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The Need of Public Health Open Educational Resource: A Literature Review

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ABSTRACT

Purpose: During present times as individuals and societies need to prevent from all diseases by taking various organized steps. As there are not enough trained healthcare workers to manage, provide and to meet the needs related to public health, and as the need for the healthcare worker has increased. Public health becomes the priority which can be achieved by education and meaningfully through Open educational resources. So, the need of Public Health Open Educational Resources plays a vital role for the good of individuals and for societies.

Design/Methodology/Approach: There were found to be few papers or related literature available related to OER and public health together. This paper systematically reviewed 14 papers and provides an understanding of the need of Public Health Open Educational Resources.

Findings: This paper provides recommendations to increase public health Open Educational Resources to the governments and universities through which we can increase the skilled health workers and to bring out physical, mental, and social health to the individuals and to the societies during the times needed like now.

Originality/Value: This paper is the original research reviewed on 14 papers more focused on how Public Health Open Educational Resources are used and the need of Public Health Open Educational Resources to protect individuals and societies facing the worst situations like COVID-19 and any other Pandemics in the future.

Paper Type: Review of Literature

KEYWORDS: Public health | Health Care Workers | Open Educational Resources

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Introduction

Due to the rapid spread of various diseases public health and its supports systems play a vital role. Public health is the art and science of preventing disease, prolonging life, and promoting physical and mental health, sanitation, personal hygiene, control of infectious diseases, and organization of health services. From the normal human interactions involved in dealing with the many problems of social life, there has emerged a recognition of the importance of community action in the promotion of health and prevention and treatment of disease, and this is expressed in the concept of public health (Bryant, J. H. et al., 2021). "Global health, "in general, implies consideration of the health needs of the people of the whole planet above the concerns of particular nations(Brown et al., 2006).What's more, people show more concern for health and family, and less concern for leisure and friends. Using social media data may provide timely understanding of the impact of public health emergencies on the public's mental health during the epidemic period(Li et al., 2020).Some initiatives have institutional backing involving professional staff, others build on communities of practitioners and rely on their voluntary work. There are all sorts of in-between models as well. Repositories can be organized as a place to share and exchange resources, which means that people are either users or producers, or they can promote the collaborative production of common resources(Hylén & Schuller, 2007). As times are critical "COVID-19 and other public health threats have contributed to more than six million deaths globally in a short amount of time. As such, there is an urgent need to respond to these threats in a way that improves global health and wellbeing"(Guerrero, 2021).

Persistence and adaptability during this time of challenge are attributes that medical student can demonstrate more readily. While every student has a personal story of how COVID-19 has impacted their education, there is no question that the impacts of COVID-19 will be felt on an extensive level. The panic in the community is palpable, and many are confused by how to proceed in the wake of COVID-19. This is no difference for medical students and faculty and the question that arise regarding medical education and their future careers (Ferrel & Ryan, 2020).There were situations during these times of COVID-19 where infected persons had the fear to contact others as in Japan "To improve the effectiveness of contact tracing, educational campaigns to reduce the fear and stigma associated with COVID-19 may be important. In addition, the current study results also suggest that unwillingness to cooperate with contact tracing in Japan is not only due to social stigma associated with COVID-19 but also concerns about the burden placed on the contact persons if they needed to be quarantined and problems that arise when the contact is brought to light. It may be necessary to understand that individuals have contacts they do not wish to disclose to others and to be considerate when handling such situations" (Machida et al., 2022).

The technology driven mode of new education trends are Open Educational Resources as they are defined as "Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER form part of 'Open Solutions', alongside Free and Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms" (*Open Educational Resources (OER)*, n.d.). Examples of OER are 1. Open Courseware; 2. Learning Modules; 3. Open Textbooks; 4. Streaming Videos; 5. Open Access Journals; 6. Online Tutorials; 7. Digital Learning Objects; (Bauch et al., 2020) or full online courses, textbooks, curated digital collections, lessons, assessment items, images, videos, literature, audio and music, learning simulations (*What Are Open Educational Resources (OER)? - Hapara*, n.d.). Open Educational Resources (OER) are becoming a significant, mission-driven trend within educational literature. To help address rising costs, instructors and designers are looking to OER to effectively replace traditional instructional content, which requires more than just identify and replace. (Parsley et al., 2018). The impact of the disruption of COVID-19 pandemic on medical education is being innovatively tackled by many medical teaching institutes worldwide. While the use of technology has steadily increased in medical teaching and learning over the past decade, in the present unpredictable and uncertain times we are witnessing the exponential, hyper growth in the application of this technology (Farooq et al., 2020).

