

**American University of Beirut**  
**Faculty of Health Sciences**  
**PBHL 308: Methods in Humanitarian Settings [1 credit]**  
**Course Syllabus**  
**Fall Semester, Academic Year 20223-2024**

**Course Instructors:**

Dr. Diana Maddah Office: Van Dyck 301E Office hours: by appointment <a href="mailto:dm71@aub.edu.lb">dm71@aub.edu.lb</a>
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**Course Time & Location:**

The course will be offered as a five-day block, **August 21-25, 2023**, from 9 am to 1 pm. This course will be delivered in person **Room 201**

**Course Description:**

The course aims to 1) introduce students to the definition, types, and management of humanitarian emergencies; 2) enhance their methodological skills to conduct research and evaluation in complex humanitarian settings; 3) prepare them to identify and discuss solutions to practical, conceptual, and ethical challenges in humanitarian response.

**Pre-requisites:**

To benefit from this course, students should have completed all first year MPH core courses, particularly PBHL 310 and PBHL 312.

**Course Learning Objectives:**

By the end of the course, students will be able to:

- LO1: Apply public health tools and methods in research and evaluation in refugee and other humanitarian settings
- LO2: Demonstrate the capacity to plan implement, and evaluate a health intervention in a variety of humanitarian contexts

**Readings:**

All required and recommended readings will be posted on Moodle.

**Requirements and Student Evaluation:**

	<b>LO1</b>	<b>LO2</b>
Participation in class (20%)	X	X
Tool Reflection Paper (30%)	X	
Critique (20%)		X
Final Assignment (30%)	X	X

- **Participation in class:** Students should bring an article/flyer (not necessary academic) to
- **Tool Reflection Paper:** This assignment requires sharing your reflection on the tool used as well as describing your experience in data collection. Template and rubric are TBD.
- **Critique:** In this assignment, you will describe and summarize the strengths, areas for improvement, and a brief analysis of the field trip to the site. Template and rubric TBD
- **Final Assignment:** In this assignment, students will use the data collected in the first assignment to analyze, interpret, and suggest recommendations. Template and rubric are TBD.

### **Academic integrity:**

Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship (European Network for Academic Integrity, 2023)

Education is demanding and time management is essential. Do not hesitate to use the resources available to you in the University [Libraries, Writing Center, Academic Core Processing Systems]. Cheating and plagiarism will not be tolerated. It is the student's responsibility to become familiar with the Student Code of Conduct [AUB Student Handbook pages or AUB website]. Read the definitions and penalties. If you are in doubt as to what constitutes plagiarism, ask your instructor. AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include a zero on the assignment in question, failing the course, suspension or expulsion from University and a record of the disciplinary action in the student's file.

**Inclusive education:** The course instructor is committed to inclusive education. Students with special needs and who anticipate difficulties throughout the semester, whether due to a physical, mental, or learning disability, should feel free to contact me and/or their academic advisor to discuss their learning needs. Students can also contact the Counseling Center in the Office of Student Affairs (Ext. 3196).

**Non-Discrimination – Title IX – AUB:** AUB is committed to creating a learning environment free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible; however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com)

**Course Outline:**

Date	Topic/Readings	Assignment	LO
Day 1	<p><b>Introduction to concepts. What is humanitarianism?</b>  <i>Humanitarian principles, coordination and how is it different between acute and protracted crises</i></p>		LO1
	<p><b>Required prior to the first day of the course:</b>                      -Protracted Displacement and Urban Crises  <a href="https://www.youtube.com/watch?v=bNqAku3STCw">https://www.youtube.com/watch?v=bNqAku3STCw</a></p> <p><b>Required reading(s):</b></p> <ul style="list-style-type: none"> <li>- Spiegel (2017).The humanitarian system is not just broke, but broken: recommendations for future humanitarian action, ISSN 0140-6736, <a href="https://doi.org/10.1016/S0140-6736(17)31278-3">https://doi.org/10.1016/S0140-6736(17)31278-3</a>.</li> <li>- Health in Humanitarian Emergencies Principles and Practice for Public Health and Healthcare Practitioners , pp. 1 – 8 DOI: <a href="https://doi.org/10.1017/9781107477261.002">https://doi.org/10.1017/9781107477261.002</a></li> <li>- Addressing COVID-19 in humanitarian settings: a call to action (2020) Alawa, J., Alawa, N., Coutts, A., Sullivan, R., Khoshnood, K., &amp; Fouad, F. M. <i>Conflict and health</i>, 14, 1-4.</li> </ul> <p><b>Useful resource(s):</b></p> <ul style="list-style-type: none"> <li>- READY (2022). Infectious Diseases Outbreaks: -<a href="https://www.ready-initiative.org/resource/infectious-disease-outbreak-response-coordination-an-introductory-guide-for-non-governmental-organizations/">https://www.ready-initiative.org/resource/infectious-disease-outbreak-response-coordination-an-introductory-guide-for-non-governmental-organizations/</a></li> </ul> <p><b>Guest Speaker: Dr Johan von Schreeb</b></p>		

