT NEEDS ASSESSMENT

There are many missed opportunities for vaccination because many healthcare professionals are not routinely assessing vaccination status. Effective needs' assessment contributes to increasing vaccination rates and reducing missed opportunities for vaccination, which improves the quality of care for patients.

In this Unit, you will learn how to increase vaccination rates and improve the quality of care for patients by enhancing practical skills of health care professionals for culturally competent needs assessment related to immunization.

When you have worked with this unit, you will:

- Understand the importance of needs assessment in relation to the provision of quality health and social care.
- Enhance your knowledge and skills for culturally competent needs assessment related to immunization in health and social care settings.

Open the page to do the Learning Activities.

Self learning

Please, download and read the [Learning tool 4.4 Culturally competent needs assessment](#) dedicated to this unit available in English, Romanian, Spanish and Greek at <https://iene11.eu/learning-tools/>.

The learning tool provides some of the relevant key terms and definitions and will help you gain more information on the topic.

[Go to the Tool 4.4 Evaluation Survey.](#)

Please, take the survey of the tool's evaluation. It is compulsory and you may get 1 point. It allows you to express your opinions and help us to develop the tool.

Learning Activity 1 (Compulsory)

Case-study: Screening for Contraindications to Inactivated Injectable Influenza Vaccination: A person of 65 years old is going to take the Injectable Influenza Vaccine (IIV4 or RIV4). This person tells you that she/he is sick today.

In order to decide if there is any reason you should not give inactivated injectable influenza vaccination today, do a list with additional questions (symptoms, fever, medication, etc) and evaluate if there is a minor, moderate or severe illness.

Read the Information for Healthcare Professionals of the Screening Checklist for Contraindications to Inactivated Injectable Influenza Vaccination (download it at <https://www.immunize.org/catg.d/p4066.pdf> (page 2) and take a decision about giving to her/him the inactivated injectable influenza vaccination. For more documentation, you may go to the ACIP vaccine recommendation at the following website: www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/flu.htm

[Go to the Forum 4.4 Culturally competent needs assessment](#)

Describe your case-study on the forum and tell your colleagues about your evaluation of the illness and your decision about giving to her/him the inactivated injectable influenza vaccination.

Comment the decisions of the other peers

DAY 5: TASKS CATCH-UP AND ASSESSMENT

Congratulations for completing the learning units of this module.

Today, you can try and catch up with your reading, activities and do the Module assessment quiz

WEEK 6 : SYNTHESIS AND ASSESSMENT

In the last week, you will reflect on their MOOC journey and what you have learned in relation to your specific professional activity.

In this week, you are required:

To make a plan of action "Applying learning to practice" to describe on how their learning can be shared with colleagues, friends etc.

To share it to the dedicate forum

To do the post-course Evaluation Quiz

To complete the MOOC evaluation questionnaire.

Final assessment: Assignment

STAGE 1: DEVELOPING A PLAN APPLYING LEARNING TO PRACTICE (compulsory)

Whether you are a nurse, a doctor, a physiotherapist, or any other health/social care practitioner, a health/social care manager, an academic, or a researcher, we hope that this short course has helped you to enhance your knowledge.

Now it is time for you to plan how you will use this knowledge in your practice. Your plan could be presented as word document, PowerPoint slides, diagram that contains a short introduction, and brief sections outlining the following points:

What you will share and with whom: your colleagues or students/trainees or your managers

The aim of this sharing

How you will share it

When will you share it

The benefits of this activity

This document must be in English. (This document will be marked by the MOOC facilitators with 5 points)

STAGE 2: SHARING YOUR PLANS WITH YOUR PEERS

[Go to the Final Assessment Forum](#). (This is compulsory and will be marked by the MOOC facilitators with 5 points).

Share your Learning plan with your peers on the Final Assessment Forum.

Read as many of your peer's plans as your time allows but provide feedback to two to three of your peers.

Feedback should include:

what did you like about the plan

provide one suggestion for the improvement of the plan

what part of it would you leave out of the plan.

WEBINAR #1

We have a webinar scheduled for This will provide you with an opportunity to engage with the module facilitators, ask questions and prepare your future learning.

