**Health Emergencies in Large Populations (H.E.L.P.) Course**

**Setting the Scene**

**Time allocated: 180 minutes**

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| **Educational Objectives: What should participants be able to do at the end of the course** | **Enabling Objectives: The interim steps that build on each other and lead to the final educational objectives** | **Core Issues /Reference points** |
| 1. *Participants are able to* explain how people, communities and services may be affected by different types of crisis situations | * 1. *Participants are able to* describe the crisis (disaster) typology | * Crisis typology: * Natural disasters * Natural hazards increased by humans * Crisis caused by humans (man-made) * Disease outbreaks/epidemics * Distinguishing features: * Progressive evolution * Sudden onset * Presence of different crisis types within one context |
| * 1. *Participants are able to* identify different settings in which a crisis may take place | * General context in which a crisis takes place: * Geographic environment, political, military, socio-economic and cultural environment * Rural/ urban settings * Demographic and epidemiological setting * Population groups: * Residents, IDPs, refugees, migrants, host populations |
| * 1. *Participants are able to* describe main differences between situations of armed conflict and natural disasters | * Impact on populations of armed conflict * Violence that impacts integrity of people * Constraints that prevents affected people from getting services they need * Generally slow onset of armed conflict compared to natural disasters but lasting much longer * Context for response |
| * 1. *Participants are able to* describe the stages of a crisis, and when a crisis is considered a significant public health emergency | * Stages of a crisis: * Disaster management cycle * Crisis cycle * Emergency threshold: * Crude mortality rate * Under-five mortality rate |
| 1. *Participants are able to* identify needs that should be met during humanitarian crises in order to maintain and/or improve the health of people affected by the crisis situation | * 1. *Participants are able to* describe common needs and specific needs of crisis affected people /population groups | * Basic needs to enhance and maintain health: * Common needs * Specific needs linked e.g.   + Age, sex, certain diseases, disability, dead bodies, belonging to certain part of society |
| 1. *Participants are able to* describe main causes of excess morbidity and mortality during crisis situations and explain at what level humanitarian interventions take place to counter these causes | * 1. *Participants are able to* explain how the crisis type and the setting influence causes of morbidity and mortality | * Variety linked to crisis type * Influence crisis setting * Demographic and epidemiological * Socio-economic |
| * 1. Participants are able to identify key risk factors for excess morbidity and mortality | * Three levels of risk factors: Proximate, intermediate & distant * Humanitarian action focuses mainly on overcoming proximate risk factors |
| * 1. *Participants are able to* explain the relationship between needs, capacities and vulnerabilities | * Balance between needs and capacities /services * Meeting basic needs: * Capacity of people /services to meet their basic needs * Coping mechanisms (resilience) * Those vulnerable /unable to meet basic needs * Increased susceptibility * Making the invisible visible * Sendai framework * Humanitarian development (peace) nexus |
| 1. Participants are able to explain the relationship between health, health systems, health care services, public health and the social determinants of health | * 1. Participants are able to describe the prerequisites for health | * Determinant factors and fundamental conditions for health and survival * Health pyramid |
| * 1. Participants are able to define health, health system, health care services and public health | * Sharing definitions and ways the different components are intertwined * Multi-disciplinary approach |
| 1. *Participants are able to* identify main groups of actors in humanitarian interventions (See also module Actors in Humanitarian Interventions /Coordination) | * 1. *Participants are able to* list the main groups of actors | * Grouping main stakeholders |
| * 1. *Participants are able to* identify actors for which humanitarian action is their primary mission and those that play a critical role in the response while humanitarian action is not their core function | * Grouping actors that have a primary mandate /mission and other organizations /entities |
| 1. Participants are able to explain core principles, standards and norms in humanitarian action | * 1. *Participants are able to* list principles commonly recognized as core for humanitarian action | * Four core humanitarian principles * Other principles, e.g. do no harm, autonomy, participation by affected populations, accountability, ...... |
| * 1. *Participants are able to* list key standards applicable and promoted in humanitarian action | * The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief * Professional standards: National, international * SPHERE * Core humanitarian standards (CHS) |