**Supplementary Material**

**Table 1** Proposed levels and scope of practice for complex humanitarian emergency education and training

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| **LEVEL** | **DESCRIPTION** | **TARGET AUDIENCE** | **REQUIREMENTS** | **SUBJECT AREAS** | **DURATION** | **PROFESSIONALIZATION** | **ISSUED CERTIFICATE** |
| Level One Basic | * General competency set is a foundation for more specific competencies (in other levels)
* Introduce the general principles in Complex Humanitarian Emergency Response
 | All health care providers | * Saudi Health Commission Registration
* Attended Major Incident Response Course
 | * Basic Concept in CHE (Complex Humanitarian Emergency)
* Phases of CHE
* Medical& Public Health Aspect
* Communication & Coordination
* Top Priorities of public health interventions
* during humanitarian emergency
* Humanitarian Standards
* Integrated Health Education in Disaster Risk Reduction
* Voluntary Management

All the above with introductory course for deployment like safety and security, incident command system | 5 days | * Limited in humanitarian assistance (simple tasks in recovery phase)
* Under supervision
* Community Awareness
 | Need refreshment course  |
| Level TwoCore  | Same as Level One but will be focused on the basic skills of specific subject areas | All health care providers that can play limited roles in humanitarian response | * Saudi Health Commission registration
* Attended Basic Course for Humanitarian Emergency
* Registration with Humanitarian Agency or Institute
 | * Water, sanitation
* hygiene
* Camp management
* Measles and other vaccine-preventable diseases
* Communicable diseases control
* Reproductive health programs
* Diarrheal diseases preventive measures
* Mental Health
* Food programs

One of above with introductory course for deployment like safety and security, incident command system | 2 -3 weeks | * Community Awareness
* Provide assistance in humanitarian relief according to specific competency and tasks when circumstances permit in Phase one (Field work training under supervision)
 | Need Refreshment course or attend Level Three course |
| Intermediate Level | Professional specific competencies sets relevant to context in which the professional actually works, but in low resources setting. | Health care providers who play significant roles during humanitarian assistance and collaborate with humanitarian agencies / Institutes | * Saudi Health Commission Registration
* Attended level one and two Courses
* Registration with Humanitarian Agency or Institute
 | * War related injuries
* Damage control surgery
* Children health in complex emergencies
* Anesthesia provision in armed conflicts or disasters
* Humanitarian logistic management

One of the above with introductory course for deployment like safety and security, incident command system  | 3 to 4 Weeks | * humanitarian assistance

In phase one (Field work under observation) | Not limited  Requires frequent participation  |
| Advanced Level | Organization specific competencies | Health care professional who plays major role during humanitarian assistance before deployment | * Saudi Health Commission Registration
* Attended the Intermediate Level Course
* Registration with Humanitarian Agency or Institute
 | * Practical aspects of deployment, e.g.
1. Communication system
2. Ability to build tents & shelters
3. Water purification
4. Incident command system
5. Cultural awareness training
* Leadership training
 | 3 to 4 Weeks | * Contributed in all phases of CHE according to their roles /needs.
 | Not limited Frequent participation  |

**Table 2** Summary of domains, core competencies, sub-competencies, teaching methods and topic areas for the Humanitarian Assistance and Disaster Relief course

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| --- | --- | --- | --- | --- |
| **Domain** | **Core Competency** | **Sub-competencies** | **Teaching Methods** | **Important Topic Area** |
| General Concept in Humanitarian Health Relief | Demonstrate the knowledge of main concept in humanitarian assistance & relief during Complex Humanitarian Emergency | 1. Distinguish, understand and compare different terms used to describe humanitarian assistance & relief operation 2. Define and list the objectives of humanitarian actions3. Explain the purpose of the Humanitarian Charter, protection principles and the core humanitarian standards on quality and accountability in Sphere Project 4. Explain how the Humanitarian Charter affirms the fundamental importance for the humanitarian principles5. Define and list the humanitarian principles’ during complex emergency 6. Explain the importance of the international humanitarian law for people affected by war conflict 7. Explain the roles of major participants ((UN, NGO, UN)8. Explain the main concept of cluster approach during humanitarian assistance. | **Didactic Lectures:**Overviews tohumanitarian assistance and relief during complex humanitarian emergency | **-**T**erminology** and definitions, objectives for humanitarian actions -B**ackgroun**d of Sphere Project Aims and components (humanitarian chapter and core principles, minimum standards) **-** Humanitarian principles - International humanitarian law- The roles of major participants - Main concept of cluster approach  |
| General Concept in Humanitarian Health Relief | Demonstrate knowledge of medical and public health aspects in complex humanitarian emergency | 9. Understand various definition of complex emergencies 10. Describe the factors that lead to complex emergencies.11. Compare between the medical aspect for complex humanitarian emergency in developed and developing countries 12. Compare the health impact in CHE and other natural disaster13. Explain the predictable pattern Of health indicators and expect health response in all phases of complex humanitarian emergency (acute, late, post emergency)14. Explain the epidemiology of communicable diseases during complex emergency 15. Describe the factors that can promote disease transmission and leading to high incidence rates of diarrhea, respiratory infection, malaria, and measles16. List the Diseases targeted by preventive measures17. Explain the role of triage as a basis for prioritizing health care services for all victims affected by complex emergency18. Illustrate how to manage the triage process by using exclusion and inclusion criteria for the victims and control the available resources19. Explain the common issues faced during triage processes in the scene, health care facilities and refugee camps during complex emergency20. Outline the epidemiology and conceptual framework of malnutrition21.Describe the common diagnostic tools used for assessment of victims of malnutrition22. List the criteria for general and supplementary rations that are coordinated by world food programs 23. List and describe the clinical indicators in support of public health infrastructures24. Explain the impact of conflict on mental health of affected population 25. Describe the cultural differences in understanding of mental health 26. Explain the context of mental healthcare in low and middle income countries27. Outline priorities in psychosocial intervention following conflict28. Describe challenges to reproductive health care in emergencies 29. List and describe a series of actions needed to respond to the reproductive health needs of populations during the early phases of an emergency | **Didactic Lectures:**Basic concept in complex humanitarian emergency  | **Part one**- Definitions- Compare health impact in CHE and other natural disaster- CHE profile in developed and developing country **Part two**- Phases of complex humanitarian emergency.**Part Three**- Medical and public health aspect of complex humanitarian emergency (Assessment, malnutrition, communicable diseases, triage)**Part four*** Medical and public health aspect of complex humanitarian emergency

