



Mental Health in Complex Emergencies (MHCE 14) Course Programme

*Sunday September 16-Wednesday September 26 2018
Silver Springs Hotel, Kampala, Uganda*

COURSE DESCRIPTION

The Mental Health in Complex Emergencies course is an intensive multidisciplinary ten-day training course for mental health workers and humanitarian program staff who wish to gain insight and competency in establishing mental health or psychosocial programs in (post) conflict areas or in areas affected by complex disasters including refugee settings. The course will provide practical orientation and training to equip participants to establish and organize programs in mental health and psychosocial support (MHPSS) and strengthen adjunct applicable skills for use in complex humanitarian emergencies and relief operations, such as needs assessments, monitoring and evaluation, understanding the humanitarian context, security, and self-care.

Through this course, students are exposed to both the most recent academic thought on mental health and psychosocial support (MHPSS) as well as the experiences of field practitioners in designing and implementing MHPSS programs in complex emergencies. Students are sensitized to the non-material, social aspects of humanitarian assistance and will be able to take into account the psychosocial context when planning humanitarian assistance. This course emphasizes the well-being of the beneficiaries as considered in the 2007 'IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings' as endorsed by WHO, UNICEF, UNHCR, IFRC, and numerous local and international agencies working in the field of psychosocial assistance.

The course is organized annually by the Institute of International Humanitarian Affairs (IIHA of Fordham University in New York, in collaboration with humanitarian partners: UNHCR, the refugee agency of the United Nations and the International Medical Corp, a global humanitarian aid organization and of the leading agencies in setting up programs for mental health and psychosocial support in emergencies. This year the course is co-organized by the Peter C. Alderman Program for Global Mental Health, which is the mental health program of HealthRight International and is dedicated to strengthening mental health, recovery and resilience for communities devastated by violence and armed conflict.

COURSE DIRECTORS

Larry Hollingworth CBE

Humanitarian Programs Director, Center for International Humanitarian Cooperation (CIHC)
Visiting Professor, Institute of International Humanitarian Affairs (IIHA), Fordham University

Lynne Jones OBE, FRCPsych. PhD.

Visiting scientist, FXB Center for Health & Human Rights, Harvard University School of Public Health

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Willem van de Put

Co-founder of MHCE, founder and director of Culture for Change (C4C), research fellow at Fordham University and scientific expert at the Institute of Tropical Medicine Antwerp.

Peter Ventevogel, MD, PhD.

Senior Mental Health Officer, United Nations High Commissioner for Refugees

COURSE FACULTY

Josephine Akellot, MSc.

Director of programs, HealthRight International, Uganda

Nancy Baron, PhD.

Director, Psycho-Social Services and Training Institute in Cairo (PSTIC), Egypt

Martha Bua

Programme coordinator for Mindleaps, Uganda

Taban Edward

Child protection systems strengthening specialist, TPO Uganda

Charlotte Hanlon, MD PhD.

Clinical Senior Lecturer at the Centre for Global Mental Health, Institute of Psychiatry, Psychology and Neuroscience, King's College London, UK, and Adjunct Associate Professor at the Department of Psychiatry, School of Medicine, College of Health Sciences, Addis Ababa University, Ethiopia

Sarah Harrison MA, MA.

Technical Advisor, IFRC Reference Centre for Psychosocial Support
Coordinator, Inter-Agency Standing Committee's Reference Group for Mental Health and Psychosocial Support in Emergency Settings (IASC MHPSS RG)

Yoko Iwasa, LLM

Senior Protection Officer (Community Based), UNHCR Uganda

Michael Khoury, MD, MA.

Psychotherapist in private practice, counsellor and psychosocial support person at American University of Beirut and at BALSAM Lebanon

Josephine Akellot

Uganda Program Director, PCAF/HealthRight

Patrick Onyango Mangen, Msc.

Country Director TPO Uganda

Lena Verdeli, PhD. (remote session from NYC)

Associate Professor of Psychology and Education

Director of the Global Mental Health Lab, Columbia University, New York

Inka Weissbecker, PhD, MPH.