Below you can find the link to join the webinar:

.....

Join the Meeting

We hope to see you all there!

WEBINAR #2

We have a webinar scheduled for This will provide you with an opportunity to engage with the module facilitators and reflect on your experiences (good or challenging) of this online course, ask questions and prepare your plan **of Applying learning to practice**.

Below you can find the link to join the webinar:

.....

Join the Meeting

We hope to see you all there!

PRE MOOC EVALUATION QUESTIONNAIRE

This questionnaire will help us to get a better idea of your objectives and expectations for this course.

Your answers will give your trainers an understanding of your preferred learning style and of the knowledge, skills, and experience you already have.

There are not correct answers or wrong answers. If you do the quiz, you may get 2 points.

Thank you to take the survey

About you

Your Name and Surname

Your Email Address

Your gender?

1. Masculin
2. Feminin

Your country

- a. Romania
- b. Cyprus
- c. Greece
- d. Spain
- e. Other, specify _____

What is your qualification?

- a. Health care professional
- b. Community nurse
- c. Health mediator
- a. Teacher or trainer
- b. Student/learner under qualification in health care
- c. Other, specify _____

What is your occupation?

- a. Working in health care organization
- b. Working in community/organization involved in vaccination
- c. Working in health care education/training institution
- d. Student
- e. Looking for a job

- f. Working in other sector

On a scale of 1 to 5, what is your level of English?

- 1. Poor
- 2. Fair
- 3. Good
- 4. Very good
- 5. Excellent

On a scale of 1 to 5, rate your Internet use skills

- 1. Poor
- 2. Fair
- 3. Good
- 4. Very good
- 5. Excellent

Did you take part in an online course in the past?

Yes/Not

Have you attended a course on the topic of vaccine or vaccination?

Yes/Not

What are your expectations about the knowledge, skills and understandings to increase in this course?

- Knowledge about vaccination
- Knowledge and skills linked to my professional profiles
- Competences to cope with the issues of vaccine hesitancy
- Knowledge and skills to promote vaccine and immunization;
- Language skills
- Digital competences and skills for using social media
- Cultural knowledge and abilities of cultural communication
- Awareness about social, ethnic, linguistic and cultural diversity
- Opportunities for employability and for professional development

What other outcomes / benefits do you expect to achieve at the conclusion of the course? Please, do a list

How do you hope this course will benefit for your professional work?

Do you have any specific questions you would like the trainer to cover? Any other special requests?

LEARNING TOOLS' EVALUATION SURVEY

1. The learning unit met my expectations and learning needs

- Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

2.The content is innovative and of high quality

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3. I found the training materials to be user friendly and useful for my learning of this topic

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4.The learning activities are relevant for my learning with the established learning outputs

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. The learning unit helped me to achieve the learning outcomes

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

POST-COURSE EVALUATION QUESTIONNAIRE

This questionnaire will help us to get a better idea of your learning outputs you achieved and the impact of this course. There are not correct answers or wrong answers. If you do the quiz, you may get 2 points. Thank you for completing the questionnaire.

Your Name and Surname

Your Email Address

What are the most important knowledge, skills and understandings you have increased in this course?

- Knowledge related to vaccination and vaccination hesitancy
- Awareness of the myths, fears and misconceptions related to vaccination
- Awareness of the cultural values, attitudes and behaviour related vaccination
- Knowledge about vaccines, advantages and disadvantages of vaccination
- Understandings of the policies and strategies related to immunization

- Awareness of the human rights relevant to immunization
- Skills of communication about vaccination with clients and their family members, carers
- Understandings of the ethical concerns associated with immunization issues
- Awareness of working effectively with vulnerable population and other special groups in culturally sensitive and compassionate way
- Skills to combat misinformation, myths and fear of the vaccine and boost vaccine acceptance among hesitant people
- Skills of promoting vaccination on evidence-based principles
- Skills of culturally competent needs assessment related to immunization
- Knowledge and skills to immunization in practice

How has the course impacted upon you?

