



帳號註冊流程說明  
&  
介面功能快速指南

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*Everyone who cares for someone will learn by Osmosis*



# 進入註冊網址(專屬成功大學的註冊網址)

進入註冊網址後，點選 **Joint Now/ I already have an account**

<https://www.osmosis.org/cohort-invite?id=7610&k=VXMWYt7qTaGjTIYqTYVBMEDxS8ywFvsH>



Welcome to Osmosis!

Enter your institutional email to start the validation process.

Join now

[I already have an account](#)

Data usage: By joining this cohort you approve the ability for faculty to track your assignments and performance on Osmosis.org

[I'm not in this cohort](#) [Contact Osmosis Support](#)

# 進入帳號註冊畫面(1分鐘內可完成)

## The best learning experience possible.

Osmosis empowers students with our comprehensive video library combined with powerful study tools.

Enter email (School email preferred)

First or Preferred Name

Last Name

Password

Must be at least 8 characters and include one capital letter, symbol, or number.

Stay updated with new products, events, and promotions!

Let's go!

or



By signing up, you are agreeing to our [Osmosis terms](#) and [privacy policy](#).

Already have an account? [Sign in](#)

- 請填寫成功大學的機構信箱
- 完成上述資料填寫後，系統會寄送**驗證信**至您填寫的信箱(如下頁所示)
- 若之前有註冊過帳號，可點選**Sign in**登入(如下圖)

School email

Email

Password

Password

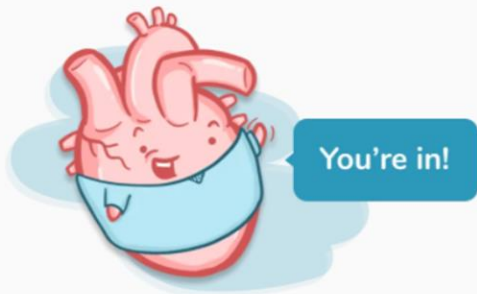
Sign in

Keep me signed in

[I forgot my password.](#)

or

# 收取驗證信件



## Check your email

You'll find your verification link there.

[I didn't receive a link :\(](#)

Already have an account? [Sign in](#)

- 點選驗證信件中的**連結**完成驗證流程

## Osmosis Email Verification 收件匣 x



**Osmosis** <support@osmosis.org>

寄給我 ▾

🌐 英文 ▾ > 中文(繁體) ▾ [翻譯郵件](#)

Thank you for signing up for Osmosis! Please click the following link to verify your email:

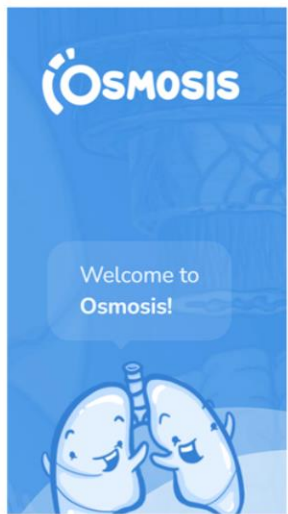
[https://www.osmosis.org/verify/h1tucXXeQPC\\_JZgjLot\\_KpakRPkIvNzM](https://www.osmosis.org/verify/h1tucXXeQPC_JZgjLot_KpakRPkIvNzM)

If you did not enter your email for verification in Osmosis, no action is necessary.

Sincerely,  
The Osmosis Team

<https://www.osmosis.org>  
<https://www.facebook.com/OsmoseIt>  
<https://twitter.com/OsmosisMed>

# 完成帳號註冊後，即可進入平台使用



Osmosis

## Welcome to Osmosis!

Please activate your account by clicking the link below.

[Join Now](#)

Data usage: By joining this cohort you approve the ability for faculty to track your assignments and performance on Osmosis.

[I'm not in this cohort](#)

A screenshot of the Osmosis user interface. The top navigation bar includes the Osmosis logo, a search icon, a notification bell, a menu icon, a lightning bolt icon, a refresh icon, and a user profile icon labeled "CR". The main content area has a blue header with the text "Welcome back, Chen!". Below this is a search bar with the placeholder text "Search for a topic..." and a "View all topics" dropdown menu. The main content area is titled "Daily Practice Beta (share your feedback)" and shows a progress bar for "3 questions - 12 XP" with an information icon. Below the progress bar, there is a blue pill-shaped button labeled "Anatomy". On the right side of the progress bar, there is a fire icon and the number "0".

之後如需再次進入平台，進入以下連結並登入即可使用



The best learning experience possible.

Osmosis empowers students with our comprehensive video library combined with powerful study tools.