Global Mental Health and Psychosocial Advisor, International Medical Corps, Washington DC

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COURSE APPLICATION AND REGISTRATION INQUIRIES

Ellen Bratina, International Programs Officer

Institute of International Humanitarian Affairs (IIHA), Fordham University

Email: miha@fordham.edu

Course Administrator

Institute of International Humanitarian Affairs (IIHA), Fordham University

Email: iha.course.adm@gmail.com

COURSE LEARNING OBJECTIVES

After the course students will have an increased understanding of mental health and psychosocial needs and interventions in complex emergencies. They will also have an overview of the important guidelines, key issues, and debates within the field. They will have been introduced to the key capacities required for establishing MHPSS services in the field and had a chance to critically reflect on their own role as a humanitarian actor.

Students who successfully complete this course will be able to:

- Describe the diversity of mental health and psychosocial issues in complex emergencies and the role of cultural and contextual factors influencing MHPSS problems;
- Work with the IASC guidelines on MHPSS in Emergency Settings and use the tools in these guidelines such as the multi-layered service pyramid;
- Be familiar with appropriate training materials and curricula for use in the field, such as the mhGAP (Humanitarian) Intervention Guide, the guide for Psychological First Aid (PFA) and the range of scalable psychological interventions such as Problem Management Plus (PM+) and group Interpersonal Therapy;
- Describe the principles of assessment, monitoring, and evaluation of MHPSS problems in emergency contexts including familiarity with WHO/UNHCR MHPSS assessment tools;
- Define the various roles of mental health professionals, psychosocial professionals, and nonspecialized MHPSS workers in different emergency contexts;
- Outline the principles of establishing programs in the mental health and psychosocial domains;
- Be familiar with concrete examples of good practice in mental health and psychosocial programming;
- Critically assess the academic literature covering MHPSS interventions in complex emergencies, with a view to continued learning and professional development.

PRE-COURSE READINGS (sent out prior to course and also available on course Google Site)

1. Tol WA, Barbu C, Galappatti A, Silove D, Betancourt TS, Souza R, et al. Mental health and psychosocial support in humanitarian settings: linking practice and research. *Lancet*. 2011; 378(9802): 1581-91.
2. Jones L, Asare JB, El Masri M, Mohanraj A, Sherief H, van Ommeren M. Severe mental disorders in complex emergencies. *Lancet*. 2009; 374(9690): 654-61.
3. Jones L. Responding to the needs of children in crisis. *Int Rev Psychiatry*. 2008; 20 (3): 291-303
4. Silove D, Ventevogel P, Rees S. The contemporary refugee crisis: an overview of mental health challenges. *World Psychiatry*. 2017; 16(2): 130-139

5. Singla DR, Kohrt BA, Murray LK, Anand A, Chorpita BF, Patel V. Psychological treatments for the world: Lessons from low- and middle-income countries. *Annual review of clinical psychology*. 2017; 13:149-181.

COURSE STRUCTURE

The course will begin with an introduction to main concepts including a discussion about the contexts surrounding different emergency situations. Using the IASC guidelines for Mental Health and Psychosocial Support in Emergency Settings as a framework for analysis, participants will evaluate the different roles of mental health and psychosocial professionals in humanitarian emergencies and discuss the different problems and contextual obstacles that may arise in various humanitarian crises. Other frameworks such as the Operational Guidance for MHPSS programming in refugee settings (UNHCR, 2013) and the Sphere Handbook (2018) will also be discussed. Participants will then examine the clinical issues including severe mental disorders, substance abuse, traumatic reactions, grief and loss and sexual and gender-based violence. Separate sessions will be dedicated to specific intervention approaches such as case management, Psychological First Aid, early child development programming and child focussed psychosocial programming. Through lectures, discussions, and case studies participants will learn how to set up mental health and psychosocial support programs in emergencies and how to monitor and evaluate these programs. Participants will then undertake a critical examination of the main aspects and challenges confronting humanitarianism and explore cross cultural issues, human rights, and conflict resolution. The main course will conclude with a full day scenario exercise.

