

PHCM9783

**Communicable Diseases in
Humanitarian
Emergencies**

Summer Term, U1 2012

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Welcome

Welcome to *Communicable Diseases in Humanitarian Emergencies*.

We are very pleased to welcome you to this course that has been developed through a collaboration between WHO and UNSW School of Public Health and Community Medicine. The course is therefore uniquely placed in being able to draw on a combination of strong practical field experience and also academic research in the area.

The course is designed for those working in public health or related disciplines, who have an interest and experience in humanitarian emergencies and who would like to improve their skills or bring their knowledge up to date to support implementation of infectious disease projects / programmes in emergency settings.

Throughout the course we will draw on the breadth of experience that not only the lecturers, but also you as participants, bring. The course aims to create an opportunity to develop your knowledge in the field, and to apply it to case studies that provide a strong practical focus to the learning experience.

Participants on the course are from a range of backgrounds, some are currently practising in the field, others are studying full time at UNSW with plans to work in the field at a later date. We hope that all will feel equally valued and able to play an active part in course activities and to learn from each others' experiences.

Course staff

Course convenor



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Course information

Units of credit

This course is an elective course of the Master of Public Health Program, comprising 6 units of credit towards the total required for completion of the study program.

Course aim



The aim of this course is to equip participants with the knowledge and frameworks to be able to work more effectively in controlling and addressing communicable disease in a humanitarian emergency setting.

Course outcomes

On completion of the course participants will understand how to:

- conduct communicable disease risk assessments and prioritise interventions in emergencies
- design and implement surveillance / early warning and response systems (EWARN) in collaboration with partners
- conduct outbreak investigations and manage outbreak responses
- implement prevention and control methods for priority communicable diseases in emergencies
- develop a coherent, co-ordinated response when working amongst diverse stakeholders in humanitarian settings

Graduate attributes and capabilities

Graduate capabilities

This course supports you achieving a range of capabilities that you will achieve across your studies in the Master of Public Health. For the complete list please refer to the School website. In particular this course provides learning opportunities that will nurture the following capabilities:

The knowledge and skills to:

- Protect the health of populations and prevent communicable and non-communicable diseases through appropriate interventions
- Promote the health of populations through research, practice, policy and advocacy
- Plan and evaluate public health strategies, programs and projects in a range of diverse contexts

The interactional abilities to:

- Strengthen relationships and communicate effectively to enhance public health outcomes
- Engage with and contribute to local, national and international communities

The personal attributes to:

- Apply analytical and critical thinking for evidence based problem solving
- Commit to ethical practice

Learning and teaching rationale

Tackling communicable disease in humanitarian settings requires a broad range of knowledge and skills. A solid base of knowledge relating to specific diseases and general communicable disease control principles is necessary but also the ability to put knowledge into practice in often complex and sensitive situations. An understanding of humanitarian settings and their multiple complications is also vital.

This course will expand your communicable disease knowledge in a manner specifically tailored to the needs of humanitarian settings. The practical issues will be explored throughout the course as an integral part of the learning experience. Integrating theory and practice will be key.

Teaching strategies

We have designed the course to have a very practical orientation. The lectures and course material are organised around the main communicable diseases that you need to know about, however at all stages we will go beyond the knowledge base and discuss how to implement strategies in the field.

The course comprises a 5-day on-campus workshop. During the course there will be lectures and group discussions, as well as opportunities to work through case studies based on real situations. You will be expected to engage actively in the different activities and discussions. There is no online discussion as part of the course however there will be an online forum in which additional material and information can be posted.

Online learning component using UNSW Blackboard

UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: <http://telt.unsw.edu.au/>

There will be an online forum that will be used to:

- Maintain the sense of community established at the workshop
- Give you the opportunity to continue to share ideas and exchange information
- Encourage you to collaborate
- Allow you time to reflect on what you have learnt
- Provide you the opportunity to give and receive feedback on the course
- Give you easy access to additional material posted by course convenors

The online component will allow you to interact with fellow participants and the course convenors after the workshop – to clarify anything not covered in the workshop as well as explore the reading material which will be provided on CD at the end of the workshop. It will also allow you easy access to web-based resources that may be of interest to you. There is no assessment of online participation and no formal discussions will be set.

The online component consists of the following sections:

1. Web links to required readings. Links will be found under the relevant lecture.
2. A discussion facility for you to:
 - a. Raise any questions arising after the workshop. Unless questions are of a personal nature, please do not email course convenors directly, but raise them using this facility. We will check UNSW Blackboard regularly and address any issues raised.
 - b. Notify your classmates of any issues of public health interest which occur during semester.
3. A ‘Getting to know you’ facility for you to chat socially amongst yourselves.

