

Available Resources:

Hand hygiene

Practical hand hygiene techniques for infection control. Can be accessed via www.nottingham.ac.uk/nursing/sonet/rlos/placs/handwashing/

The inflammatory response

Introduces stages in the inflammatory response.

The screenshot shows the LOLA Learning Object interface for 'The Inflammatory Response'. It includes a navigation menu with tabs for Introduction, Signals 1, Activity, Signals 2, Phagocytosis, Assessment, Feedback, and Resources. The main content area displays an activity titled 'Find out which of the following body chemicals are inflammatory mediators by dragging each onto the wound. (When you're done, click on the Signals 2 tab above to continue.)' Below this, a list of chemicals is shown: adrenaline, albumin, bradykinin, cortisol, leukotriene D4, prostaglandin E2, and renin. A hand with a wound is shown, and a red 'X' is placed over the 'cortisol' option, with the text 'No, cortisol is not an inflammatory mediator.' below it.

Pharmacokinetic and pharmacodynamic influences of aminoglycoside dosing

Examines how the absorption and distribution of aminoglycosides within the body affects the dosing regimens used.

Aseptic non-touch technique

Introduces the concept of aseptic technique, used to prevent infection during clinical procedures; includes video demonstrations.

Bacteria and viruses compared

Introduces and compares the structural components associated with bacteria and viruses by allowing users to "build" their own.

Glove use

Examines appropriate glove use in a variety of clinical scenarios, with a video demonstration of the correct procedure for putting on sterile gloves.

Volume of distribution (Vd)

Explains the concept of Vd, and how it is calculated.

The screenshot shows the LOLA Learning Object interface for 'Pharmacokinetic and Pharmacodynamic Influences of Aminoglycoside Dosing'. It includes a navigation menu with tabs for Introduction, Distribution 1, Distribution 2, Dosing, Activity 1, Activity 2, Assessment, Feedback, and Resources. The main content area displays a section titled 'Distribution 2' with text explaining that higher concentrations of aminoglycosides exist in specialized cells like tubular cells in the renal cortex. A diagram shows tubular cells with active transport mechanisms moving aminoglycosides from the extracellular space into the cells. A video player is visible at the bottom of the content area.

The screenshot shows the LOLA Learning Object interface for 'Structures - Activity'. It includes a navigation menu with tabs for Vd defined, Sample calculations, Activity, Assessment, Feedback, and Resources. The main content area displays a diagram comparing a bacterium and a virus. The bacterium is shown with an outer membrane, RNA strand, and DNA strand. The virus is shown with a helical/icosahedral shape, prokaryote, ribosomes, endospores, and plasmids. A table below the diagram lists the components and their sizes: Bacteria (0.5-5 micrometres) and Virus (20-200 nanometres).

The screenshot shows the LOLA Learning Object interface for 'Volume of Distribution'. It includes a navigation menu with tabs for Vd defined, Sample calculations, Activity, Assessment, Feedback, and Resources. The main content area displays a diagram illustrating the concept of Volume of Distribution (Vd). It shows a patient weighing 60 kilograms receiving a 1000 microgram dose of Drug A. The diagram shows the drug distributed into plasma, interstitial fluid, and tissue. A table below the diagram lists the components and their sizes: Vd = 350 mg, Cp (plasma concentration of the drug), Drug B (300 mg dose), Plasma, Interstitial Fluid, and Extracellular Fluid.

Coming soon:

Introduction to drug clearance

Clinical impact of changes in drug clearance

Personal Protective Equipment

You can find all of these RLOs at:

www.nottingham.ac.uk/nursing/lola/rlos.html

Information on using the packages

What is the format of the materials produced?

Reusable learning objects (RLOs) are small, interactive web-based resources focused on helping students achieve specific learning objectives. The RLOs can be used individually or in combination with one another.

How can I use these resources?

These resources are available for you to use free of charge for any non-profit making educational purpose. You can use them, or parts of them, in your lectures or can recommend them to your students to use in their own study time.

Can I have confidence in these materials?

All materials undergo a rigorous multi-step peer review process before release to ensure accuracy and quality of content.

How can I access these resources?

Each RLO has its own URL, which you will find listed on this Web page: www.nottingham.ac.uk/nursing/lola/rlos.html

You can include the URL as a link on any website, link to it within a PowerPoint presentation, or include it as an address in any handout, information sheet or handbook.

Contact us if you would prefer to have the RLO as an IMS content package

What do I need to run an RLO?

All you need is a standard web-browser with one or more common software plugins which are likely already loaded onto your PC. If you don't have the plugins, you will be prompted to download them free of charge from the Adobe website, which will take you through the short download and installation process. You will only need to do this once.

Evaluation

Student and tutor evaluation of these RLOs is essential to our work and each RLO has an on-line feedback form. Please encourage students to complete these short forms.

Other resources

RLOs are also available on a wide range of other subjects. You can access these from our web-sites.

www.nottingham.ac.uk/nursing/sonet/rlos

www.rlo-cetl.ac.uk

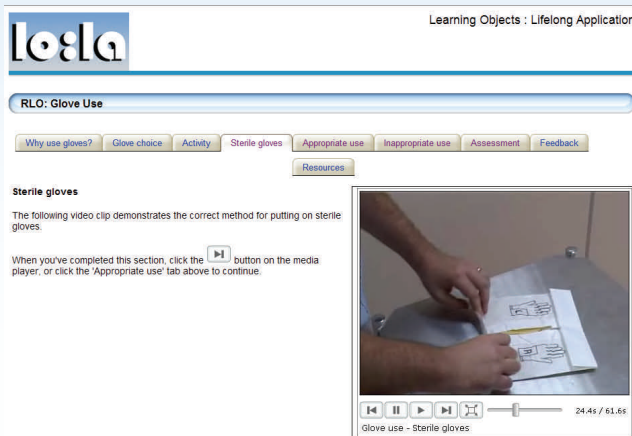
How can I find out more about LOLA?

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RLO released: 2006
Page last updated: 9 November, 2006



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