

**Syllabus Major C Humanitarian health information management and operational research**

<b>N° 237</b>	<b>Humanitarian health information management and operational research</b>
<b>Coordinator</b>	<p><b>Dr Gregg Grenough</b>  <b>Assistant Professor in the Department of Global Health and Population</b>  <b>Department of Global Health and Population</b>  <b>Harvard T.H. CHAN School of Public Health</b>  14 Story Street, 2nd Floor  Cambridge, Massachusetts 02115  Emergency MD at Brigham &amp; Women's Hospital, Boston, MA  <a href="mailto:ggreenou@hsph.harvard.edu">ggreenou@hsph.harvard.edu</a></p>
<b>Dates</b>	December 3 <sup>rd</sup> to 7 <sup>th</sup> 2018
<b>Credits/ECTS</b>	3 ECTS
<b>Duration or Course Format</b>	5 days of 6 hours = 30 hours
<b>Location</b>	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
<b>Description</b>	<p>In this module, students will discuss the rationale for humanitarian research, become familiar with the roles of academia, non-governmental organizations, and multi-lateral organizations in evidence-based humanitarian practice and understand the practical challenges to performing rigorous epidemiologic study in insecure environments. The module discusses process and outcome indicators that measure humanitarian program effectiveness and impact and their implication for the coordination of relief in the broader context of a humanitarian crisis.</p> <p>Establishing population denominators is essential for interpreting health outcome measures for policy and humanitarian relief programming. During conflict and disasters, migration and rapid population fluxes occur. The module will explore the application of epidemiology, demography, and other disciplines to estimating these challenging populations and the role emerging technologies can play in these applications.: i.e. various quantitative population-based sampling methods employed in humanitarian settings, particularly in measuring consensus indicators of mortality and morbidity; nutrition and food security; access to health services, water and sanitation; and the incidence of communicable diseases and related statistical tools.</p>
<b>Prerequisites</b>	tba
<b>Course learning objectives</b>	<p>At the end of the module, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Clarify the rationale for humanitarian research and evidence-based humanitarian practice and explore the process of humanitarian research – from hypothesis generation to final product – and understand the practical challenges to performing rigorous epidemiologic study in insecure environments.</li> <li>2. Apply methodologies available for estimating changing populations in crisis zones due to migration and rapid population fluxes, design quantitative population-based sampling methods for humanitarian consensus indicators and understand their limitations.</li> <li>3. Conduct quantitative and qualitative researches in humanitarian contexts to inform program decision and generate evidence-based humanitarian practice, measuring program effectiveness and impact, and their implication for the coordination of relief in the broader context of a humanitarian crisis.</li> <li>4. Discuss the ethical principles of engaging human subjects in humanitarian research and the potential pitfalls and unforeseen consequences of research on vulnerable populations.</li> </ol>

<b>Structure (details of sessions title/speaker/date /duration )</b>	Lectures, group work, case studies, laboratory exercise, practice with methods of population estimation, including on the ground methods, technologic applications, and secondary data sets.
<b>Resources</b>	Books All readings and materials will be posted on REAL. Readings are available below for each session.  Website, online library
<b>Course requirement</b>	tba
<b>Grading and assessment</b>	In Class Group Work & Presentation : 50% Final test Late January 2017:50%  Note also that students will complete a questionnaire that assesses their own and their teammates' contributions to group work. All team members will receive the same grade except if it is clear that a student has not participated effectively (attended and contributed to meetings; made timely, helpful contributions; been constructive, etc.). In that case, the student's grade will be lowered accordingly
<b>Course policy</b>	<p><b>Attendance &amp; punctuality</b>  <b>Regular and punctual class attendance is a prerequisite for receiving credit in a course.</b>  Students are expected to attend each class. Attendance will be taken at each class.  The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3).  If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p><b>Lateness:</b> Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3 Attendance &amp; Punctuality)</p> <p><b>Maximum absences authorized &amp; penalty otherwise</b>  Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p>
<b>Valuing diversity</b>	Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.
<b>Course evaluation</b>	EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.