Research Questions

1. How Public health Open Educational Resources are being used?

2. What is the need of public health Open Educational Resource during these times?

Methods

Literature review is made from the existing knowledge to meet the need for the all categories of people in present society. This systematic review study is based on related papers published on public health, Open Educational Resources, COVID-19 and Public Health Open Educational Resources.

Analysis and Discussion

- ***Health Projects***

Evidence-based and theory driven content that teaches nursing communication is articulated and delivered through the COMFORT communication project. The COMFORT communication project is a unique program that offers open

educational resources (free and accessible) to implement patient-centered communication in difficult situations. The pandemic presented an urgent and profound need to establishCOVID-19 specific health communication support resources for nursing faculty and students (Wittenberg et al., 2021).

As part of the PHORUS (Public Health Open Resources for the University Sector) Project, a review of the literature relating to the development of OER was followed by an online search for OER resources relating specifically to public health(Hemingway et al., 2011).The PHORUS project was the first to consider the literature relating to the release of public health OER. Understanding the enablers and barriers to OER is key to developing resources in this key area of health education(Angell, Hartwell, et al., 2011). An assessment was done to find the impact on global health MOOC/OER and the conclusions as "The course had widened participation in public health eye care education by reaching a range of eye health professionals across many countries, especially in LMICs. Learning was applicable at the local level. OER content did support further teaching and learning at the local. Follow up online surveys can highlight if a MOOC/OER is helping to bridge a known training gap and now developing mixed methods approach to gain further insight into cycles of value creation,+ constraints and enablers, for all stakeholders in our global health MOOCs/OER"(Parsley et al., 2018). An assessment was done to find the impact on global health MOOC/OER and the conclusions as "The course had widened participation in public health eye care education by reaching a range of eye health professionals across many countries, especially in LMICs. Learning was applicable at the local level. OER content did support further teaching and learning at the local. Follow up online surveys can highlight if a MOOC/OER is helping to bridge a known training gap and now developing mixed methods approach to gain further insight into cycles of value creation,+ constraints and enablers, for all stakeholders in our global health MOOCs/OER" (Parsley et al., 2018).

Medical education and evaluation, for both initial and continuing medical training of healthcare professionals, is experiencing profound conceptual and technical changes in the era of the digital society and economy. Using the concepts of active and blended learning, acquisition and maintenance of knowledge, skills and attitudes (KSA) now passes through upstream work before entering the Faculty of Medicine on Internet (MOOC, SPOC, OER), restitution in flipped and contextualized classrooms to solve problems and learn to learn, and ultimately on virtual platforms using mannequins (avatars) in virtual environments, without risk to patients and actors (Pasquier et al., 2015). Several MOOCs are now available, to help learners build on their knowledge in a number of healthcare topics. More research is needed to determine the effectiveness of MOOCs as an online education tool, and explore their long-term impact on learners' professional practice(Smith-Lickess et al., 2019).

It is known that MOOCs are not reaching the universal audiences that were predicted, and much knowledge has been gained about learners' perceptions of MOOCs. However, there is little scholarship on what learners themselves gain from participating in MOOCs(Blum et al., 2020).

- ***Universities on Move***

The Tufts Open Courseware (Tufts OCW) project is a web-based publication of educational material from Tufts University courses from all three campuses, with a strong representation of medicine, veterinary medicine, dentistry, and nutrition courses. Under the Creative Commons license, the website provides open sharing of free, searchable course content to educators, students, and self-learners throughout the world(*Tufts OpenCourseWare | THAMMASAT UNIVERSITY LIBRARY*, n.d.). When considering the impact of OCW on medical education internationally, it is important to note that OCW, as a source of course content, represents only one component of health sciences education (Lee et al., 2008).

The need for public health knowledge is ever increasing, but the educational options have been limited to coursework delivered by academics to individuals who can afford the cost of tuition at public health institutions. To overcome this disparity, Johns Hopkins Bloomberg School of Public Health (JHSPH) has joined the Massachusetts Institute of Technology-initiated Open Course Ware (OCW) movement to publish and share its collection of course content with the public at no charge(Kanchanaraksa et al., 2009).The importance of improving accessibility to such learning and knowledge transfer would in effect address issues pertaining to the expertise in the healthcare sector of those developing countries experiencing"crisis inhealth human resources" given evidences on the effective use of e-learning inhealthcare education in such contexts (Chhibber, 2004). One of reason for theses Public Health Open Educational Resources to reach the unreached special during the needed times. As this "may offer a means of extending public health education in deprived areas and developing countries, where access to public health education is limited by lack of teaching facilities and resources" (Angelle et al., 2011, p. 552). As there was lot of suffering in during those times when effective planning and programs were recommended "Like a three-legged stool, coherent health policies require a solid foundation of technical analysis in all three areas in order to identify effective strategies and establish sustainable programs. Through the 1960s and 1970s the second task, designing institution-based delivery systems, (generally following a western medical model) was the dominant theme in health policy formulation for the developing world" (Jamison & Mosley, 1991b).