(critical indicators categories, psychosocial issue, reproductive health and women issues) |
| General Concept in Humanitarian Health Relief | Demonstrate knowledge of the public health intervention to protect the health of all ages, population and communities affected by complex emergencies | 30. Explain the role, types of need assessment 31 Explain type of information should be collected in rapid need assessment 32. List and describe different methods for collecting the data 33. Describe the epidemiology and risk factors for measles epidemics in countries affected by complex emergencies.34. Define and describe the strategy of measles vaccination campaigns by international agencies in post emergency settings and camps35. List and define the illnesses related to water, sanitation and hygiene36. Explain e the objectives of control measures for water, sanitation, hygiene37. Describe standards, and controls measures for Excreta disposal, Water quantity, Water quality, Hygiene Food safety, Vector control, Solid waste management38. Describe the purpose of food security and nutrition assessment39. Explain the types of food security and nutrition assessment 40. Describe the conceptual framework for causes of under nutrition41. Explain the main aspects for food assistance activities 42. Describe the main concepts for assessment and treatment of patients with malnutrition 43. Describe the relevant micronutrient deficiencies 44. Describe the main aspect for initial shelter and settlement planning45. Describe health care system in emergency phase 46. List different types of health care systems47. Describe the components of a typical health care system48. Define and list the Fundamental principles for Control of Communicable Diseases49. List the common preventives measures used in control of communicable disease 50. Explain the stages for planning disease control programs in a complex emergency 51. List the aims of surveillance system in early and post emergency phases 52. Explain the stages for staff standardized recruitment 53. Explain staff standards requirements for each activity /health services e.g. mass vaccination program and home visiting 54. Describe the network between the community health workers and home visitors55. Describe the aims of coordination processes during complex emergencies 56. Describe Inter Cluster Coordination and Cluster System |  |  |
| General Concept in Humanitarian Health Relief | Demonstrate the minimum humanitarian standards during responses  | 57. Explain the distinction between refugee and internally displaced people 58. Describe the key component of sphere project59. Explain the four technical chapters including minimum standard for humanitarian agencies60. Apply the minimum standards for each technical chapter based on standards, key actions, key indicators and guidance notes  | **Didactic Lectures:**Humanitarian standards in context; the Sphere Project **Case study**Table top exercise Internal Displacement / Refugee camps | - refugee and internally displaced people- component of Sphere Project |
| Principles in community participation and community disaster awareness | Demonstrate the knowledge for basic principles in community participation during response and recovery phase  | 61. Define main concept for spontaneous volunteer62. Describe the major problems associated with volunteers63. Identify a strategy to create a plan for managing spontaneous volunteers64. List minimum legal protections necessary to support volunteer participation 65. Explain the major issues that a volunteer management plan should be address66. Explain the challenges for recruitment and retention of volunteers in local disaster organizations67. Determine the roles of community during emergency response and recovery phases 68. Explain and apply how public awareness strategy help in minimizing the disaster effects, prevent the disease and increase the awareness to health risk post-disaster | **Didactic Lectures**Volunteer management during disaster.**Dictate lecture**Communication with communities in disaster emergency response and recovery  | * Spontaneous volunteer organization and requirements
* Legal protection
 |
| Principles in community participation and community disaster awareness | Demonstrate the knowledge and skills for integration of health promotion and education in disaster risk reduction plan  |  | **Didactic Lectures** Integrated health education in disaster risk reduction.**Mock simulations exercise** Preventing disease after disaster by application of health education sessions (hand hygiene in schools, dead bodies with cholera |  |
| Training Sessions for Community Education | Apply the principles required for Community Disaster Awareness Approaches and Strategies | 69. Demonstrate team work skills 70. Apply basic steps in planning disaster awareness initiate71. Develop tools to provide community disaster awareness sessions for different target audiences  | **Project work** **-**Preparation of a pilot session for community disaster education -Trial run of a pilot session for community disaster education -Group discussion and debriefing on the pilot session | - Use Red Cross and Red Crescent modules on increased community awareness |