<https://www.osmosis.org/login>

A screenshot of the Osmosis login page. The main login form is highlighted with a red border. It contains a "School email" field with the placeholder "Enter email (School email preferred)", a "Password" field with the placeholder "Password", a blue "Sign in" button, a checked checkbox for "Keep me signed in", and a link for "I forgot my password.". Below the form, there are social login options for Facebook and Google, and links for "Sign up" and "Start here".

School email

Enter email (School email preferred)

Password

Password

Sign in

Keep me signed in [I forgot my password.](#)

or

Facebook Google

Don't have an account? [Sign up](#)

Have a school account? [Start here](#)



## 受到全球各大機構的信賴

Osmosis是世界各地的專業醫療機構聯盟皆需仰賴的平台，包括密西根大學(University of Michigan)、加州大學洛杉磯分校(UCLA)、卡達威爾康奈爾醫學院(Weill Cornell Medical College-Qatar)以及亞利桑那大學(University of Arizona)。此外，Osmosis的影片已被超過110萬名現任及未來的醫師們觀看過，全世界有超過68萬名的學生使用過Osmosis學習平台。

“

*Osmosis讓教師們了解醫學院學生如何學習成為未來的醫療專業人員。如果您想成為一位與時俱進的教育工作者，並且在精進過程中仍享有樂趣，我十分鼓勵您全盤投入，積極了解Osmosis教學及學習平台的強大功能。*

”

— Amin Azzam 醫師

加州大學柏克萊分校UCSF聯合醫學院臨床教授(UC Berkeley, UCSF Joint Medical Program)

# 依主題瀏覽(View all topics)

Basic Sciences

## 基礎醫學

### Foundational Sciences

Anatomy

Behavioral health

Biochemistry and nutrition

Biostatistics, epidemiology, population health, and interpretation of the medical literature

Cellular and molecular biology

Embryology

Genetics

Histology

## 系統分類

### Organ Systems

Blood and lymphoreticular system

Cardiovascular system

Endocrine system

Gastrointestinal system

Immune system

Musculoskeletal system

Nervous system and special senses

Renal and urinary system

Reproductive system and breast

## 臨床分科

### Clinical Rotations

Emergency medicine

Family medicine

Internal medicine

Neurology

Obstetrics and gynecology

Pediatrics

Psychiatry

Surgery



# 以Emergency medicine為例



Clinical Rotations and Board Exam Review

Emergency medicine ▾

Prerequisite basic sciences ▾

Basic and advanced life support techniques ▾

Focused chief complaint, history, physical examination, and differential diagnosis ▾

Stabilization of the acutely ill patient ▾

Trauma and orthopedic injuries

- 收錄急診醫學重要的基礎和進階概念
- 包含ECG判斷教學
- 教學：疾病重點主訴、病史詢問、身體檢查以及鑑別診斷

Prerequisite basic sciences

Basic and advanced life support techniques

Circulation: Tachydysrhythmias



Supraventricular arrhythmias: Pathology review

👁️ 🔄 Also appears in ▾



Ventricular arrhythmias: Pathology review

👁️ 🔄 Also appears in ▾

Diagnostic testing

Chest radiograph

# 影片介面說明(1/2)

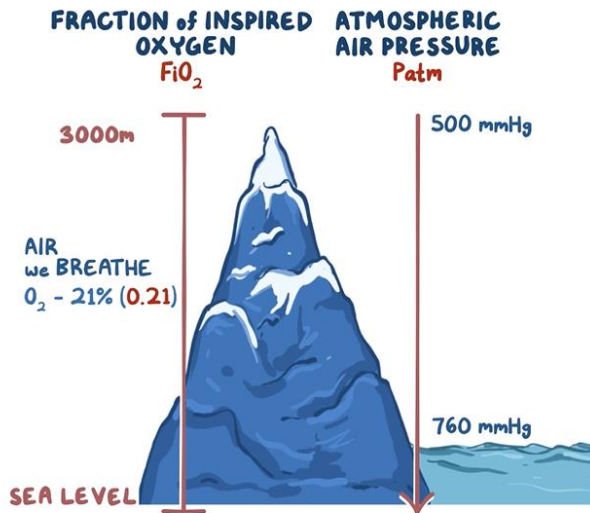
## Pulmonary changes at high altitude and altitude sickness

Foundational Sciences > Pathology > Respiratory system > Lower respiratory tract disorders > Adult acute respiratory disorders

Also appears in

1,873 views

Add to playlist



**PROBLEM IS NOT PROPORTIONALLY LESS OXYGEN at HIGH ALTITUDES**

**PROBLEM IS**  
↓ ↓  
**PRESSURE**

↳ SAME PROPORTION RESULTS in a  
↓  
PARTIAL PRESSURE of  $O_2$  in the  
ALVEOLI ( $P_{A,O_2}$ )