In the second week students may choose from a number of three-day workshops in which particular topics relevant to humanitarian emergencies will be explored in depth, facilitated by specialists.

Methods and tools used will include:

- Interactive presentations that include scenario exercises, group work, and discussions; combining theoretical foundations drawing on research and practical applications through case studies;
- Facilitation by experienced humanitarian aid workers, psychosocial and mental health professionals, and Fordham academic faculty.

FORDHAM POLICIES AND EXPECTATIONS

Students and faculty have a shared commitment to Fordham University's mission and values:

http://www.fordham.edu/discover_fordham/mission_26603.asp

The course is regulated by the Fordham University discipline and grievance policies, available online at:

http://www.fordham.edu/academics/colleges_graduate_s/graduate_profession/arts_sciences/forms__resources/policies_and_procedu/10_discipline_and_gr_73049.asp

ASSESSMENT AND GRADING POLICY

All participants are expected to uphold the following classroom requirements:

1. Active participation in class and all group work assignments
2. Punctual attendance at all sessions
3. Submission of original work

Credit-earning participants who have registered as non-matriculated students and submitted the required paperwork and additional fee for credit will be assessed and given a letter grade for the course. Grades will be based on participation (15% of final grade), which includes presentations and other work done in class, and on an academic paper (85% of final grade). The academic paper must be submitted in order to receive full credit for the course.

COURSE SCHEDULE

DAY 1 Sunday 16 September

Welcome, Course Overview, Introduction to MHPSS in humanitarian emergencies

TIME	TOPIC/ ACTIVITY
8:30 - 9:00	Registration
9 -10.30	Welcome and introduction (Peter Ventevogel, Larry Hollingworth, Lynne Jones) Introductions /Course overview/ Admin
10.30-11.00	Break
11:00-12.30	What is an emergency? (Lynne Jones)
12.30-1.30	LUNCH
1.30-3.00	Security (Larry Hollingworth)
3.00-3.30	Break
3:30– 5.:30	Humanitarian Crises: Case Examples (Larry Hollingworth)

DAY 2: Monday 17 September

Introduction to setting up programmes, IASC guidelines, community-based programming and SGBV

TIME	TOPIC/ ACTIVITY
8:30-10:30	Setting up Mental Health and Psychosocial Programs in Emergencies 1 (Inka Weissbecker and Peter Ventevogel)
10:30-11:00	BREAK
11:00-12:30	Setting up Mental Health and Psychosocial Programs in Emergencies 2 (Inka Weissbecker and Peter Ventevogel)
12:30-1:30	LUNCH
1:30-3:00	Community-based Programming (Yoko Iwasa)
3:00-3:30	BREAK

3:30-5:30	Sexual and Gender Based Violence (Martha Bua)
Evening (optional)	Examples of MHPSS programming in Uganda (Patrick Onyango Mangan, TPO Uganda and Josephine Akellot, PCAF/ Health Right International)

DAY 3, Tuesday 18th September

Case management, Psychological first aid, Child focussed programming and ECD in emergencies

TIME	TOPIC/ ACTIVITY
8:30-10:00	Case management (Inka Weissbecker)
10-10:30	BREAK
10.30-12:30	Psychological First Aid (Inka Weissbecker)
12.30-1.30	LUNCH
1:30-3.00	Early child development in Emergencies- an example of integrated programming (Lynne Jones)
3.:00-3.30	BREAK
3.30-5.30	Child focussed programming (Taban Edward, TBC)

DAY 4: Wednesday 19th September

Understanding the Clinical issues

TIME	TOPIC/ ACTIVITY
8:30-10:30	Grief and Loss in war and disaster settings (Lynne Jones)
10:30-11.00	BREAK
11.00-12.30	Stress related disorders (Lynne Jones)
12:30-1:30	LUNCH
1:30. -3:15	Severe mental disorders and epilepsy (Peter Ventevogel)
3:15-3:45	BREAK
3:45-5:30	Severe mental disorders and epilepsy (continued) (Peter Ventevogel)