- I have increased my knowledge on vaccine and vaccination
- I have increased knowledge and skills linked to my professional profiles
- I have increased my competence to cope with the issues of vaccine hesitancy
- I have got knowledge and skills to promote vaccine and immunization
- I have increased the level of my language skills
- I have increased the level of my digital competences and skills for using social media
- I have increased the level of my cultural knowledge and abilities of cultural communication
- I have a greater understanding about social, ethnic, linguistic and cultural diversity
- I have increased opportunities for employability and for professional development

MOOC EVALUATION QUESTIONNAIRE

This questionnaire will help us to evaluate the quality of the course and make improvements of the training in the future. There are not correct answers or wrong answers. If you do the quiz, you may get 2 points. Thank you to take the survey!

Your Name and Surname

Your Email Address

Please, rate different statements, choosing True or False, as you agree or not agree with statements

- The course met my training needs and my expectations
- The course content was relevant and well structured
- The course was well organized as timely, access to materials, level of the workload, etc
- The presentations were appropriate to my level of understanding, intuitive and friendly.
- The learning tools and training materials were efficient for information and learning
- There was a good balance of individual learning, group learning, practical and evaluation activities
- The training activities were adequate facilitating my own learning pathway
- The discussion forum was efficient for interaction with other trainees and stimulated my interest in the subject.
- The instructors facilitated my learning, challenging and motivating me to do my best work and encouraging my to participate to group activities
- I consider that I met my learning goals and objectives

Please, rate the course overall

- Very good

- Excellent
- Good
- Fair
- Poor

ASSESSMENT QUIZZES

This quiz assess the knowledge you got after reading the Learning tool and doing the learning activities of this unit. It is compulsory to finish the unit and you may get 3 points. If you failed answer the questions, we recommend you to read again the Learning Tool. You may retake the quiz. Up to 3 attempts are allowed.

MODULE 1 – UNIT 1.1 ASSESSMENT QUIZ

Cultural Awareness is the degree of awareness we have about other cultural backgrounds and cultural identities

High self-awareness is claimed to lead to better decision making, is linked to team performance and to authentic leadership

The Vaccines, train the immune system to create antibodies, just as it does when it's exposed to a disease

Correct answers: 1) False, 2) True, 3) True

Module 1 – Unit 1.2 Assessment Quiz

Vaccines are unnecessary as long as good hygiene is maintained; that is, that clean water, nutrition, and sanitation alone can prevent diseases

Vaccines are designed to produce optimum immunity, but having the disease poses greater risk, according to the WHO

Vaccines are not needed if a disease doesn't exist in a country

People in all parts of the world are more likely to be harmed by vaccine-preventable diseases than by vaccines

Correct answers: 1) False, 2) True, 3) False, 4) True

MODULE 1 – UNIT 1.3 ASSESSMENT QUIZ

What are the three main reasons according to Arthur Caplan that some health care workers would choose not to get vaccinated against COVID-19?

- a) Women in the workforce, health care workers tend to be worried about fertility in pregnancy. They say these vaccines have not been tested adequately on pregnant women.
- b) They say that they don't need a vaccine. They've been exposed to the flu. They've been exposed to COVID. They are frontline workers. It's probably their fifth exposure. They are sure that they have antibodies.
- c) They say the vaccine was rushed they worry that corners were cut, studies were stopped prematurely to give emergency use.
- d) All of the above**

Given that the public relies on the advice of professionals like physicians and nurses, how should health professions such as nursing and medicine address vaccine hesitancy among its members? (More than one answer)

- a) Institutions need to spend more time educating the health care workforce, more webinars, more seminars and more educational activities**
- b) Fire health care workers that refuse to get vaccinated

- c) **monitor the social media anti-vacs websites and provide reliable information**
- d) **using spokespersons in minority workforce because there's more trust sometimes in someone who seems to be a peer**
- e) pay those who refuse to get vaccinated large amounts of money to convince them
- f) **have religious figures, rabbis, priests explain why vaccination is a duty which nearly every religion sees it as**

Correct answers: 1) d 2) a,c,d,f

MODULE 1 – UNIT 1.4 ASSESSMENT QUIZ

The term "need" is a strong feeling that somebody want somebody/something or must have something