↑ ↑  
**ALTITUDE**

↳ ↓  $O_2$  →



**BODY makes PHYSIOLOGICAL CHANGES**

\* KEEP TISSUES OXYGENATED  
\* EVEN at ↓ ↓ ATMOSPHERIC PRESSURES  
\* IF THIS FAILS

↳ **ALTITUDE SICKNESS**

OSMOSIS.org  
2023 Edition



Videos Notes Transcript

Pulmonary changes at high altitude and altitude sickness

Respiratory system

Select all

Apnea and hypoventilation

Apnea of prematurity

Sleep apnea

Lower respiratory tract disorders

Acute respiratory distress syndrome

Cyanide poisoning

Decompression sickness

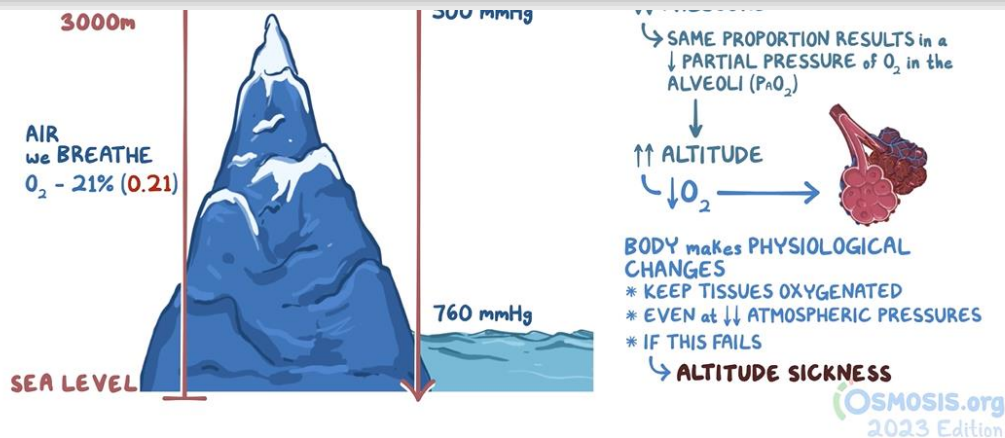
Methemoglobinemia

Pulmonary changes at

可隨時打開或關閉字幕，

網站按滑鼠右鍵進行Google翻譯，可將字幕翻譯成中文

# 影片介面說明(2/2)



## sickness

Respiratory system  $\downarrow$

Select all

### Apnea and hypoventilation

- Apnea of prematurity
- Sleep apnea

### Lower respiratory tract disorders

- Acute respiratory distress syndrome
- Cyanide poisoning
- Decompression sickness
- Methemoglobinemia
- Pulmonary changes at

01:15 / 17:48



## Transcript

每部影片下方皆提供逐字稿，提供更彈性的學習和閱讀

### Content Reviewers

Viviana Popa, MD, Rishi Desai, MD, MPH, Kara Lukasiewicz, PhD, MScBMC, Will Wei

### Contributors

Rachel Yancey, David G. Walker, Zachary Kevorkian, MSML, Robyn Hughes, MScBMC, Evode Iradufasha, MD

The air we breathe in has the same amount of oxygen (about 21 percent or just 0.21) at all altitudes. This is referred to as the **Fraction of Inspired Oxygen** or  $FiO_2$ . However, the atmospheric air pressure, or  $P_{atm}$ , decreases with altitude from about 760 mmHg at sea level to about 500 mmHg at the top of a 3000 meter mountain. So the problem is not that there's proportionally less oxygen at high altitudes, but rather the problem is that the lower air pressure means that the same oxygen proportion will result in a lower partial pressure of oxygen in the **alveoli**, or  $PAO_2$  for short. So when there's an increase in altitude, the amount of oxygen getting to the **alveoli** reduces. But luckily, the **body** makes physiological changes to keep the tissues well **oxygenated** even at low atmospheric pressures.

# 依左側選單瀏覽(播放清單/測驗題庫)

The screenshot displays the Osmosis user interface. On the left is a sidebar menu with the following items: Home, My tools (highlighted with a red box), Video Topics, Playlists, Flashcards, Questions, Study Schedule, Decks, and Admin Analytics. The main content area shows a welcome message for Vivian Chen, a search bar, and a section for Assessments. The Assessments section includes a list of topics: "Renal Physiology", "Amino Acids", and "Pharmacokinetics". Below this, there are two cards for "Assessments" and "Flashcards", both showing "Nothing in the queue".