DAY 5: Thursday 20th September

Needs Assessment, Monitoring and Evaluation and IASC coordination

TIME	TOPIC/ ACTIVITY
8:30-10:30	Assessment (Charlotte Hanlon)
10:30-11.00	BREAK
11.00-12.30	Assessment continued
12:30-1:30	LUNCH
1:30 -3:30	Monitoring and evaluation (Charlotte Hanlon)
3:30- 3:45	BREAK
3:45 -5:30	IASC tools for coordination and monitoring (Sarah Harrison)

DAY 6: Friday 21st September

Critically Examining Humanitarianism, Cross Cultural Issues, Human Rights

TIME	TOPIC/ ACTIVITY
8.30-10.00	Taking Care of ourselves (Willem van de Put & Lynne Jones)
10-10.30	BREAK
10.30-12:30	Cross Cultural Issues, Human Rights, Conflict Resolution (Willem van de Put)
12:30-1:30	LUNCH
1:30-3:00	Critically Examining Humanitarianism (Willem van de Put)
3:00-3:15	BREAK
3:15-5:00	Discussion and Debate (Willem van de Put & Larry Hollingworth) <ul style="list-style-type: none">• Topical issues chosen by participants Discussants: Students and Faculty

DAY 7: Saturday 22 September

Scenario Exercise, Course Evaluation, Certificate Ceremony

TIME	TOPIC/ ACTIVITY	LECTURER
8:30-10:15	Creative and innovative approaches: Participants share specific innovative project experiences	
10:15-10:30	BREAK	
10:30-11:00	Introduction to Scenario Exercise	
11:00-1:30	Scenario Exercise	
1:30-2:30	LUNCH	
2:30-3:45	Scenario Exercise presentations	
3:45-4.00	BREAK	
4.00-5.30	Scenario Presentations	
5.30-6pm	Certificates ceremony (all faculty)	

SUNDAY: FREE DAY

WEEK 2: Module 2

Monday 24 September to Wednesday 26 September

(Students should choose one course)

Course A	TOPIC/ ACTIVITY	FACILITATOR
24-26 Sept	Interpersonal Therapy for humanitarian settings: This workshop will present up to date evidence on IPT outcomes, the main theoretical underpinnings of IPT and its techniques, and teach basic skills for utilizing IPT in the field, including group IPT	Michael Houry, + Ugandan co facilitator (and Lena Verdeli, through Skype)

Course B	TOPIC/ ACTIVITY	FACILITATOR
24-26 Sept	Working with children in emergencies: Practical interactive sessions: looking in depth at interviewing children, creative approaches to psychosocial work, working with families, addressing special needs	Lynne Jones

Course C		
24-26 Sept	Training of trainers Effective MHPSS interventions require implementation by well trained and supervised teams. In this specialized course, participants will build their practical training skills including how to design a training curriculum and ongoing supervision plan. Participants will practice skills leading to how to give an informative presentation and utilize case studies and role play during training.	Nancy Baron

Course D	TOPIC/ ACTIVITY	FACILITATOR
24-26 sept	Contexts and culture: Developments in international relations, humanitarian needs and response	Willem van de Put

FACULTY BIOGRAPHIES

Josephine Akellot, M.Sc. (Clin Psychology), is director of programs at HealthRights International, Uganda office. She has over eight years work experience with mental health and psychosocial support programs with vulnerable populations and two years technical experience in working with refugees and host communities. She is experienced in training, capacity building and the fields of psychological interventions (support and care).

Nancy Baron, Ed.D, is based in Cairo, Egypt. She is the founder and director of the Psycho-Social Services and Training Institute in Cairo, a community based MHPSS, health and protection project where refugees since 2009 have been trained and facilitated to assist their communities. Nancy also directs Urban Life, an international center providing class and field training about MHPSS interventions for migrant populations in the urban context. Prior to this, she provided consultation, assessment, training, program design and development, research and evaluation for 20 years for UN organizations and international and local NGOs in community and family focused psychosocial, mental health and peace building initiatives for conflict and post-conflict countries around the world.