Although you are not required, for purposes of assessment, to participate in the UNSW Blackboard component of this course, you will find that on-line participation will enhance your learning experience.

Guidance for using UNSW Blackboard

Guidance for using UNSW Blackboard, including some basic tips, can be found at: <http://support.telt.unsw.edu.au/blackboard>

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

Assessment

The written assessment is expected to be your own individual work even if you worked on the assignment in a group at the workshop. It is essential that you abide by academic standards and that your assignment is not the result of collusion or that of plagiarism. Please see UNSW definition of collusion and plagiarism in the course notes.

There are three components to the assessment:

- | | |
|--|-------|
| 1. Participation in the on-campus workshop | = 15% |
| 2. Submission of a case-study report | = 35% |
| 3. Submission of a written assignment | = 50% |

Participation

15%

You are expected to attend the workshop and to participate actively. It is expected that you will engage in the workshop activities and contribute to making this class stimulating for all. You are expected to attend lectures and to contribute to any group activities associated with the lectures. Your overall contribution to the course for both workshop and online participation will be scored as outstanding (15 marks), excellent (12 marks), acceptable (7.5 marks) or unacceptable (0). If you will have any problem with participation please let us know.

Assignment One - case study report

35%

On the last day of the workshop you will work through a fictional case study based on real field situations. This will be a group exercise and you will answer questions as you go through the case study. For your first assignment you are expected to individually write up one of the questions below that will have been raised by the case study. You are expected to draw on literature for the written report and **use references** to back up your responses. The report should be **no longer than 750 words excluding references**. If the word count exceeds the limit the mark will be decreased by one grade (ie from Distinction to Credit etc.).

Choose **one** of the questions below relating to the Dadaab case study.

1. What basic information do you want to collect?

Describe the information you wish to collect, which information you would prioritise, and provide your rationale for this.

2. How would estimate the size of the current population in Dadaab ?

Describe different methods that can be used to estimate the size of populations in humanitarian emergencies. Discuss the advantages and disadvantages of the methods.

3. What events will you monitor in your EWAR system and where will you get data from?

List the events that you will monitor and provide rationale for this. Describe where you will get data from and discuss any difficulties that may arise in accessing accurate data.

Due date

Monday December 19th 2011 5pm

Submit assignment ONLY by E-MAIL - addressed to: Dr Mohamud Sheikh – mohamuds@unsw.edu.au and Dr Catherine Bateman-Steel. Email: c.bateman-steel@unsw.edu.au

Assessment criteria

Clearly laid out with a good description of the issue (20%)

Strong critical arguments and analysis (40%)
Well referenced with relevant literature sources (40%)

Assignment two - written assignment

The second assignment is a longer written piece in which you are expected to demonstrate an understanding of the specific nature of managing communicable disease in the complexities of a humanitarian emergency. You are therefore expected to demonstrate knowledge of communicable disease principles as well as understanding of the context of emergencies. It should be **no more than 2500 words excluding references**. If the word count exceeds the limit the mark will be **decreased by one grade** (*ie from Distinction to Credit etc*).

You are expected to read around the subject, to provide background to the topic, highlight the key issues and examine critically the topic.

The assignment will be expected to demonstrate

- Understanding of a key communicable disease issue
- Recognition of the underlying concepts, frameworks, and literature
- Clear relevance to a well described context
- Innovative and critical thinking

Question:

The Rift Valley Fever epidemic of 2007 in the Horn of Africa region has resulted the death of over 4,000* people amongst at least 100,000* reported cases. Being an example of how communicable disease, public health and political/economic vulnerabilities converge resulting a deadly outcome, the public health challenges in containing such deadly disease in a region ravaged by protracted war and political instability for many years is critical.

*This may not necessarily be an accurate data.

Describe;

- a) The dynamics of the disease and its recent epidemic
- b) The immediate and broader contextual factors that caused the outbreak.
- c) The public health challenges
- d) The control measures
- e) The expected challenges that your team would likely face in underdeveloped region in politically complex situation

Hints: Poor developing countries have fragile and rudimentary public health facilities which may pose a challenge and your critical consideration of this factor is important. Horn of Africa region comprise of about five countries; Somalia, Djibouti, Eritrea, Ethiopia and Kenya. These countries have geopolitical similarities.

