MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	1402
Module Title	Conflict & Health
Module Organiser(s)	Adrianna Murphy & Jennifer Palmer
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100648 : 100476 : 101317
Term of Delivery	Term 2
Mode of Delivery	For 2020-21 this module is delivered online. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None. Prior field experience with a humanitarian agency, donor or government may enable you to participate more actively but is not essential.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	80
Target Audience	This module is aimed at all LSHTM students. The module will also be open to a small number of external students.
Module Description	This module provides an overview of the current health-related challenges and policy debates concerning appropriate responses to populations affected by armed conflict. It aims to equip students to apply and critique these concepts in their current and future engagements with humanitarian practice.
Duration	5 weeks at 2-2.5 days per week
Timetabling slot	C2

Last Revised (e.g. year changes approved)	10/2020

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health for Development	Recommended
MSc Control of Infectious Diseases	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc Public Health	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Tropical Medicine & International Health	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to provide participants with an overview of the current health-related challenges and policy debates concerning appropriate responses to populations affected by armed conflict.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Demonstrate an understanding of the political, economic and social factors that contribute to conflict; 2. Analyse the direct and indirect effects of conflict on health and health systems; 3. Identify the actors and institutions involved in the international humanitarian system, and the management and coordination issues currently facing them; 4. Describe and critique the key policy debates currently taking place within the humanitarian field (humanitarianism, relief to development, coordination, evaluation and quality); 5. Describe the challenges of developing context-sensitive responses to public health problems (e.g. reproductive health, communicable disease, mental health, non-communicable diseases); 6. Identify and discuss key issues concerning the transition from relief to rehabilitation and the development of health systems in the context of post-conflict recovery.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Nature and origins of different types of conflict, impact on health and health systems, and architecture of the humanitarian aid system; • Humanitarianism, the humanitarian principles, and ensuing ethical dilemmas; • Policy issues in relation to assessing needs, identifying appropriate interventions, and implementation strategies for selected disease-specific activities, including infectious diseases, water, sanitation and health, malnutrition, sexual and reproductive health, gender-based violence, non-communicable diseases and mental health. • Policy issues in relation to the quality of interventions, the promotion of evidence-based practice, and the evaluation of humanitarian assistance • The linkages between relief, recovery and longer-term post-conflict health system development, including health policy formulation and implementation during the initial post-conflict phase • A range of special sessions with external speakers on selected topics

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	37	24%
Directed self-study	43	29%
Self-directed learning	14	9%
Assessment, review and revision	56	37%
Total	**150**	**100%**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

Teaching and Learning Strategy
The module consists of 10 core lectures delivered by subject experts coming from academia or humanitarian practice, covering the material listed above. These are followed by question and answer periods with lecturers. Lectures are complemented by optional extra sessions with expert speakers. Small group seminars give the opportunity for students to discuss and explore their own views, ideas and responses to the material presented. These include two sessions where students use case studies to practice analysis of health surveillance data, and two in which students work in groups to critique a journal article that reflects key challenges around academic evidence production in humanitarian response. Student volunteers with substantial prior experience in humanitarian response are also encouraged to present on their experiences, reflecting on key themes covered by the course. The remainder of the time will be spent in private study, particularly reviewing the key readings associated with core lectures.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above and will contribute towards the overall award GPA. The assessment for this module will be online and will consist of 10 written short answer essay questions. Students will be expected to apply concepts covered in the course to their responses.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Timed Test (in-module test)	10 short essay responses (each 1 paragraph long) responding to questions based on the core lecture topics	100	1-6

Resitting assessment
Resits will accord with the LSHTM's Resits Policy There will be an approved alternative assessment as detailed below.

Assessment being replaced	**Approved Alternative Assessment Type**	**Approved Alternative Assessment Length** (i.e. Word Count, Length of presentation in minutes)
Timed Test (in-module test)	The task will be an individual essay responding to one question selected from a list of questions based on the core lecture topics	2500 words

Resources

Indicative reading list
Leaning J, Guha-Spari D (2013). Natural Disasters, Armed Conflict, and Public Health. New England Journal of Medicine; 369:1836-42. Spiegel PB, Checchi F, Colombo S, Paik E (2010) Health-care needs of people affected by conflict: future trends and changing frameworks *Lancet 2010; 375: 341–45* Mackintosh K. 2000. *The principles of humanitarian action in international humanitarian law*. London: ODI. https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/305.pdf Fouad. Fouad et al., The Lancet, 2017. « Health workers and the weaponization of health care in Syria: a preliminary inquiry for the Lancet-American University of Beirut Commission on Syria". Wilkinson A. "Engaging "communities": anthropological insights from the West African Ebola epidemic", Philosophical Transactions of the Royal Society of Biological Sciences, 2017.

Checchi F, Warsame A, Treacy-Wong V, Polonsky J, van Ommeren M, Prudhon C (2017). Public health information in crisis-affected populations: a review of methods and their use for advocacy and action. Lancet 390(10109):2297-2313. https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(17)30702-X/fulltext

Checchi F, Gayer M, Grais RF, Mills EJ. 2007. *Public health in crisis-affected populations: a practical guide for decision-makers*. HPN Network Paper 61. ODI. Chapters 3-5. http://odihpn.org/wp-content/uploads/2008/05/networkpaper061.pdf

JOBANPUTRA, K., BOULLE, P., ROBERTS, B. & PEREL, P. (2016). Three Steps to Improve Management of Noncommunicable Diseases in Humanitarian Crises. PLoS Med, 13, e1002180.

Silove D, Ventevogel P, Rees S, Miller K, Rasmussen A (2017). The contemporary refugee crisis: an overview of mental health challenges. *World Psychiatry 2017; 16:130–139.*

Singh NS, Smith J, Aryasinghe S, Khosla R, Say L, Blanchet K. Evaluating the effectiveness of sexual and reproductive health services during humanitarian crises: A systematic review. PloS one. 2018 Jul 6;13(7):e0199300. https://doi.org/10.1371/journal.pone.0199300

Foster AM, Evans DP, Garcia M, Knaster S, Krause S, McGinn T, et al. The 2018 Inter-agency field manual on reproductive health in humanitarian settings: revising the global standards. Reproductive Health Matters. 2017 Nov 30; 25(51):18–24. https://doi.org/10.1080/09688080.2017.1403277

Hossain M, Zimmerman C, Watts C. Preventing violence against women and girls in conflict. Lancet. 2014 Jun 14;383(9934):2021-2022. https://doi.org/10.1016/S0140-6736(14)60964-8

Sondorp E, ter Veen A, Howard N (2012). Health in state-building and peace-building. Chapter 14 (p163-169) in Conflict and Health, Ed Howard N, Sondorp E, ter Veen A. Open University Press, 2012-11-29

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.