Health needs are the physical and mental needs of the population/individual

Health Related Needs are the political, social and economic forces that affect health by shaping the conditions in which people live

Health needs assessment is a systematic method to identify

- a) **Unmet needs**
- b) Physical and mental needs
- c) Social and environmental needs
- d) Physical and social needs

Correct answers: 1) True, 2) False 3) False 4) **a**,

MODULE 1 –ASSESSMENT QUIZ

Practical tips for addressing parental vaccine hesitancy in primary care include starting early, presenting vaccination as the default approach, building trust, being honest about side effects, providing reassurance on a robust vaccine safety system, focusing on protection of the child and community, telling stories, and addressing pain.

As vaccines contain killed or weakened forms of germs like viruses or bacteria, they may cause the disease or put you at risk of its complications.

Data demonstrate that there is a link between vaccines and autism, therefore, many parents are hesitant to immunize their children.

The World Health Organization has named vaccine hesitancy as one of the top ten threats to global health in 2019.

According to WHO, factors influencing vaccine hesitancy can be grouped into three domains: contextual influences, individual/social group influences, and vaccine and vaccination-specific issues, which includes the role of health care professionals.

Two broad parental factors that are associated with under-vaccination are: 1. The socioeconomic disadvantage and 2. The parents' concerns about the safety or necessity of vaccine.

Correct answers: 1) True, 2) False, 3) False, 4) True, 5) True, 6) True

MODULE 2 – UNIT 2.1 ASSESSMENT QUIZ

A occurs when an evidence-based correction is presented to an individual and they report believing even more in the very misconception the correction is aiming to rectify

“backfire effect”

It is suggested vaccine promotion strategies to be continually assessed for both and

“efficacy”, “safety

Interventions informed by and delivered via platforms were found generally more effective in addressing vaccine hesitancy.

“behaviour change theory”, “social media

Educational messages were proved to be effective in increasing but less in triggering.....

“knowledge”, “behaviour change”

The nudges that offer vaccination to parents and healthcare workers, that make vaccination more salient or that use messengers to deliver information have been found the most effective.

“incentives”, “information”, “trusted”

Evidence-based practices for clinical organizations to address COVID-19 vaccine hesitancy may be at the interpersonal, individual, and level.

“organization”

MODULE 2 – UNIT 2.2 ASSESSMENT QUIZ

An immunized population lives longer and increases the average life expectancy.

When a vaccine is introduced and immunization coverage rates increase, the infant and child mortality rates decline dramatically.

Many vaccines cause severe allergic reactions or death

Correct answers: 1) True, 2) True, 3) False

MODULE 2 – UNIT 2.3 ASSESSMENT QUIZ

Fill in the blanks (duration: 15 minutes)

1. The impact of indirect _____ **(communication)**of public health messages depends on the country and culture that individuals live in.
2. _____ **(Eastern)**..... cultures dispose greater collectivism than _____ **(western)**..... cultures which dispose greater individualism.
3. Cultural factors such as politics and _____ **(religion)**are associated with anti-vaccine attitudes.
4. The understanding of the cultural _____ **(values)**..... that cause vaccine scepticism and hesitancy is of great importance
5. _____ **(Community)**.....-engaged communication is crucial in order for the culturally relevant solutions to be acknowledged.
6. PEN-3 is a cultural model that consists of 3 primary domains: 1) cultural _____ **(identity)**....., 2) relationships and expectations, and 3) cultural _____ **(empowerment)**.....
7. Cultures are dynamic_ and ever changing as individuals are influenced by, and influence their _____ **(culture)**....., by different degrees.

community, culture, eastern, identity, communication, values, western empowerment,

MODULE 2 – UNIT 2.4 ASSESSMENT QUIZ

MMR (Measles/Mumps/Rubella) is a live/attenuated vaccine.

Herd immunity threshold is the same for all the diseases.

Immuno compromised people can get vaccinated with live/attenuated vaccines.