Martha Peace Bua is a social worker and an administrator by training. She worked with Uganda Youth Empowerment scheme as field coordinator, for two years (2009- 2011). After that she worked at Refuge and Hope International as a Social Worker in a shelter for female survivors of Sexual & Gender Based Violence. From 2013 to 2018 she worked with Hebrew Immigrant Aid Society as the Psychosocial Program Manager. She is currently working as the Program Coordinator for MindLeaps Uganda; an International NGO that uses dances to promote social- emotional learning for vulnerable and at-risk children. She is also pursuing her master’s degree in Gender Studies at Makerere University and has a special interest in Gender and forced migration. Martha was a Student at the Mental Health in Complex Emergencies course in 2017, held in Jordan.

Taban Edward is one of the longest serving program staff in TPO Uganda and is currently working as the Child protection systems strengthening specialist. He is a trainer and a member of TPO Uganda mid-level management. Over the years, he played a key role in designing and establishing programs for TPO Uganda. For example, he helped establish and oversaw the implementation of five projects that enhanced the resilience of vulnerable communities

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in West Nile Region Uganda (South Sudan Refugee program, 1994 -2000), Kajo Keji South Sudan (2000-2003), Eastern Uganda (displaced communities, 2004-2006), Somalia (UNICEF funded child protection programs for displaced communities (2006-2011) and Western Uganda (2012-2018). He has also participated in producing training materials for TPO Uganda especially in the area of child protection and psychosocial support.

Charlotte Hanlon, MD, PhD, is a psychiatrist and epidemiologist who lives and works in Ethiopia. Her main area of work is developing and evaluating health service and system interventions to improve access to mental health care in low- and middle-income countries. Current projects include the Programme for Improving Mental health care (PRIME) (www.prime.uct.ac.za), adapting WHO Parents Skills Training for developmental disorders and ASSET (health system strengthening in sub-Saharan Africa: www.healthasset.org).

Sarah Harrison, MA. (Psychology), is a Technical Advisor with the International Federation of Red Cross Red Crescent Societies Reference Centre for Psychosocial Support (IFRC PS Centre) and the Coordinator of the Inter-Agency Standing Committee's Reference Group for Mental Health and Psychosocial Support in Emergency Settings (IASC MHPSS RG). A significant part of her job is supporting country-level humanitarian MHPSS technical working groups, coordinating the IASC RG global work plan and facilitating trainings or workshops on the IASC Guidelines on Mental health and psychosocial support in emergency settings. Prior to taking up these roles, she worked with International Medical Corps and the United Nations High Commissioner for Refugees (UNHCR) supporting displaced Syrians and Iraqi refugees. She has more than ten years of mental health and psychosocial support programming experience in humanitarian contexts with the IFRC PS Centre, UN agencies and INGOs having worked in the Caribbean (Haiti), Africa, Asia and the Middle East.

Larry Hollingworth CBE, is the Humanitarian Programs Director for the Center for International Humanitarian Cooperation (CIHC) and a visiting Professor of Humanitarian Studies at the Institute of International Humanitarian Affairs (IIHA) at Fordham University. Over the past few years he has served as Humanitarian Coordinator on CIHC sponsored missions for the United Nations in Iraq, Lebanon, Palestine, and Pakistan. After serving as a British Army officer for thirty years, Larry joined UNHCR, the UN refugee agency, and held assignments in Sudan, Ethiopia, and Eritrea. He was appointed Chief of Operations of UNHCR in Sarajevo, during the siege of the city in the Balkan conflict. He is a frequent lecturer on relief and refugee topics in universities and is a commentator on humanitarian issues for the BBC.

Yoko Iwasa, LLM, joined UNHCR, the UN Refugee Agency, in 2002, and has been working in various positions related to protection and durable solutions in UNHCR offices in Thailand, Chad, Pakistan, Senegal, and with the Regional Office for South-East Asia. She has been serving as Senior Protection Officer (Community-Based) in Uganda since January 2018.

