MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	HHM101
Module Title	Public Health Information in Humanitarian Crises
Module Organiser(s)	Ruwan Ratnayake
Contact email	HHCsupport@lshtm.ac.uk
Faculty	Faculty of Public Health and Policy London School of Hygiene & Tropical Medicine https://www.lshtm.ac.uk/research/faculties/php
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	*100962, 100617, 100823*
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	None, other than general pre-requisites for admission to the MSc/PGDip/PGCert Health in Humanitarian Crises programmes. Students without any experience in humanitarian work or public health should strongly consider taking the PHM214 Conflict and Health module first or at least alongside this module. It is also preferable for students to have learned the material of HHM101 Public Health Information in Humanitarian Crises before embarking on studying the material for HHM102 (if doing both in the same year).
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	There is no cap on the number of students who can register for this distance learning module.
Target Audience	This module is aimed for those with an interest to work, or who are currently working, in technical programmatic or advisory roles in humanitarian health.

	This module is compulsory for students enrolled in the PG Certificate, Diploma and/or MSc Health in Humanitarian Crises programmes.
Module Description	This module will provide students with an in-depth understanding of different kinds of information critical to analysing needs, planning and monitoring humanitarian public health responses. It will also provide students with a systematic overview of methods appropriate to collect this information.
Duration	Distance learning module studies begin on Tuesday 1st October 2024. Students may start their studies at any time once they gain access to Moodle and therefore the study materials, and work through the material until assessment submission deadlines.
Last Revised (e.g. year changes approved)	July 2024

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert/ PGDip/ MSc Health in Humanitarian Crises (Distance Learning - University of London Worldwide)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide students with an in-depth understanding of different kinds of information critical to analysing needs, planning and monitoring humanitarian public health responses, and a systematic overview of methods ethical and appropriate to collect this information.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to: 1. Identify different domains of public health information relevant to different typologies of crises, and how they tie together into a framework for humanitarian public health decision making.   2. Select the most appropriate sources of data and methods to collect data (existing and new) relevant to each domain of public health information.   3. Monitor public health service performance by combining service data with population denominators to compose key indicators of service availability, coverage and quality.   4. Synthesise existing information to compose and communicate a compelling public health situation analysis of the crisis to feed into needs assessment and project design.   5. Detect emergent public health threats during an evolving humanitarian response by recognising key information needs and identifying corresponding data sources and methods.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Functions of public health information in humanitarian responses, including its use for different levels (local, regional, global) of needs assessment / response or project design and monitoring of health status, emergent threats and the ongoing response.   • Domains of public health information in different kinds of humanitarian crises: how they all fit together in a causal framework leading to excess morbidity and mortality.   • Principles of secondary data review and overview of (secondary) sources of data; quality appraisal of sources to assess possible bias.   • Rapid ground assessment to fill critical information gaps remaining after secondary data review; capturing the voice of affected people during rapid assessment.   • Population denominators: triangulating population figures, rapidly estimating specific vulnerable populations and health catchment areas.   • Selection and composition of appropriate indicators to summarise quantitative information, including humanitarian service performance.   • Using programmatic data to calculate key indicators of service availability, coverage and quality.   • Bringing information together into a structured, comprehensive public health situation analysis at the level of a humanitarian response / crisis coordination.

Session Content
• Key information questions during response monitoring, including epidemic onset, shifting disease burden, patterns of violence, acute malnutrition burden and mortality. • Key methods for response monitoring, including epidemic surveillance, community mortality / nutritional surveillance and sample surveys.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	70	47
Self-directed learning	50	33
Assessment, review and revision	30	20
Total	**150**	**100**

Teaching and Learning Strategy
Learning is self-directed against a detailed set of learning objectives that are identified at the start of the module to which the online reading, learning activities and study materials are geared. Additional learning materials include: a brief guide to the module, recommended reading from the peer-reviewed literature, live online Moodle sessions hosted by module teaching staff, recorded lectures, lecture notes, self-directed practicals (with solutions) and suggested relevant websites. Students are strongly encouraged to participate in the module-specific discussions and real-time tutorials available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. Written feedback form is provided on the submitted assessments.