Due date

Friday January 20th January 2012 5pm

Submit assignment ONLY by E-MAIL - addressed to: Dr Mohamud Sheikh – mohamuds@unsw.edu.au

Assessment criteria

For Assignment 2, the following will be the main issues examined:

1. Relevance. Make clear what it is you are addressing and why this is important (15%).
2. Research and use of literature. What is the quality and adequacy of the literature on which the paper is based? Have you drawn upon available theory and insights from others? Do you present underlying concepts clearly? Have you gone beyond the literature made available to you for the course? Are terms and concepts defined and used appropriately? (25%)
3. Analysis and argument. What is the quality of the analytical approaches and methodology used to answer the question? Has the paper included insights and evidence of your own analysis? What is the quality of the creative and analytic thinking? (40%)
4. Referencing: Is the work adequately and competently referenced? (10%)
5. Description and presentation. Is the work well-set out and written in clear and coherent English? (10%)

Adopting a critical approach to your assignments

It is important that you adopt a critical approach to the material that you obtain for assignments, to the required readings, and to other information with which you are presented during the course.

Think about and evaluate the material which you are reading and, which you are presenting in assignments. Attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this.

Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

HD This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. **All assignments** must have a cover sheet attached.
Cover sheets can be downloaded from the school website:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>
Students submitting assignments in My eLearning Vista should use the cover sheet available in My eLearning Vista.
2. **All assignments to be submitted electronically** via My eLearning Vista with the electronic assignment coversheet is attached. If there are difficulties with My eLearning Vista the assignment may be emailed to the course convenor. Student name, course code, date and assignment title should be included in the header or footer on every page, and in the file name.

For courses in which electronic submission is not available, assignments should be posted to Postgraduate Coursework Office with assignment cover sheet attached. These assignments will be receipted (stamped due date) and distributed to the relevant course convenor for marking.

The postal address is:
Postgraduate Coursework Office
School of Public Health and Community Medicine
2nd Floor Samuels Building

The University of New South Wales
UNSW Sydney NSW 2052

3. **Please note:** Any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin. For more on how to avoid plagiarism, see section on plagiarism.
4. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

Return of assignments

Marked assignments will be sent back electronically. Marked assignments for external students who have NOT submitted their assignment electronically will need to check with the course convenor.

Feedback on assessment

Feedback will be provided individually on return of the assignment and mark.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

UNSW Library

<http://info.library.unsw.edu.au/skills/howto/referencing/lrefbfm.html>

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work:

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:
www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

Readings and resources

Learning resources for this course consist of the following:

1. A 5-day on campus course
2. Course notes and readings will be provided on CD at the end of the workshop
3. Any additional course material that may of interest will be posted on the online forum

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

In order to improve this course we will ask you for your views about the workshop (both during and after the workshop) and your reflections about participating in the online environment. We also ask you to complete the CATEI form on-line at the end of the course.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at:

http://www.its.unsw.edu.au/policies/policies_home.html

UNSW IT Service Desk (My eLearning Vista support)

The IT Service Desk is your central point of contact for assistance and support with My eLearning Vista, UDUS, UniMail, UniPass and UniWide. Contact them directly for assistance with IT related matters, including My eLearning Vista:

Website: <http://www.disconnect.unsw.edu.au/>
Tel: +61 (2) 9385 1333
Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://info.library.unsw.edu.au/Welcome.html>
Postgraduate Services: <http://info.library.unsw.edu.au/web/services/postgraduates.html>
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program. It is **highly recommended** that you complete these tutorials and get familiar with the resources available prior to commencing your studies and assignments.

<http://info.library.unsw.edu.au/skills/tutorials.html>

Online Information Skills Tutorial - ELISE Plus

This is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references. This tutorial is designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. Entering coursework students should complete the ELISE quiz in Vista. <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

The ELISE postgraduate tutorial – ELISE Advanced

The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information. <http://pgelise.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

<http://info.library.unsw.edu.au/web/guides/guides.html>

How to use guides

Essential guides to show you how to use the library's fundamental search tools: Sirius (the gateway to all of our electronic resources), the catalogue (LRD) and the databases. Easy to use, they will step you through the mechanics of "How" via video, screen captures and text.

<http://info.library.unsw.edu.au/skills/howto/howto.html>

Database Help sheets

"Cheat-sheets" to enable you to learn how to search the databases more effectively, these provide tips and tricks on searching individual databases.