Lynne Jones OBE, FRCPsych., PhD, is a child psychiatrist, relief worker, writer, and experienced trainer. She has spent much of the last 20 years establishing and running mental health programs in areas of conflict or natural disaster including the Balkans, East and West Africa, South East Asia, the Middle East, Central America, Haiti, and most recently the Philippines. Her most recent book is *Outside the Asylum: A Memoir of War, disaster and Humanitarian Psychiatry*. Jones has an MA in human sciences from the University of Oxford. She qualified in medicine before specializing in psychiatry and has a PhD in social psychology and political science. In 2001, she was made an Officer of the Order of the British Empire for her work in child psychiatry in conflict-affected areas of Central Europe. She regularly consults for UNICEF and WHO. She is an honorary consultant at the Maudsley Hospital, London, and a visiting scientist at the François-Xavier Bagnoud Centre for Health and Human Rights, Harvard University.

Michael Khoury, MD, MA. has an academic background in Biology, Medicine (at the American University of Beirut), and psychosocial animation in war-torn societies (at the Lebanese University and with the International Organization for Migration, IOM); and has received training and clinical supervision in four different schools of psychotherapy: Cognitive Behavioural Therapy, Family and couples systemic, psychoanalytic therapy, Interpersonal Therapy (IPT). Since 11 years, he has been extensively involved in providing clinical support to individuals, couples, and families, teaching interpersonal communication skills and social and preventive medicine at the Faculty of Health Sciences at AUB, co-authoring book chapters on Arab mental health and social exclusion and inclusion in the Arab world, providing support for the palliative care professional team of the Lebanese NGO BALSAM and our patients and their loved ones (including end-of-life issues, complicated grief, and dignity therapy), counselling scholarship students as part of the MasterCard Foundation Scholarship Program, and working as a consultant with different local and international NGOs in Lebanon and the region to provide basic trainings on mental health to health care workers.

Patrick Onyango Mangan, Msc, is a development practitioner with over 20 years' experience designing, implementing and monitoring programs that support communities affected by conflict, natural disaster, poverty and violence. He has overseen the growth and sustainability of the TPO Uganda mental health model, by integrating treatment and management of common mental disorders into humanitarian operations as well as social development interventions targeting vulnerable communities such as; prevention of violence against children and women, child protection, support to HIV/AIDS orphans and vulnerable children, livelihoods improvement and economic empowerment.

Willem van de Put is cultural/medical anthropologist and philosopher by training. He worked in international public health since 1989, first with Médecins sans Frontières Holland, where he introduced medical anthropology and mental health programming, later as the founder of TPO Cambodia (1993-1998) and general director of HealthNet TPO (1998-2016). Together with Lynne Jones and the support of the Institute of International Humanitarian Affairs (IIHA) at Fordham University, he started the Mental Health in Complex Emergencies course in 2004. Currently, he is a research fellow with the Institute of Tropical Medicine in Antwerp, and is affiliated as research fellow with Fordham University, with a focus on emergency programming and health systems development in fragile states. Willem has also co-founded 'C4C', a foundation working on 'Culture for Change', applying experience in action research in concrete programmes where cultural traits and beliefs are transformed from perceived barriers for effective healing to drivers of sustainable change.

Peter Ventevogel, MD, PhD, is a psychiatrist and a medical anthropologist. Since October of 2013 he is based in Geneva, as the Senior Mental Health Officer with UNHCR, the refugee agency of the United Nations. From 2008-2013 he was the editor in-chief of *Intervention, Journal for Mental Health and Psychosocial Support in Conflict Affected Areas*, published by the War Trauma Foundation. He worked with the NGO HealthNet TPO in mental health projects in Afghanistan (2002 – 2005) and Burundi (2005-2008) and as their Technical Advisor Mental Health in the head office in Amsterdam (2008-2011). In 2011 and 2012 he also worked as psychiatrist with Arq Foundation, the national trauma expert centre in the Netherlands. Peter regularly did consultancies for the World Health Organization and the UNHCR in Egypt, Jordan, Libya, Pakistan, Sudan and Syria. He has been course director of several academic short courses such as the course 'Culture, Psychology and Psychiatry' (Amsterdam Masters of Medical Anthropology), and the 'Practice Oriented Course Mental Health & Psychosocial Support in Post Conflict Setting' (HealthNet TPO, the Netherlands).