Correct answers: 1) True, 2) False, 3) False

MODULE 2 – ASSESSMENT QUIZ

1. Some key cultural perspectives on vaccination are derived from religious views and objections to vaccines.
2. People's attitude towards vaccination is partly the result of a broader cultural and psychological aspect.
3. The most effective way to communicate and build trust with culturally different population group is by pushing more data on them.
4. Individuals with weakened immune systems can get vaccinated with all types of vaccines.
5. People that do not have individual immunity for a certain disease, but they belong in a population with herd immunity, will not get sick.
6. The basic reproduction number (R_0) refers to the contagiousness and transmissibility of infectious pathogens.
7. Allergic reactions are very common after getting vaccinated.
8. Immunization saves the health system immense treatment costs.
9. Well-intentioned vaccine promotion may increase vaccine hesitancy if it is not based on evidence.

10. Herd immunity occurs only when all the population is immune to a disease.
11. Local information on vaccine hesitancy of the target group should not be taken into consideration when designing a strategy to deal with vaccine hesitancy in the community.
12. For specific populations, it would be important to identify religious and community influences in order to promote appropriately vaccination information and tailor specific interventions

Correct answers: 1) True, 2) True, 3)False, 4) False, 5) True, 6) False, 7) True, 8) True, 9)True, 10) False, 11) False, 12) True

MODULE 3 – UNIT 3.1 ASSESSMENT QUIZ

Complete the sentences with the right word from the list below. There are two extra words that you will not need to use.

- understand
 - anti-vaccines
 - listen
 - stigma
 - respect
 - health professionals
 - teach
- 1) To report more empathetically and thus reduce _____, healthcare professionals must take advantage of well-established relationships to address specific vaccine concerns. **(stigma)**
 - 2) The responsibility of _____ lies in responding to vaccine-hesitant individuals with great compassion, patience and respect. **(Health professionals)**
 - 3) We should not mistake vaccine-hesitant persons with _____ individuals. **(anti-vaccines)**
 - 4) When we start a conversation with a vaccine-hesitant person, one of the first things we should do is try to _____ them. **(understand)**
 - 5) We may not agree with a person’s opinion, decision or action, but we have to _____ the person to humanize them. **(respect)**

MODULE 3 – UNIT 3.2 ASSESSMENT QUIZ

Multiculturalism is the process of rapprochement between different cultures, which seeks to establish links beyond the culture itself in question.

Ethnocentrism or cultural auto centrism is a feeling or belief that different people have of being in possession of the best culture among those existing in the world. They consider their culture of origin as a model for judging other cultures.

Within intercultural communication, non-verbal communication is not that important.

Nonverbal communication is the same for all cultures.

For effective intercultural communication it is necessary to know our culture and establish prejudices.

Correct answers: 1) False, 2) True, 3) False, 4) False, 5) False

MODULE 3 – UNIT 3.2 ASSESSMENT QUIZ

Please indicate below with which bioethics principle each of the following definitions corresponds:

1. It is the professional's obligation to do no harm to the patient or to minimise the harm of the health care intervention. Answer: _____ (**non-maleficance**)
2. Defines the actions of the healthcare professional, always with the moral obligation to act in the best interests of the patient. Answer: _____ (**Beneficence**)
3. It involves the equitable distribution of limited goods and resources, without discrimination, to achieve the maximum benefit for the community and to avoid inequalities in health care. Answer: _____ (**Justice**)
4. It is the patient's right to accept or refuse any medical intervention. Answer: _____ (**Autonomy**)

Beneficence Non-maleficance, Autonomy Justice

MODULE 3 – UNIT 3.4 ASSESSMENT QUIZ

Please indicate below with which bioethics principle each of the following definitions corresponds:

- 1- The set of biological/individual, epidemiological, social, and programmatic/institutional factors whose interaction increases or reduces the risk or protection of an individual or population against a given disease/condition is the: Answer: _____ (**vulnerability**).
- 2- What is the name of the principle that is linked to the discussion on social justice according to Rawls' theory of justice, which implies the heterogeneous availability of health care and actions for each citizen according to their needs, with the aim of homogenizing social, environmental and economic asymmetries? Answer: _____ (**equity**).
- 3- What is the name of the team that includes general practitioners, paediatricians, nurses, health visitors and social workers, who provide primary health care services to people on a continuous basis, including disease prevention, health promotion, diagnosis, monitoring and treatment? Answer: _____ (**multidisciplinary**).
- 4- What is the name given to the group of pregnant women, premature infants, people with chronic and immunodeficient diseases, the elderly and people from developing countries? Answer: _____ (**vulnerable groups vaccination**).

