

The Design of active learning strategies for a global health - Rodrigo Rubio, MD

References

- Bui, I., Bhattacharya, A., Wong, S. H., Singh, H. R., & Agarwal, A. (2021). Role of Three-Dimensional Visualization Modalities in Medical Education. *Frontiers in pediatrics*, 9, 760363. <https://doi.org/10.3389/fped.2021.760363>.
- Cervero, R. M., & Gaines, J. K. (2015). The impact of CME on physician performance and patient health outcomes: an updated synthesis of systematic reviews. *The Journal of continuing education in the health professions*, 35(2), 131–138. <https://doi.org/10.1002/chp.21290>.
- Davis, D., O'Brien, M. A., Freemantle, N., Wolf, F. M., Mazmanian, P., & Taylor-Vaisey, A. (1999). Impact of formal continuing medical education: do conferences, workshops, rounds, and other traditional continuing education activities change physician behavior or health care outcomes?. *JAMA*, 282(9), 867–874. <https://doi.org/10.1001/jama.282.9.867>.
- Díaz-Guio DA, Arias-Botero JH, Álvarez C, et al. Telesimulation in perioperative medicine training from the Colombian perspective. *Clinical Simulation*. 2021;3 (3):110-116. doi:10.35366/103187. <https://www.medigraphic.com/cgi-bin/new/resumen.cgi?IDARTICULO=103187&id2=>
- Gareth B. Kitchen, Joanne Humphreys,, Serious games in medical education. Do they have a role in anaesthetic training, *Trends in Anaesthesia and Critical Care*, Volume 4, Issues 2–3, m2014, Pages 63-66, ISSN 2210-8440, <https://doi.org/10.1016/j.tacc.2014.03.001>.
- Gorbanev, I., Agudelo-Londoño, S., González, R. A., Cortes, A., Pomares, A., Delgadillo, V., Yepes, F. J., & Muñoz, Ó. (2018). A systematic review of serious games in medical education: quality of evidence and pedagogical strategy. *Medical education online*, 23(1), 1438718. <https://doi.org/10.1080/10872981.2018.1438718>.
- Gross, I. T., Clapper, T. C., Ramachandra, G., Thomas, A., Ades, A., Walsh, B., Kreuzer, F., Elkin, R., Wagner, M., Whitfill, T., Chang, T. P., Duff, J. P., Deutsch, E. S., Loellgen, R. M., Palaganas, J. C., Fayyaz, J., Kessler, D., & Calhoun, A. W. (2023). Setting an Agenda: Results of a Consensus Process on Research Directions in Distance Simulation. *Simulation in healthcare : journal of the Society for Simulation in Healthcare*, 18(2), 100–107. <https://doi.org/10.1097/SIH.0000000000000663>.
- Horton R. (2022). Offline: No dark sarcasm in the classroom. *Lancet* (London, England), 400(10364), 1666. [https://doi.org/10.1016/S0140-6736\(22\)02297-8](https://doi.org/10.1016/S0140-6736(22)02297-8).
- Income inequality: Gini coefficient.* Our World in Data. (n.d.). <https://ourworldindata.org/grapher/economic-inequality-gini-index?time=2019>.
- Karol, D., Shaylor, R., Fiszer, E., & Weiniger, C. F. (2023). Serious games as an innovative learning tool at a medical conference to teach medical knowledge and crisis resource

- management: A narrative report. European journal of anaesthesiology, 40(2), 143–146. <https://doi.org/10.1097/EJA.0000000000001781>.
- Olmedo, Luis & Cuevas, Fabiola & Martínez, Rodrigo & Alarcon, Maria & Gil, Daniel. (2021). Manejo de recursos en crisis, importancia de las ayudas cognitivas en anestesia. Revista Mexicana de Anestesiología. 44. 143-147. 10.35366/99019. https://www.researchgate.net/publication/351118274_Manejo_de_recursos_en_crisis_importancia_de_las_ayudas_cognitivas_en_anestesia.
- Priellipp, R. C., Magro, M., Morell, R. C., & Brull, S. J. (2010). The normalization of deviance: do we (un)knowingly accept doing the wrong thing?. AANA journal, 78(4), 284–287, <https://pubmed.ncbi.nlm.nih.gov/20879628/>.
- Robert Shewaga, Alvaro Uribe-Quevedo, Bill Kapralos, Kenneth Lee, and Fahad Alam. 2018. A Serious Game for Anesthesia-Based Crisis Resource Management Training. Comput. Entertain. 16, 2, Article 6 (April 2018), 16 pages. <https://doi.org/10.1145/3180660>.
- Rubin R. (2023). It Takes an Average of 17 Years for Evidence to Change Practice-the Burgeoning Field of Implementation Science Seeks to Speed Things Up. JAMA, 329(16), 1333–1336. <https://doi.org/10.1001/jama.2023.4387>.
- Schwengel, Deborah A. MD, MEHP; Toy, Serkan PhD. Innovation in Education Research: Creation of an Education Research Core. Anesthesia & Analgesia 129(2):p 520-525, August 2019. | DOI: 10.1213/ANE.0000000000003971. https://journals.lww.com/anesthesia-analgesia/fulltext/2019/08000/Innovation_in_Education_Research_Creation_of_an.35.aspx?casa_token=RBfDc2SIc3wAAAAA:FQxPp985qJyNaR4B3pyAS8snACUkgHJa9dJMRJfzGmSc022GWApVHfmLpNuucg5yRViNsPhhPSsIKtaQb8Tf58.
- Smile Train. (n.d.). Call for proposals. Smile Train and Lifebox Launch Request for Proposals for Capnography Device | Smile Train. <https://www.smiletrain.org.uk/2021/11/11/smile-train-and-lifebox-launch-request-proposals-capnography-device>.
- Stanford Anesthesia Cognitive Aid Program,* Emergency Manual: Cognitive aids for perioperative crises, Version 4, 2021. <http://emergencymanual.stanford.edu>
- YouTube. (2017, August 3). Apollo 13 (1995) - square peg in a round hole scene (7/11) | movieclips. YouTube. https://www.youtube.com/watch?v=ry55--J4_VQ&list=PLZbXA4lyCtqoXIQDJX6ARM1eoTNAJEWcf.
- (2024, August 1). Publications of the accelerating change in Medical Education Consortium. American Medical Association. <https://www.ama-assn.org/education/changemeded-initiative/publications-accelerating-change-medical-education-consortium>.
- (2019). Diagnóstico situacional en dispositivos para el abordaje de la vía aérea difícil en México. Anestesia en México, 31(2), 2-14. Recuperado en 02 de agosto de 2024, de

http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2448-87712019000200002&lng=es&tlang=es