|  |  |
| --- | --- |
| **Session 10: Health** | **1 hour 30 minutes** |
| **Note:** This session is primarily knowledge based (explaining the categories and objectives of health standards and indicators, and providing context for them). Its partially attitude oriented (heightening awareness of the importance of linking other sector programmes to health programming), and partially skill oriented in analysis of application of the health assessment checklist exercise.  The session includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing.  2. **A short video** **with a simple assessment-oriented exercise** depicts various elements of a health programme implemented in northeast Nigeria. Participants will read the Sphere health assessment checklist, watch the video, evaluate what they see and hear, and note which elements from the checklist were clearly covered, and which ones may not have been. Finally, they will consider the challenges to completing the entire assessment checklist. | This session includes a quick case study focusing on the assessment phase of the humanitarian programme cycle. |
| **Learning objectives**  By the end of this session, participants will be able to:   * Explain the general focus and goals of a humanitarian health response programme * Outline the scope of the Sphere standards for health * Calculate the crude mortality rate and explain its role as an overall indicator * Apply the Health Assessment Checklist as a generalist to highlight possible gaps in assessment data for an example health response | |
| **Key messages**  There are several key messages of the session that you should highlight. The goal is that participants will absorb and be able to restate these key messages with colleagues after the training.   * The general focus and goals of a humanitarian health response programme are to control excess morbidity and mortality. * This is done through both trauma care and a pro-active public health approach. * The health standards cover a wide array of service types and specialties, largely in the realm of health professionals. However, the dependence on health outcomes from meeting the standards in WASH, Shelter and Food, are also critical in achieving health outcomes. **Prevention is better than cure.** * Health assessments, including assessment of available services and quality, are key to good health response programming. | |

|  |  |
| --- | --- |
| **Concise session plan (this is a fast-paced session)** | **Timings** |
| 1. Introduction and learning objectives – presentation (slides 1 and 2) | 5 mins |
| 1. Health programming goals and overview – PowerPoint presentation with facilitated discussion and individual activities (3–8) | 15 mins |
| 1. Sphere health standards review – PowerPoint presentation with facilitated discussion and individual activities (9–20) | 30 mins |
| 1. Video-based case study – health assessment exercise (21–24) | 35 mins |
| 1. Summary and conclusion (25 and 26) | 5 mins |
| **Other files and preparations you will need**   * None, aside from the PowerPoint presentation file – **STP 10 health.pptx** | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. If you cannot play the included video, skip it and ask if there are any particular examples of a health programme in the country in which you are holding your training. Ask those who are familiar with the programme to present it as a micro case study and then ask other participants to look through the assessment checklist and identify the elements that will most likely be the most challenging to assess about the project presented. Note that a live presentation will take longer than the video, so you will need to adjust the session length accordingly. | |