MODULE 3 – ASSESSMENT QUIZ

1. Multiculturalism is the process of rapprochement between different cultures, which seeks to establish links beyond the culture itself in question.

2. Ethnocentrism or cultural auto centrim is a feeling or belief that different people have of being in possession of the best culture among those existing in the world. They consider their culture of origin as a model for judging other cultures.
3. Within intercultural communication, non-verbal communication is not as important as verbal communication.
4. For an effective intercultural communication it is necessary to know our culture and establish prejudices.
5. Regarding vaccination, vulnerable groups are pregnant women, premature infants, people with chronic and immunodeficiency diseases, elderly people.
6. Non-maleficence: is based on the Hippocratic principle of Primum non nocere, i.e. "first and foremost, do no harm".
7. If we start a conversation with an unvaccinated person, we must interrupt and correct them immediately, since they are upholding something they believe to be true, but it is not.
8. At the paediatric level, vaccine trials with improved child survival or prevention of serious illness as outcomes are ethically justifiable if the effects of the intervention on the prevention of mortality or serious illness are unknown
9. Illiteracy, language barriers, and a lack of knowledge of modern science make it difficult to provide adequate information on vaccines details, indications, and possible complications in the elder population, specifically
10. It is important to create interventions with multidisciplinary approaches and improve the communication skills of professionals and focus on their relationship with parents and other patients or users.

Correct answers: 1) False, 2) True, 3)False, 4) False, 5) True, 6) True, 7) False, 8)True, 9) False, 10)True

MODULE 4 – UNIT 4.1 ASSESSMENT QUIZ

Choose the right answer to the following questions.

1. What is the distinction between Patient advocates and Health advocates:
 - a) Patient advocates are whose work is more focused on communities, policies or the system as a whole.
 - b) Patient advocates provide direct and personalized services to patients and/or their family, assist patients to manage with different healthcare issues.**
 - c) Patient advocates are only those have qualification in advocacy.
2. Vaccine hesitant person is:
 - a) A person who believes that the vaccines may have side effects.
 - b) A person who is afraid of the vaccine.
 - c) A person who refuses to be vaccinated or delay in acceptance of vaccine.**
3. What are the "three Cs" of the World Health Organization's model Strategies to boost Covid-19 vaccine acceptance:
 - a) Confidence, complacency and convenience.**
 - b) Confidence, complacency and trust.
 - c) Confidence, complacency and acceptance

Correct answers: 1) b, 2) c, 3)a

MODULE 4 – UNIT 4.2 ASSESSMENT QUIZ

Put in blanks the appropriate words from the list.

1. Patient empowerment includes **health literacy**, shared decision-making and self-management.
2. Empowerment people on immunization helps them to effectively assume **responsibility**..... for their immunization-related decisions
3. To build trust in vaccines, health providers must give information about the **benefits and risks** associated with vaccines.
4. Communicating with patients and their families during medical encounters is important for fostering the relationship, gathering information, providing information and **making decisions**.....
5. The goal of motivational interviewing is to motivate people for vaccine **acceptance**.....

health literacy, responsibility, benefits and risks, making decisions, acceptance

MODULE 4 – UNIT 4.3 ASSESSMENT QUIZ

Which one is the obligatory action of the vaccine provider before the vaccine administrating?

- a) Welcome the patient/parent.
- b) **Screening for vaccine contraindications and precautions.**
- c) Ask questions.

Screening is doing for:

- a) Detecting the vaccinations needs.
- b) Detecting the person's vaccines history.
- c) **Detecting the contraindications and precautions to the vaccine.**

Which are the actions that the vaccine provider **must** do after administrated the vaccine?