VC Vivian Chen  
Plan

Home

**My tools**

Video Topics

Playlists

Flashcards

Questions

Study Schedule

Decks

Admin Analytics

Institutions en

Welcome back, Vivian!

Search for videos and notes

All topics

Try: "Renal Physiology" • "Amino Acids" • "Pharmacokinetics"...

Assessments

Flashcards

Nothing in the queue

Nothing in the queue

記憶加強型測驗

單選或多選題型(有較多的情境或個案描述)

透過左列選單點選**服務類型**

# 1. Video Topics

The screenshot shows the Osmosis website interface. At the top, there is a navigation bar with the Osmosis logo (OSMOSIS from ELSEVIER), a 'Topics' dropdown menu, a search bar with the text 'Search for videos and notes', and several utility icons (notification bell, list, lightning bolt, and a circular arrow). A user profile icon labeled 'CR' is in the top right corner. Below the navigation bar is a blue header for 'foundational sciences Anatomy' with a skull icon and a 'Share' button. On the left side, there is a vertical sidebar menu with categories: 'Introduction to anatomy', 'Thorax' (with sub-items 'Anatomy' and 'Anatomy clinical correlates'), 'Abdomen' (with sub-items 'Anatomy' and 'Anatomy clinical correlates'), and 'Pelvis and perineum'. The main content area is titled 'Introduction to anatomy' and features a play button icon, a list icon, and the text '6 topics'. It displays a grid of video thumbnails with titles and durations: 'Introduction to the skeletal system' (9:44), 'Introduction to the cardiovascular system' (7:19), 'Introduction to the muscular system' (9:44), 'Anatomical terminology' (16:19), 'Introduction to the somatic and...', and 'Introduction to the lymphatic system'. Each video thumbnail includes a play button icon and a 'Also appears in' dropdown arrow.

進入Videos選單後，以Topics方式瀏覽

## 2. Playlists

The screenshot shows the Osmosis website interface. At the top, there is a navigation bar with the Osmosis logo (OSMOSIS from ELSEVIER), a 'Topics' dropdown menu, a search bar with the placeholder text 'Search for videos and notes', and utility icons for notifications, a menu, a lightning bolt, and a refresh symbol. A user profile icon labeled 'CR' is also present.

Below the navigation bar, a dark blue header contains a 'Playlists' dropdown menu. On the left side, there is a sidebar with a '+ New Playlist' button and a list of playlist categories: 'My Playlists', 'Watch later', 'Followed', and 'Recently Watched'. The 'Watch later' category is currently selected.

The main content area displays a 'Watch later' playlist for user 'CR'. The playlist information shows 'Chen • 6 videos • 47:16'. Below this, there are three buttons: 'Play all', 'Quiz all', and '+ Add'. The playlist contains two video thumbnails with titles:

- Introduction to the skeletal system
- Introduction to the cardiovascular system

A small blue 'C' icon is visible in the bottom right corner of the page.

建立屬於自己的**播放清單**，也會記錄**近期瀏覽**的影片

# 3-1. Flashcard Quiz

- 不提供選項的作答模式，讀者需自行思考答案
- 以下先選擇測驗主題和題數，點選Build Quiz

The screenshot shows the Osmosis Flashcard Quiz Builder interface. At the top, there is a navigation bar with the Osmosis logo and a 'Home → Flashcards' breadcrumb. The main header is 'Flashcard Quiz Builder'. Below this, there is a 'Select items below to build your quiz.' instruction. On the right, there are 'Show progress' options for '#', '%', and a 'Create flashcards' button. The main area is titled 'Select topic' and contains a list of topics on the left and a grid of selected topics on the right. The selected topics are: Anatomy (38%), Head and Neck (0%), Thorax (43%), Thorax (43%), and Thoracic Cavity: Venous drainage (43%). At the bottom, there is a summary bar showing '8 Flashcards' (3 Answered, 5 New), a progress bar with 13% (red) and 25% (green) segments, and a 'Max Quiz Size' dropdown set to 40. A 'Build Quiz' button is located at the bottom right.

OSMOSIS from ELSEVIER

Home → Flashcards

## Flashcard Quiz Builder

Select items below to build your quiz.