Assessment

Assessment Strategy
The module is assessed via two Assessed Assignments worth 60% of the overall module grade and 40% of the overall module grade.   - Assessed Assignment 1 is an individual, open-book **critique of a crisis scenario (60%, max. 2500 words; structured)**, in which students will be presented with available information on the humanitarian public health situation at a given point in time, and asked to appraise the appropriateness and robustness of methods used and data sources, information gaps, and the extent to which decision-making by humanitarian actors reflected the available evidence. Students will receive the scenario at the outset of the module and will be asked to submit the assignment by the 31st March final deadline.   - Assessed Assignment 2 is an individual, open-book **situation analysis (40%; max. 1500 words + info-graphics; structured)**, in which students will be asked to develop and submit a public health situation analysis / situation report on the basis of a range of disparate and partly relevant pieces of information. This assessment will be released to students in early May. Students will have one week to complete and submit the task (from release of the assessment), reflecting the typical timeline of an initial humanitarian needs assessment.   Each of the two assessment components assesses all module ILOs. If students fail the module overall, or are unable to complete the Assessment Assignments at the scheduled time due to extenuating circumstances, they are allowed one further attempt at passing the module and/or an opportunity to take the assessments the following year. Assessed Assignments for this module can be submitted only once annually via the online Assignment Management System.

Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment 1 (critique of a crisis scenario)	Maximum word length of 2,500 words	60%	1,2,3,4,5
Assessed Assignment 2 (situation analysis)	Maximum word length of 1,500 words plus tables / infographics	40%	1,2,3,4,5

The assessments are held in accordance with University of London's annual guidance. Please note that for those resitting module assessments, a fee will be payable.

Resitting assessment
Resits will accord with the LSHTM's Resits Policy. The Resit assessments will be the same assessment type as the first attempt (see previous table). Each assessment subcomponent will require a minimum grade of 1.00 to pass the module. If you fail both you may have to resit one or both subcomponents depending on whether the module is compensatable or not (see Chapter 2 of the LSHTM Academic Manual). If you pass one subcomponent but not the other, you may only resit the one that was failed.

Resources

Indicative reading list

Checchi F, Warsame A, Treacy-Wong V et al. (2017). Public health information in crisis-affected populations: a review of methods and their use for advocacy and action. *Lancet* 390:2297-2313.

Maxwell D, Hailey P (2020). The Politics of Information and Analysis in Famines and Extreme Emergencies: Synthesis of Findings from Six Case Studies. Feinstein International Center, Tufts University. https://fic.tufts.edu/publication-item/politics-of-information-and-analysis-in-famines-and-extreme-emergencies-synthesis/

Global Health Cluster (2017). Standards for Public Health Information Services. https://healthcluster.who.int/publications/m/item/standards-for-public-health-information-services.

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. A reading list with core and suggested readings related to each session will be provided to students.

Other resources

The following materials are provided to students after registration for this module once a year in October:

- Module syllabus with learning objectives, module timetable, assessment instructions etc.
- Digital reader containing key readings (mandatory and optional), both journal papers and key standards (e.g. health cluster PHIS standards, IASC manuals, etc.)
- Recorded video lectures, lecture slides and lecture notes.
- Additional video content ('voices from the field', including health information specialists and other humanitarian staff relating specific illustrative anecdotes or discussing more general issues with health information).
- Templates of key information products (e.g. rapid assessments, public health situation analyses, bulletins, etc.)
- Practicals with solutions.
- Examples of good and poor data collection instruments and information products.

All of the above materials are downloadable, enabling offline work in areas with poor connectivity.

In addition to the materials above, students are given access to the LSHTM Virtual Learning Environment, Moodle (for web-based discussions forums etc.) and the LSHTM online library resources.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises, the option to listen to recordings of selected lectures taking place in London. In this module, materials provided include a textbook that is made available to students in e-format. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible. The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the University of London Worldwide website at: Inclusive practice and Access arrangements | University of London