Educating the society through OER and reachable modes like electronic media on how the infections spreads and way to protect as "rapid and informed guidance of epidemic (research) responses to severe infectious disease outbreaks requires quick compilation and integration of existing pathophysiological knowledge. As a case study we chose the Zika virus (ZIKV) outbreak that started in 2015 to develop a proof-of-concept knowledge repository"(Bauch et al., 2020). The University of the Western Cape, South Africa shares resources to build the network for public health education in Africa and the global South. The University has lodged some of its distance learning modules and case studies as OER resources. Access the website to view the available resources by focus and module level. The focus areas cover health promotion, health workforce development, health policy and systems, health management, public health research, nutrition and health information systems(*Public Health OER - Open Educational Resources (OER) for Medicine and Health Sciences - Research Guides at University of North Dakota*, n.d.).

There are Open Educational Resources for Medicines and Health Science available on OER data bases such as MERLOT II OER database, John Hopkins school for Public Health Open Courseware, OER Commons- Health, Medicine and Nursing collections and more(*Public Health OER - Open Educational Resources (OER) for Medicine and Health Sciences - Research Guides at University of North Dakota*, n.d.). But still there is need for developments in Public Health Open Educational Resources.

- ***Needs to meet***

To support people with psychotic and bipolar dis-orders and their relatives during a crisis, it is vital to ensure the channels for communication between the affected person and their relatives and the mental health care providers remain open. Technology can offer such platforms; digital tools, telephone and chats may all be viable channels; the most important message is to ensure easy access to support and treatment (Aminoff et al., 2022). COVID-19 pan endemic exposed people to psychological distress, fatigue, occupational burnout, fear, stigma therefore it is of utmost importance the effective communication should be ensured at workplace, families and communities. The health systems aggressively stepped up the response measures like find, isolate, test, treat and trace transmission to save people's lives from COVID-19. In this situation, media and social conversations are primarily dominated by the large amounts of information about COVID-19. Responding to COVID-19 requires critical preparedness and response which includes effective communication as an essential strategy(Reddy & Gupta, 2020). The process of isolation under treatment and steps to be taken during this period where public health Open Educational Resources are digital has the power to change the lives.Various diseases acquired by children are also a major concern as "For over a decade the international public health community has given a priority to the communicable childhood diseases. This had been appropriate. The problems are major, the technological and epidemiological tools have become powerful, and the payoff or adapting and applying what is known is high" (Jamison & Mosley, 1991a). Evidence-based and theory-driven content that teaches nursing communication is articulated and delivered through the COMFORT Communication Project. There have been various projects taken up to meet the needs according the situations by the use of Open Educational Resources one of them is "The COMFORT Communication Project is a unique program that offers open educational resources (free and accessible) to implement patient-centered communication in difficult situations. The pandemic presented an urgent and profound need to establish COVID-19-specific health communication support resources Communication Modules for undergraduate nursing students and evaluate student communication competency across attitude, knowledge, and skill, post-intervention" (Wittenberg et al., 2021).

Not only Africa but the world is in of emergency public health Open Educational Resources to face difficult situations a mentioned in developing and under developing countries "urgently needs a plan for developing its public health education capacity. Lack of critical mass seems a key gap to be addressed by strengthening sub regional centers, each of which should provide programs to surrounding countries. Research linked to public health education and to educational institutions needs to increase"(IJsselmuiden et al., 2007).

- ***Policy***

Awareness and policies to be established to the use of Public Health Open Educational Resources in the future as "A number of public health OER were identified, located on 42 websites from around the world. Mapping against the UK PHSCF demonstrated a lack of coverage in some areas of public health education. It was noted that many of the OER websites identified were not those generally used in practice, and those sites preferred by public health specialists were not identified by the online search"(Angell, Hemingway, et al., 2011).To the major extent some of the courses can be taken at no cost through public health Open educational Resources "Policy has had, and will continue to have, a vast impact on our daily lives and on public health indicators in part because of its long-term effects and relative low cost. Many of the public health programs now being implemented have a significant focus on policy change. To improve these programs and to further evidence-based policy, we need to use the best available evidence and expand the role of researchers and practitioners to communicate evidence packaged appropriately for various policy audiences"(Brownson et al., 2009). Within the core function of policy (and program) development, two projects aimed to "inform, educate, and empower people about health issues"(Schober et al., n.d.).