Show progress

# % [Create flashcards](#)

Select All Select topic

<input checked="" type="checkbox"/> Anatomy 38% >	<input checked="" type="checkbox"/> Head and Neck 0%	<input checked="" type="checkbox"/> Thorax 43% >	<input checked="" type="checkbox"/> Thorax 43% >	<input checked="" type="checkbox"/> Thoracic Cavity: Venous drainage 43%
<input type="checkbox"/> Biochemistry 0%	<input checked="" type="checkbox"/> Thorax 43% >			
<input type="checkbox"/> Biostatistics and Epidemiology 0%				
<input type="checkbox"/> Cardiovascular 0%				
<input type="checkbox"/> Cell Physiology 0%				
<input type="checkbox"/> Dermatology 0%				

8 Flashcards

3 Answered flashcards • 5 New flashcards

13% 25% 62% New

Max Quiz Size 40

[Build Quiz](#)

# 3-2. Flashcard Quiz

## 顯示題目完成進度

## 題目

## 與題目相關的 實驗數值

← ⌂ 🧪 📄 < Prev 0 of 5 Next > ⚙ Settings

Progress

5 answered

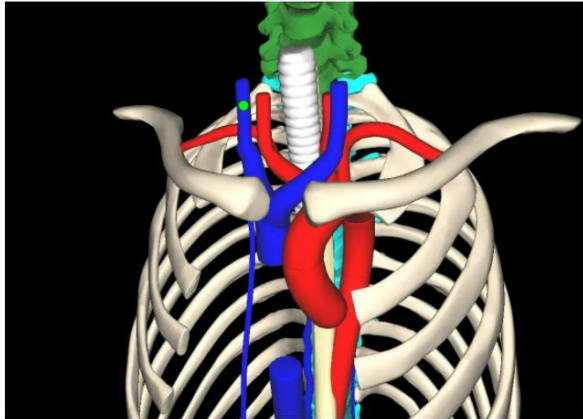
Repeat selected items

Group

New

All

Identify the vein pinned below.



Rate your confidence

Low Medium High

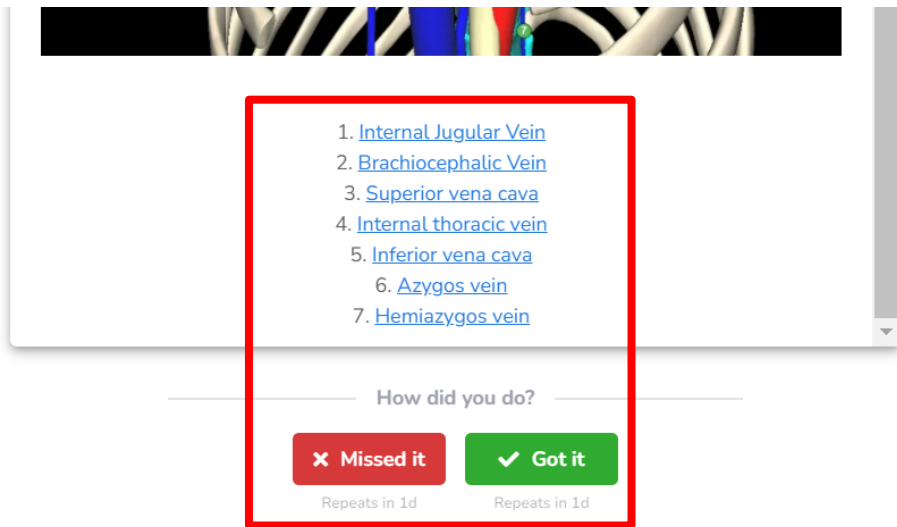
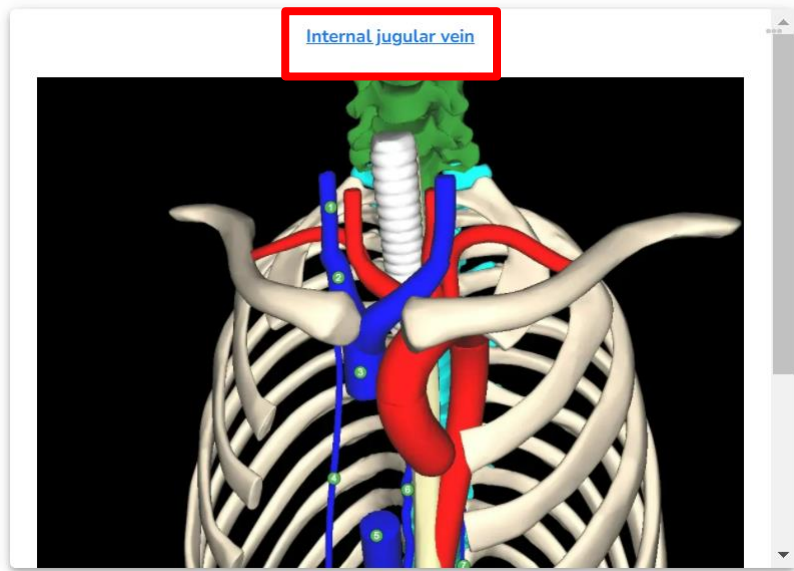
Lab values