	<p>Head of the Centre for Research on Health Care in Disasters and is the director of the Centre for Health Crises.</p> <p>Case studies: Norwegian Refugee Council and Handicap International, Challenges to Principled Humanitarian Action: Perspectives from Four Countries. (Geneva: Norwegian Refugee Council and Handicap International, 2016)</p>		
<b>Day 2</b>	<p><b>Data Collection, use, and analysis in humanitarian settings I</b> <i>Sampling, data collection, data analysis, data use</i></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>- ACAPS (2014) Humanitarian Needs Assessment: The Good Enough Guide, The Assessment Capacities Project (ACAPS), Emergency</li> <li>- Capacity Building Project (ECB) and Practical Action Publishing, Rugby, UK. <a href="http://dx.doi.org/10.3362/9781780448626">http://dx.doi.org/10.3362/9781780448626</a></li> <li>- <a href="https://www.careemergencytoolkit.org/management/1-assessment/">https://www.careemergencytoolkit.org/management/1-assessment/</a></li> <li>- <a href="https://communityengagementhub.org/ifrc-feedback-kit-tools/">https://communityengagementhub.org/ifrc-feedback-kit-tools/</a></li> </ul> <p><b>Case studies:</b></p> <p>--Spiegel, PB. (2007). Who should be undertaking population-based surveys in humanitarian emergencies? <i>Emerging Themes in Epidemiology</i>, 4:12.</p> <p>-Spiegel, PB., Salama, P., Maloney, S., van der Veen, A. (2004). Quality of malnutrition assessment surveys conducted during famine in Ethiopia. <i>JAMA</i>, 292(5): 613-618.</p> <p>- Spiegel P, Ratnayake R, Hellman N, Ververs M, Ngwa M, Wise PH, Lantagne D. Responding to epidemics in large-scale humanitarian crises: a case study of the cholera response in Yemen, 2016-2018. <i>BMJ Glob Health</i>. 2019 Jul 15;4(4):e001709. doi: 10.1136/bmjgh-2019-001709.</p>		LO1 & LO 2
	<b>Day 3</b>	<p><b>Data Collection, use, and analysis in humanitarian settings II</b></p> <p><b>Required reading(s):</b></p>	

	<p>-Jyotsna, P., Aladysheva, A., Iversen, V., Ghorpade, Y., Bruck, T. (2015). What methods may be used in impact evaluations of humanitarian assistance? IZA Discussion Papers, No. 8755, Institute for the Study of Labor (IZA), Bonn.</p> <p>- Kohrt, B. A., Mistry, A. S., Anand, N., Beecroft, B., &amp; Nuwayhid, I. (2019). Health research in humanitarian crises: an urgent global imperative. <i>BMJ Global Health</i>, 4(6), e001870.</p> <p><b>Useful resource(s):</b></p> <p>-Ager, A, Blake, C, Stark, L, Daniel, T. (2011). Child protection assessment in humanitarian emergencies: Case studies from Georgia, Gaza, Haiti and Yemen. <i>Child Abuse &amp; Neglect</i>, 35: 1045-1052.</p> <p><b>(IFRC guest speaker: Abdul Kader El Asaad: Regional Community Engagement and Accountability Senior Officer)</b></p>		
Day 4	<b>Application- Translating Theories into Practices</b>	Final assignment due date TBD	LO1& LO2
	<p><b>Field visit</b></p> <p><b>Visiting a refugee camp in collaboration with a local NGO: Society for Inclusion and Development in Communities and Care for All (SIDC)<sup>1</sup> where participants will:</b></p> <ul style="list-style-type: none"> <li>- Meet local stakeholders</li> <li>- Collect data</li> <li>- Identify analytical tools</li> </ul> <p><b>Required reading(s):</b></p>		

<sup>1</sup> SIDC is a Lebanese non profit civil society organization that meaningfully engages vulnerable populations, to promote their health and wellbeing pertaining to HIV, Harm reduction, SRHR, and mental health, to support them in enjoying their human and gender rights, and to work towards an inclusive society free of stigma and discrimination at the national and regional level.

	<p>-Schopper, D, Dawson, A, Upshur, R, Ahmad, A, Jesani, A, Ravinetto, R, Segelid, MJ, Sheel, S, Singh, J. (2015). Innovations in research ethics governance in humanitarian settings. <i>BMC Medical Ethics</i>, 16: 10.</p> <p>- Bruno, W., Haar, R.J. A systematic literature review of the ethics of conducting research in the humanitarian setting. <i>Confl Health</i> 14, 27 (2020). <a href="https://doi.org/10.1186/s13031-020-00282-0">https://doi.org/10.1186/s13031-020-00282-0</a></p>		
	<b>Research challenges in humanitarian settings</b>		
Day 5	<p><b>Required Reading(s):</b></p> <p>Smith, James &amp; Blanchet, Karl. (2020). Research methodologies in humanitarian crises. <a href="https://www.elrha.org/wp-content/uploads/2020/02/R2HC-Research-Methodologies-in-Humanitarian-Crises-new.pdf">https://www.elrha.org/wp-content/uploads/2020/02/R2HC-Research-Methodologies-in-Humanitarian-Crises-new.pdf</a></p> <p><a href="https://www.unhcr.org/hea/wp-content/uploads/sites/125/2021/02/Policy-brief-Rigorous-Research-in-Humanitarian-Contexts-Final-1.pdf">https://www.unhcr.org/hea/wp-content/uploads/sites/125/2021/02/Policy-brief-Rigorous-Research-in-Humanitarian-Contexts-Final-1.pdf</a></p> <p><b>Useful resource(s):</b></p> <p>Bakrania, Shivit; Balvin, Nikola; Daidone, Silvio; de Hoop, Jacobus (2021). Impact Evaluation in Settings of Fragility and Humanitarian Emergency, <i>Innocenti Discussion Papers</i>, no. 2021-02, UNICEF Office of Research - Innocenti, Florence</p> <p>Mistry, A.S., Kohrt, B.A., Beecroft, B. <i>et al.</i> Introduction to collection: confronting the challenges of health research in humanitarian crises. <i>Confl Health</i> 15, 38 (2021). <a href="https://doi.org/10.1186/s13031-021-00371-8">https://doi.org/10.1186/s13031-021-00371-8</a></p>		LO1 & LO2

	<b>Guest Speaker:</b> <b>Dr Lina Echeverri, MD, Research Fellow at CRIMEDIM</b>		
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