Development Goals, universal health coverage and the post-2015 agenda to highlight the scope of future challenges. We estimated a global deficit of about 12.9 million skilled health professionals (midwives, nurses and physicians) by 2035(Rehal, 2016).The World Health Organization (WHO) warns that the world is short of 7.2 million health care workers and where this is expected to rise to 12.9 million by 2035 (World Health Organization (WHO), 2014.The required public health workers to reach the deficit numbers as per WHO can only be achieved by Public Health Open Educational Resources.

Conclusion and Recommendations

As per the demand of the skilled health professional, to meet the needs of public health and for the well-being of the society the individuals, institutions, universities and governments have to adopt policies to increase public health Open Educational Resources for the unprecedented times. As the taken-up projects by the institutions/ universities/ governments were helpful for the people.The task of health policy is to define clear, realistic, and measurable objectives which can guide the development process toward effectively and efficiently producing good health for all"(Jamison & Mosley, 1991b).All health organizations or universities must be made to develop and to bring awareness to use public health Open Educational Resources for preparing the societies and individuals. As public health Open Educational Resources can bring about changes to educate the individuals and societies in removing the barriers of deficit number of health workers, economic barriers, critical time needs and others, so more importance or priority should be given for the people involved in creation and use of them.

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GJEIS Prevent Plagiarism in Publication

The Editorial Board had used the Ouriginal – a Swedish anti-plagiarism software tool which is a fully-automatic machine learning text-recognition system made for detecting, preventing and handling plagiarism and trusted by thousands of institutions across worldwide. Ouriginal by Turnitin is an award-winning software that helps detect and prevent plagiarism regardless of language. Combining text-matching with writing-style analysis to promote academic integrity and prevent plagiarism, Ouriginal is simple, reliable and easy to use. Ouriginal was acquired by Turnitin in 2021. As part of a larger global organization GJEIS and Turnitin better equipped to anticipate the foster an environment of academic integrity for educators and students around the globe. Ouriginal is GDPR compliant with privacy by design and an uptime of 99.9% and have trust to be the partner in academic integrity (https://www.ouriginal.com/) tool to check the originality and further affixed the similarity index which is {01%} in this case (See below Annexure-I). Thus, the reviewers and editors are of view to find it suitable to publish in this Volume-15, Issue-3, Jul - Sep 2023.

Annexure 15.3.6

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Reviewers Memorandum

Reviewer's Comment 1: The authors have carefully designed the review of the articles with the narrow scope of the literature available in the limited evaluation of OER and public health together in the article. The authors have meticulously designed the review of the articles with the limited scope of the literature available.

Reviewer's Comment 2: The authors emphasized on the need of public health OER in the present times and rightly serves the purpose.The article meets it objectives to identify the need of OER in public health.The article covers all the aspects of OER and thus gives an overview of the public health OER.

Reviewer's Comment 3: The authors have fulfilled the objectives mentioned and also highlighted the need and scarcity of public health OER.However advanced tools to make literature strong could be used for further impact.

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Conflict of Interest: Author of a Paper had no conflict neither financially nor academically.

Editorial Excerpt

The article has 01% of plagiarism which is the accepted percentage as per the norms and standards of the journal for publication. As per the editorial board's observations and blind reviewers' remarks the paper had some minor revisions which were communicated on a timely basis to the authors (Prabhudas & Amiteshwar), and accordingly all the corrections had been incorporated as and when directed and required to do so. The comments related to this manuscript are noticeably related to the theme "**The need of Public Health Open Educational Resource: A literature review**" both subject-wise and research-wise.The analysis in this article is based on a systematic literature review of 14 papers related to public health, Open Educational Resources, COVID-19, and Public Health Open Educational Resources. The authors analyzed the papers to identify the need for Public Health Open Educational Resources and how they can be used to promote education and safeguard public health. They also discussed the characteristics of OER, such as sharing, reusing, revising, remixing, retaining, and redistributing, and how they can fulfill the needs of the public in educating them in various ways. Overall, the analysis and research questions in this article provide insights into the importance of Public Health Open Educational Resources in promoting education and safeguarding public health.After comprehensive reviews and the editorial board's remarks, the manuscript has been categorized and decided to publish under the "**Review of Literature**" category.

Acknowledgement

The acknowledgment section is an essential part of all academic research papers. It provides appropriate recognition to all contributors for their hard work and effort taken while writing a paper. The data presented and analysed in this paper by the authors (Prabhudas & Amiteshwar) is collected first handily and wherever secondary data is used the proper acknowledgment and endorsement are depicted. The authors are highly indebted to all who facilitated accomplishing the research. Last but not least, I/we endorse all reviewers and editors of GJEIS in publishing in the present issue.

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