Hematologic ▾

Hematologic	Reference Range	SI Reference Interval
Bleeding time (template)	2-7 minutes	2-7 minutes
CD4+ T-lymphocyte count	>500 mm <sup>3</sup>	>500 x 10 <sup>6</sup> /L
Erythrocyte count		
Male	4.3-5.9 million/mm <sup>3</sup>	4.3-5.9 x 10 <sup>12</sup> /L
Female	3.5-5.5 million/mm <sup>3</sup>	3.5-5.5 x 10 <sup>12</sup> /L
Erythrocyte sedimentation rate (Westergren)		
Male	0-15 mm/h	0-15 mm/h
Female	0-20 mm/h	0-20 mm/h
Hematocrit		
Male	41%-53%	0.41-0.53
Female	36%-46%	0.36-0.46
Hemoglobin A1c	≤6%	≤0.06%

看完題目思考答案後，點選下方的Confidence作答

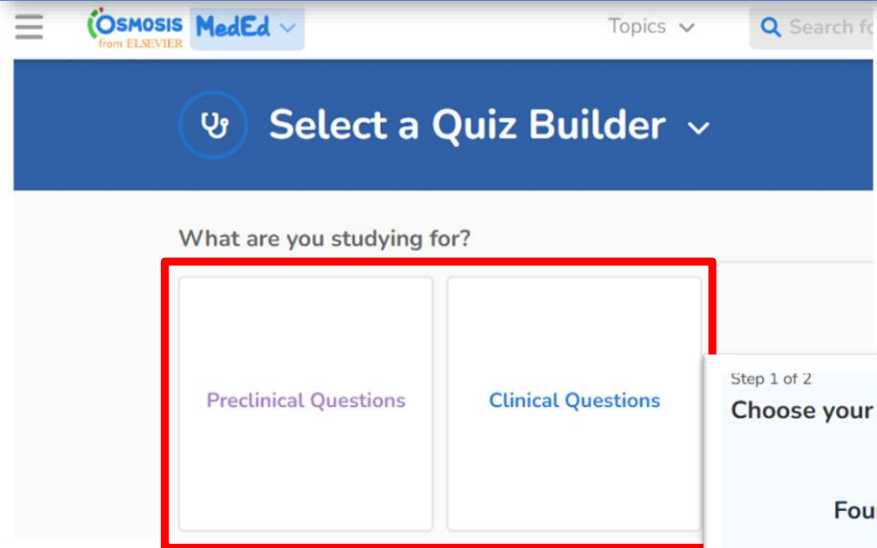
## 3-3. Flashcard Quiz



完成前頁的Confidence作答後，答案會顯示在圖片上方

圖片下方延伸提供相關組織的說明，並於下方確認此題是否答對

# 4-1. Questions 測驗題庫



OSMOSIS MedEd from ELSEVIER

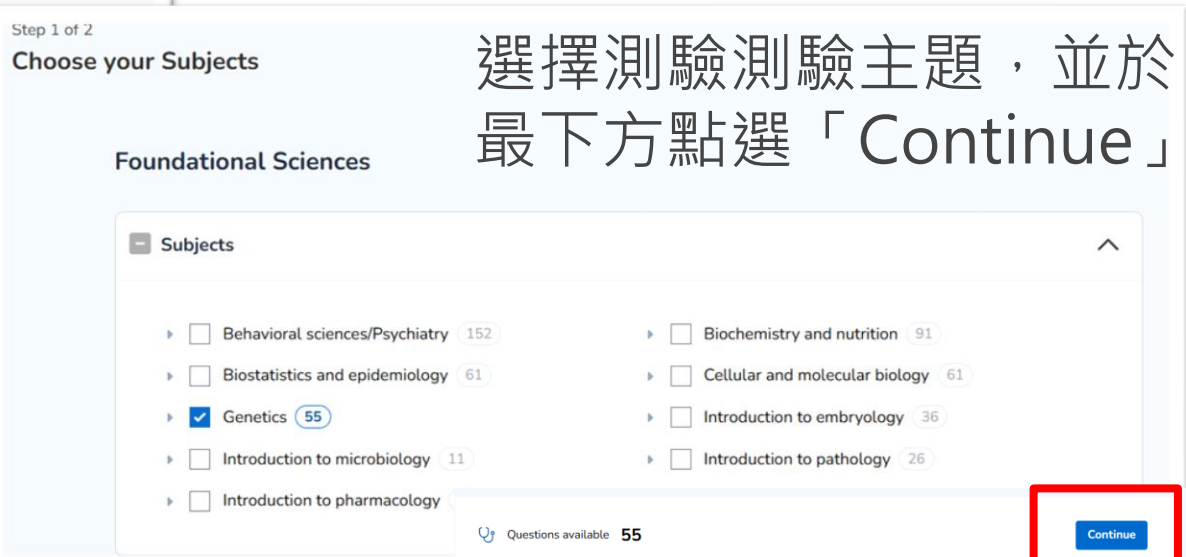
Topics Search

Select a Quiz Builder

What are you studying for?