- a) Reduce the fear associated with injection.
- b) Give to the patient information about the vaccine benefits.
- c) **Record immunization information required by the law in electronic or/and in paper form.**

Correct answers: 1) b, 2) c, 3)c

MODULE 4 – UNIT 4.4 ASSESSMENT QUIZ

Put in blanks the appropriate words from the list.

1. **assessment**..... is an intervention that checks if the person should be vaccinated and to identify the vaccines may need.
2. **screening**..... is made before each vaccination to see the vaccine contraindications and precautions.
3. The vaccine should not be administered when a **contraindication**..... is present.
4. Vaccination might be indicated in the presence of a **precaution**....., if the benefit of protection from the vaccine outweighs the risk for an adverse reaction.
5. The vaccine provider explains to the patient the benefits and risks of the vaccine as well as any **adverse reactions**..... may have after vaccination.

screening, assessment, precaution, adverse reactions, contraindication

MODULE 4 – ASSESSMENT QUIZ

Please, watch the video with tutorial on vaccination administration of influenza at <https://www.youtube.com/watch?v=hLXJ63bhuDE> (4'32'') (English, subtitles auto-generated in all languages) and fill in the blanks with the right words from the list.

A moderate or acute illness such as an infection with**fever**..... above 38.5 C is a ...**contraindication**.... to vaccination. The ..**allergic** ...reaction to a previous doze or to a vaccine component are absolute contraindications to vaccination. Inform the patient about: the**disease**..... that vaccination is to be carried out against, the duration of the**immunity**.... that this vaccine done, as well as the normal local**reactions**to vaccination and the potential adverse**effects**.... which may occur after vaccination. After vaccination, complete the vaccine related documents and the vaccine.....**certificate**for patient.

contraindication, fever, allergic, disease, immunity, reactions, effects, certificate

Quiz 2: Multiple choice

1. The interventions that fall under patient advocacy are:
 - a) Defending the rights of a patient and patient representation;
 - b) information and education of patients and their families and
 - c) Building awareness and combat miss information.
 - d) **All of them**

Health literacy, self-management and shared decision-making are components of:

- a) patient advocacy
- b) **patient empowerment**
- c) patient relationship

The main aim of the Motivational interview is to reinforce the motivation and commitment of the patient to:

- a) provide information
- b) inform about the possible side effects of vaccine

- c) **make decision about vaccination**

Screening is an intervention which aims:

- a) to establish the patient vaccination history
- b) to assess the patient vaccination needs
- c) **to establish contraindications and precautions for the vaccines**

Vaccination history, the patient's previous vaccines must be established:

- a) Based on the vaccines that are recommended for his/her age in the current immunization schedule/program
- b) **Based on the records on patient's vaccination card or other vaccination recording documents**
- c) Based on the patient's declarations

Correct answers: 1) d, 2) b, 3) c, 4)c, 5)b

ATTACHED FILES

COURSE TIMETABLE

Week 1	
2nd-6th October 2023	Orientation
↓	
Week 2	
9th- 13 th October 2023	Cultural Awareness Module
↓	
Week 3	
16th-20th October 2023	Cultural Knowledge Module
↓	
Week 4	
23th-27th October	Cultural Sensitivity Module
↓	
Week 5	
30th October-3rd November 2023	Cultural Competence Module
↓	
Week 6	
6th-10th November 2023	Synthesis and Evaluation

EVALUATION GRID (FIRST WEEK)

Assessment scored)	Quizzes (Automatically scored)	Graded by the Facilitators	Impact and MOOC Evaluation Surveys			Score	Course achievement	
			Pre- course survey Graded by facilitators	Post- course survey Graded by facilitators	MOOC evaluation survey Graded by facilitators			
Self learning and Evaluation of the Learning Tool (Days 1 -5)= 2 p each	Units' assessment quizzes (for Days 1 -5)- Max 3p each	Modules' Assessment quizzes (Day 5) - Max 5 p each	Summative assessment "Applying learning to practice" (Week 6)	Activity in the Forum		Total grading points - Max 100	(75% of Max total points= 75 p)	
16X1p = 16 p	Max 16x3 p =48 p	Max 4X5p = 20p	5p	5p	2p	2p	2p	Yes/No

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