<http://info.library.unsw.edu.au/skills/helpsheets.html>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see

<http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See:

<http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments:

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web.
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

For any further assistance, you can contact:

<p>Postgraduate Office School of Public Health and Community Medicine The University of New South Wales Level 2, Samuels Building UNSW Sydney NSW 2052, Australia</p> <p>T: + 61 (2) 9385 1699 - Graduate Health Management Programs T: + 61 (2) 9385 2507 - Graduate Public Health Programs T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs</p> <p>F: + 61 (2) 9385 1526 E: postgrad-sphcm@unsw.edu.au</p>
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Other matters

Occupational Health & Safety:

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Grievance procedures: <https://my.unsw.edu.au/student/atoz/GrievanceProcedures.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>



WHO Course on Communicable Diseases in Humanitarian Emergencies

28th November – 2nd December 2011. To be held in Sydney, Australia

Location: Room CAT 104, Mathews Building
Gate 9 High Street, Kensington Campus
Randwick, Sydney Australia

TIMETABLE

Monday 28th November 2011

Session Time	Content	Facilitator
9.00am – 9.15am	Introduction	Mohamud Sheikh UNSW
9.15am – 9.45am	Opening remarks	Raina MacIntyre & Michelle Gayer UNSW & WHO
9.45am – 10.15am	Introduction to humanitarian emergencies	Mohamud Sheikh UNSW
10.15am – 10.45am	Introduction to communicable disease transmission and risk assessment	Michelle Gayer WHO
COFFEE BREAK		
11am – 12.00 am	Introduction to communicable disease transmission and risk assessment – continued	Michelle Gayer WHO
12.00am – 13.00pm	Health information and key indicators	Michelle Gayer WHO
LUNCH		
14.00pm – 15.30pm	Surveillance/EWARN in acute emergencies (case study)	Michelle Gayer WHO
COFFEE BREAK		
15.45pm – 17.00pm	Surveillance/EWARN in acute emergencies (case study)	Michelle Gayer WHO

Tuesday 29th November 2011

Session Time	Content	Facilitator
9.00am – 11.00am	Outbreak investigation and response (case study)	Mahomed Patel ANU
COFFEE BREAK		
11.15am – 13.00pm	Outbreak investigation and response (case study)	Mahomed Patel ANU
LUNCH		
14.00pm – 15.45pm	Diarrhoeal disease outbreak response Water-sanitation-hygiene (case study)	Mohamud Sheikh UNSW
COFFEE BREAK		
16.00pm – 17.00pm	Diarrhoeal disease outbreak response Water-sanitation-hygiene (case study)	Mohamud Sheikh UNSW

Wednesday 30th November 2011

Session Time	Content	Facilitator
9.00am – 10.15am	Surveys	Michelle Gayer WHO
10.15am – 11.00am	Samples Collection in Humanitarian Emergencies	Mohamud Sheikh UNSW
COFFEE BREAK		
11.15am – 12.30pm	Infection Control	Catherine Bateman-Steel UNSW
LUNCH		
13.30pm – 14.30pm	Infection control	Catherine Bateman-Steel UNSW
14.30pm – 15.15pm	Malnutrition	Michelle Gayer WHO
COFFEE BREAK		
15.30pm – 16.45PM	Pneumonia, Hib / pneumonia vaccines	Kim Mulholland University of Melbourne
16.45 -17.15	Food Safety	
18.00 pm – 20.00pm	RECREATION AND SOCIAL OUTING(HABOUR CRUISE)	All participants invited

Thursday 1st December 2011

Session Time	Content	Facilitator
9.00am – 10.45am	Vector-borne diseases (Dengue and Japanese encephalitis, Yellow Fever)	Richard Russell University of Sydney
COFFEE BREAK		
11.00am – 12.30 pm	Malaria	MSF
LUNCH		
14.00pm – 15.30pm	Measles and other vaccine preventable diseases (case study)	Sandra Downing MSF
COFFEE BREAK		
15.45pm – 17.00pm	Meningitis	Elisabeth Bannister MSF

Friday 2nd December 2011

Session Time	Content	Facilitator
9.00am – 10.00am	Tuberculosis in Humanitarian emergencies	Marianne Gale MSF
10.00am – 10.45am	HIV	Marianne Gale MSF
COFFEE BREAK		
11.00am – 12.00pm	Overview & introduction to overview case study covering all learning objectives (I)	Michelle Gayer WHO
LUNCH		
13.00pm – 16.30pm	Overview study covering all learning objectives (II)	Michelle Gayer WHO
16.30pm – 17.00pm	Course Evaluation and Closure	