Preclinical Questions Clinical Questions

選擇學習階段為，  
準備進入臨床(Preclinical)  
已進入臨床(Clinical)



Step 1 of 2

Choose your Subjects

Foundational Sciences

Subjects

- Behavioral sciences/Psychiatry 152
- Biostatistics and epidemiology 61
- Genetics 55
- Introduction to microbiology 11
- Introduction to pharmacology
- Biochemistry and nutrition 91
- Cellular and molecular biology 61
- Introduction to embryology 36
- Introduction to pathology 26

Questions available 55

Continue

選擇測驗測驗主題，並於  
最下方點選「Continue」

# 4-2. Questions 測驗題庫

← Back

Step 2 of 2

## Refine your quiz 二次確認測驗題數與測驗時間

🕒 Estimated Time **1hr 13 mins**

Set max questions

75 ▾

Filter

New questions only (53)

Correct Questions

Incorrect Questions

High confidence (1)

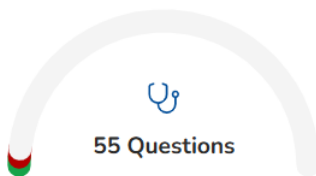
High confidence (1)

Medium confidence (0)

Medium confidence (0)

Low confidence (0)

Low confidence (0)



■ 1 correct

■ 1 incorrect

■ 53 remaining

# 4-3. Questions 測驗題庫

## 顯示題目完成進度



< Prev

0 of 40

Next >

Settings

## 題目情境/附圖

## 與情境相關的 檢驗數值

Progress

0  
answered

Repeat selected items

Group

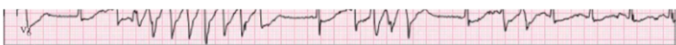
A 26-year-old woman comes to the emergency department after fainting at work and hitting her head. She is conscious, alert, and in pain as she sustained a deep laceration above her right orbit. When asked about prior fainting episodes, she says that she has had them since childhood, but she felt it was "nothing serious". She also says she has frequent palpitations, shortness of breath, nausea, and at times, chest pain and attributes this to "working too hard." Physical examination shows tachycardia and mild hypotension. The patient's electrocardiogram is obtained. Which of the following drugs is the best choice for first line treatment of the patient's condition?

Lab values

Blood

Blood, Plasma, Serum	Reference Range	SI Reference Interval
Alanine aminotransferase (ALT), serum	8-40 U/L	8-40 U/L
Alkaline phosphatase, serum (p-NPP at 30°C)	20-70 U/L	20-70 U/L
Amylase, serum	25-125 U/L	25-125 U/L
Aspartate aminotransferase (AST), serum	8-40 U/L	8-40 U/L

## 4-4. Questions 測驗題庫



Elimination tool

A. Calcium gluconate

Confidence

Low  Medium  High

B. Epinephrine

C. Flecainide

D. Magnesium sulfate

E. Procainamide

A. Calcium gluconate 8%

Show explanation ▼

Calcium gluconate is used to treat **cardiac** arrest in the presence of **hyperkalemia**, **hypocalcemia** or **hypermagnesemia**, and is not recommended for routine use to treat **cardiac** arrest.

B. Epinephrine 6%

Show explanation ▼

C. Flecainide 14%

Show explanation ▼

D. Magnesium sulfate 51%

Show explanation ▼

- 作答時以Confidence  
信心度回饋答題信心度  
(由平台後端運算之後此類題目出現的頻率)

- 每個選項皆提供說明文字，  
解釋答案內容

# How can Osmosis help?



# Reinforce and clarify what students learn

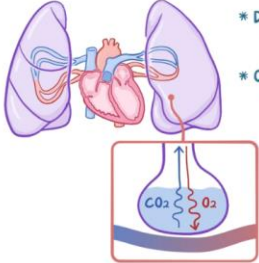
Heart failure: Pathology review 33,792 views

Foundational Sciences > Pathology > Cardiovascular system > Cardiovascular system pathology review

