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

**Data Collection, Analysis and Sharing**

**Time allocated: 90 minutes**

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| **Educational Objectives: What should participants be able to do at the end of the course** | **Objectives: The interim steps that build on each other and lead to the final educational objectives** | **Core issues /reference topics** |
| 1. *Participants are able to* identify, for their context and intervention, relevant data for the different phases of the programme cycle | * 1. *Participants are able to* explain what the purpose and use is of the data they collect. | * Variety data requirements for different uses * Primary data; secondary data * Quantitative data; qualitative data |
| * 1. *Participants are able to* explain the utility of several modes of data acquisition and the general principles behind these | * Primary data; secondary data * Data collection methods * Observation * Questionnaires; Interviews; focus group discussions; crowd sourcing * Digital technologies * Exhaustive surveys vs sampling * Probability (random) sampling * Non-probability (non-representative) sampling   + Convenience sampling   + Purposive sampling * Estimating the number of affected people (examples) * Bias -Selection bias, confirmation bias, confounding. * Triangulation |
| * 1. *Participants are able to* identify relevant and reliable data sources on the World Wide Web (www) | * Building a list with relevant, reliable sources on the www |
| 1. *Participants are able to* examine data in a critical manner | * 1. *Participants are able to* describe key elements for assessing the quality of data | * Spotting dubious data (ACAPS) * Belief versus evidence * Disaggregation of data |
| * 1. *Participants are able to* describe how the way data are presented may influence the users’ understanding | * Examples data visualization |
|  | *Consider brief reference to computerized data systems: Epi-Info, Epi-Stat, SSPS, STATA, excel. If there is a group of learners interested to go more into this and a facilitator to do so, time can be set aside in one of the 45 min end afternoon sessions* |
| 1. *Participants are able to* discuss and justifywhether to go forward with data collection or sharing data when this might endanger affected people, oneself, colleagues or one’s institution See also modules Ethics, Communication with Media, Humanitarian Protection, Sexual Violence. | * 1. *Participants are able to* discuss what kind of data may cause one to be faced with controversies for collecting and sharing | * The ‘data dilemma’ for collection and sharing   + Examples of data that may cause negative consequences |
| * 1. *Participants are able to* describe points that may guide the decision to collect or share sensitive data or not. | * Relevant principles, standards and norms * Do no harm * Privacy and confidentiality |