Helena (Lena) Verdeli, PhD, is Associate Professor of Psychology and Education and Director of the Global Mental Health Lab at the Teachers College, Columbia University. As a clinical psychologist and researcher she is involved in

randomized controlled trials of psychotherapy for depressed people across a variety of cultures and contexts. Lena has collaborated with academic and humanitarian groups in the United States, Europe, Asia, and Africa in the contextual modification of Interpersonal Psychotherapy for use in resource-poor communities: depressed adults in South Uganda, depressed adolescents in refugee camps in North Uganda (many of whom were child soldiers), distressed patients in primary care in Goa, India, displaced women in Colombia, and depressed persons in Haiti, among others. (Lena will connect through Skype for the workshop in week 2)

Inka Weissbecker, PhD, MPH, is the Global Mental Health and Psychosocial Advisor for the International Medical Corps (IMC). In this role, she provides remote and on-site technical oversight and support to IMC project countries in the areas of assessment, program design, project implementation, and evaluation of mental health and psychosocial programs. She has completed field assignments in South Sudan, Ethiopia, Sierra Leone, Libya, Jordan, Lebanon, Gaza, Turkey, Syria, Afghanistan, Pakistan and Japan. Inka has been a contributor to several and global IASC and WHO guidelines and working groups. She has also served as an NGO representative of the International Union of Psychological Science to the United Nations (ECOSOC and DPI). Her academic credentials include a Ph.D. in Clinical Psychology specializing in health and public sector psychology from the University of Louisville and University of South Florida as well as an MPH in Global Health and Population Studies from the Harvard School of Public Health.

APPLICATIONS AND SCHOLARSHIPS

Applications: Applications are accepted on a rolling basis. Those interested in attending this program should contact the International Programs Officer, Ellen Bratina at miha@fordham.edu for further instructions. A USD 500 deposit will be due immediately upon acceptance and the remaining tuition will be due three weeks prior to the start of the course.

Tuition fees: For those who wish to receive academic credit, the cost is USD 1,850. Upon successful completion of the program participants are eligible to receive two academic credits from Fordham University's Graduate School of Arts and Sciences (GSAS). Students seeking academic credit will be required to submit a research paper of 3,000 words due two weeks after the conclusion of the course. For those who do not wish to receive formal academic credit, the cost of tuition has been reduced to USD 1,450. These participants will receive a certificate of attendance.

The tuition only covers the course fee and lunch. Accommodation, travel, visa costs, and dinner are not included.

Special workshop fee: Alumni who have completed the MHCE basic course in the past can apply separately for the three-day workshops. The tuition fee for the workshops only is USD 800.

Scholarships: The Center for International Humanitarian Cooperation (CIHC), the partner organization of the IIHA, offers a limited number of scholarships for the course fee. Only citizens of the Global South who are currently working within the humanitarian field are eligible.

For more information please contact:

- Peter Ventevogel at ventevog@unhcr.org
- Lynne Jones at lynnemyfanwy@gmail.com
- Willem van de Put willemvandeput@gmail.com
- Ellen Bratina, International Programs Officer at miha@fordham.edu

ACCOMMODATION

We have arranged for a preferential rate for accommodations at Silver Springs Hotel. As course participants will be responsible for all room and board costs, please be in touch with Silver Springs Hotel to arrange for your accommodations at reservations@silverspringshotelug.com or +256 75553016 or +256 (414) 50597. Be sure to mention you are part of the MHCE 14 course with Fordham University/IIHA.

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