**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
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| * 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
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| * 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
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| * 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
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| 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
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| 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
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| * 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
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| * 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
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| 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
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| * 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
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| 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
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| * 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
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| 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, ......
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| * 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)
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