Also appears in ▾

CASE STUDY
PATHOLOGY
SYSTOLIC H.F.
DIASTOLIC H.F.
<b>LEFT H.F.</b>
RIGHT H.F.
TREATMENT
REVIEW
SUMMARY


## SYMPTOMS LEFT HEART FAILURE



- \* **DYSPNEA**  
~ TROUBLE BREATHING ★ HIGHEST YIELD
- \* **ORTHOPNEA**  
- DIFFICULTY BREATHING when LYING DOWN ★ HIGHEST YIELD  
↳ ↑ blood backing up into pulmonary circulation
- \* **PAROXYSMAL NOCTURNAL DYSPNEA**  
- SLEEP USING MORE PILLOWS to KEEP BODY ELEVATED  
↳ ↓ venous return, ease lung congestion

OSMOSIS.org  
2021 Edition

7:01 / 15:40



## 1,800 illustrated videos

- 用於初級學習的基礎科學與疾病影片
- 以個案病例回顧病理學的影音
- 於實習輪調階段提供臨床實務影片

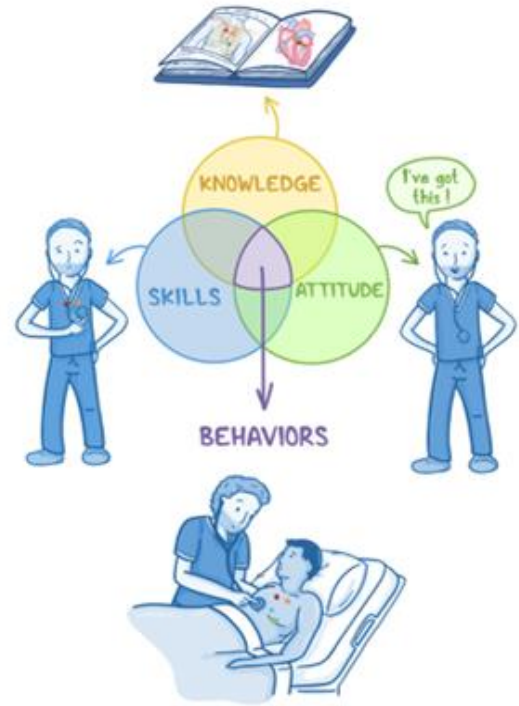
## Plus built-in assessment

- 7,200+ 插圖風格多選題
- 16,000+ flashcards(快速學習卡)  
with intelligent spaced repetition

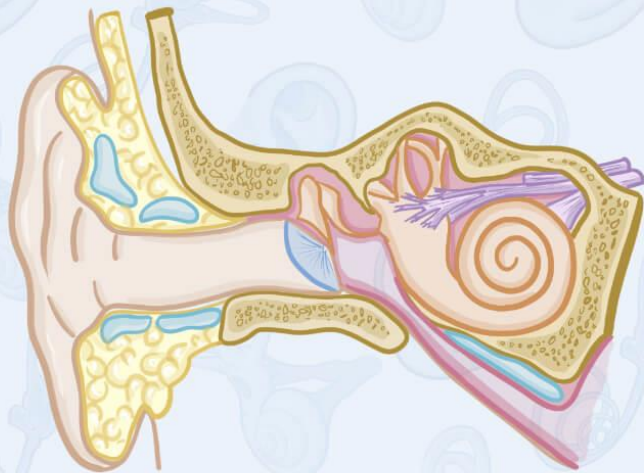
# Built on learning science evidence

**Osmosis** 透過應用學習科學幫助學生更有效地學習：

- **Content chunking and design(內容分塊與設計)** 基於多媒體設計原則，減少認知負荷並以圖形方式促進學習
- **Spaced repetition(間隔重複)** 使用 flashcards 有助於學生延長學習記憶
- **Testing effect(複習測驗)** 透過複習測驗提高考試表現
- **Learning science videos(科學教育影片)** 教授學生學習科學的概念



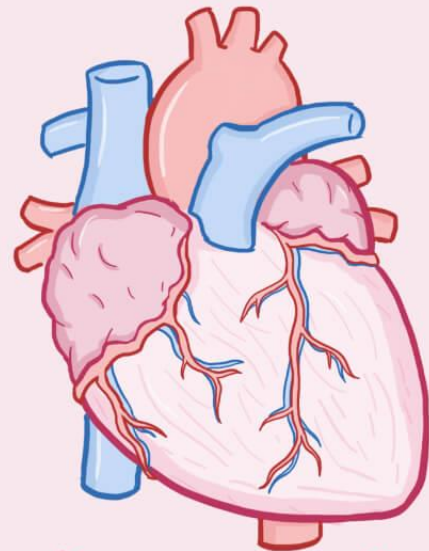
# THANK YOU!



## THANKS FOR LISTENING

# THANK YOU

from the



## BOTTOM

of my

## HEART