

Syllabus: Module 235 Major A: « Humanitarian health in crisis situations »

Module 235	Humanitarian health in crisis situations – December 17 to 21, 2018 (Contents in progress)
Coordinator	Bill Gentry, MPA Assistant Professor Director, Executive Masters Programs Director, Community Preparedness and Disaster Management Program Department of Health Policy and Management Gillings School of Global Public Health University of North Carolina at Chapel Hill wgentry@unc.edu
Dates	From 17 to 21 December, 2018
Credits/ECTS	3 ECTS
Duration	5 days of 6 hours
Prerequisites	This module directly concerns future implementers and decision-makers who will take part in the humanitarian response and aim to master the most frequently encountered situations on site.
Course learning objectives	The course is an introduction to humanitarian health in crisis situations for students willing in the future to : <ul style="list-style-type: none"> • Explore and understand major trends and dilemmas of global humanitarian action in crisis situations; • Manage or coordinate a humanitarian health emergency and crisis situation: international conflicts, civil wars, natural disasters, technological disasters...; • Design humanitarian health actions that respond to assessed population health needs; • Develop a critical understanding of field practices and impact of humanitarian action in crisis situations;
Contents	<ul style="list-style-type: none"> • Evaluation of health needs in crisis situations; • Prioritizing humanitarian health problems identified on site in complex contexts (infectious risks in bringing together a population, influx of injured or sick people, supply of food and drinking water, dealing with psychological trauma...); • Use of epidemiological control tools and health indicators to evaluate and adapt humanitarian operational plans;
UE Structure (details of sessions title/speaker/duration)	Details of the sessions (contents to be subject to changes) <ol style="list-style-type: none"> 1. Introduction of the module. Humanitarian health in crisis: Actors and global major trends Major trends and dilemmas, Bill Gentry 2. Humanitarian health in crisis 3. Initial health needs assessment in crisis situations: perspective 4. Final evaluation of intervention 5. Introduction to nutrition and food security in crisis 6. Nutrition and food security in crisis: Case study 7. Working with local partners and ministry of Health in crisis:
Course requirement	Read and analyse selected papers for the group work before the courses Personal website reading

Grading and assessment	<p>30% group work during the all module / 70% final exam on table test of 2 hours (reading an article and answer a set of questions)</p> <p>Validation criteria :</p> <ul style="list-style-type: none"> • General participation to the all module; • Quality of oral presentation, ability of work in group; • Ability of analysis and quality of restitution in a format and a duration given; • Quality of discussion and analysis; • Ability to formulate conclusions or recommendations, ability to make suggestions;
Location	<p>EHESP Building 20 Avenue George Sand, 93210 La PLaine Saint Denis (Greater Paris)</p>
Course policy	<p>Attendance & punctuality Regular and punctual class attendance is a prerequisite for receiving credit in a course. 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 http://mph.ehesp.fr 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>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise 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> <p>Exceptional circumstances Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
Valuing diversity	<p>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.</p>

Course evaluation

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.

