



"APPROVED"

K.O. Dzhusupov, Head of the  
Department of Public Health

## PUBLIC HEALTH SYLLABUS

Fall 2025

For students of the medical faculty  
IX semester 1-48 groups (Central campus)

1 credits (30 h, including 18 class hours, 12 hours of independent study)

<b>Lecturer:</b>	<b>Dr. Kenesh O. Dzhusupov</b> , MD, Ph.D., Associate Professor +996 770 153154 (WhatsApp) Email: <a href="mailto:k.dzhusupov@ism.edu.kg">k.dzhusupov@ism.edu.kg</a>
<b>Practice:</b>	
Groups 1-8	<b>Dr. Kenesh O. Dzhusupov</b> , MD, Ph.D., Associate Professor +996 770 153154 (WhatsApp) Email: <a href="mailto:k.dzhusupov@ism.edu.kg">k.dzhusupov@ism.edu.kg</a>
Groups 9-24	<b>Dr. Arthur Buyuklianov</b> , MD, Ph.D. +996 555 117555 (WhatsApp) Email: <a href="mailto:abuiuklianov@yahoo.com">abuiuklianov@yahoo.com</a>
Groups 25-48	<b>Dr. Zhohongir Dzhaliev</b> , MD, +996 551 116116 (WhatsApp) Email: <a href="mailto:dzhaliev99@gmail.com">dzhaliev99@gmail.com</a>

### Class Sessions according to timetable

**Location:** IHSM, 1F Intergel'po st. Fifth floor, Rooms 505, 523

### Pre-requisites:

Before this course, we recommend completing the courses of Environmental Health, Epidemiology, and Infectious Diseases

### Course Policies and Procedures:

1. The Public Health course is highly interactive, and student attendance and participation are critical. The lecturer expects a respectful environment to discuss different positions. Active participation is promoted by taking care not to be dominant.

Attendance will be checked for each class. Absenteeism, tardiness, and lack of participation will be reflected in the student's grade. Please notify the instructor in advance if you will not be attending a class.

2. Writing assignments must be presented in the following format, 12-font, and double-spaced. Projects and presentations must be completed or turned in on the assigned due date. **No** late assignments will be accepted. **If you know in advance** that you will have to miss a class in which a project is due, you may plan with the instructors to turn the assignment in early.
3. *Academic Conduct.* Students at ISM are expected to maintain academic conduct, professional honesty, and personal integrity. ISM is committed to upholding academic behavior standards consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the ISM Student Conduct Code. We expect you to know and follow the school's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to ISM regulations.
4. Cell phones must be turned off and are not used in the class during class.
5. *Students with disabilities (with special needs):* Students with disabilities needing appropriate academic adjustments should contact the dean and the lecturer as soon as possible to ensure their needs are met on time. Students must inform the lecturer of the disability early in the class so appropriate accommodations can be done. Handouts are available in alternative accessible formats upon request.

### Grading

Class activity	20 points
Home assignments	20 points
Self-study	20 points
Unit control	40 points
<b>Total</b>	<b>100 points</b>

**Introduction.** Giving this course to students is conditioned by a wide range of issues, which students should study. At first, there are issues of public health and social medicine, biostatistics, etc.

**The study of the discipline is aimed** to give students notions and concepts of "population's health" and "public health" as a scientific and educational course, to provide presentations of the historical succession of formation of medical and social concepts, theories, and models of medicine and health care, regularities and the studies of medical and social issues, rules of evaluation and assessment of results of activity in the sphere of public health.

After completing the course, *students should know:* Health & public health concepts; Theoretical bases of social medicine and its place in the system of scientific knowledge; Social determinants of health and well-being; Various levels of prevention with appropriate examples; Measuring population's health; Updated health situation in India: demography, mortality and morbidity profile and the existing health facilities in health services; Global health issues, global burden of diseases; Types of health systems; Bases of health insurance system; Theoretical bases of public health; Community health programs.

*Students should be able to:* Apply gained knowledge and skills in their work with disabled

people or people with exceptional social conditions; Define and prioritize health problems of the community, which he/she serves; Assess the learning needs of any given group; Identify the socio-cultural dimension in health and disease and apply this knowledge in the design and implementation of an integrated health and development programs; Understand and Implement public health laws; Identify the role of the government, private and voluntary sector in health and understand the principles of innovations in health practices and research.

### Course schedule

#### Lectures

#	Date	Topics of lectures
1		Course overview. Public Health and Social Medicine. Old” and “New” Public Health. Health Concepts. Individual and Population’s Health. Determinants of Health
2		Demography and Health Global and International Health.
3		Public Health System. Health Systems

#### Seminars and classes:

#	Date	Class topics
1		Health concepts. Public Health. Health determinants
2		Indices of nation’s health. Medical and demographic processes
3		Global and International Health Global Burden of Disease
4		Public health system
5		National health systems
6		Unit Students’ presentations.

#### Readings:

1. Tulchinsky TH, Varavikova EA. *The New Public Health, Third Edition*. Elsevier, Academic Press, San Diego, 2014
2. Park’s *Textbook on Preventive and Social Medicine*, 2015
3. Mahajan and Gupta *Textbook of Preventive and Social Medicine*. Rev. by R. Nath Roy, I. Saha. 4<sup>th</sup> Edition. Jaypee Brothers Medical Publishers (P) LTD. New Deli, 2013.
4. V. Jain. *Review of Preventive and Social Medicine (Including Biostatistics)*. 7<sup>th</sup> Edition. Jaypee Brothers Medical Publishers (P) LTD. New Deli, 2015.
5. A.H. Suryakanha. *Community Medicine with Recent Advances*. 3<sup>rd</sup> Edition. Jaypee Brothers Medical Publishers (P) LTD. New Deli, 2014.
6. *Public Health & Preventive Medicine* by Wallace/Maxcy-Rosenau-Last, Mc Grow-Hill Co, New York, 2016.
7. Moh. Naveed Alam. *Community Medicine*. 9<sup>th</sup> Edition. 2016, Faisalabad, Panjab.
8. Walley J., Wright J., Hubley J. *Public Health: An action guide to improving health in developing countries*. Oxford University Press, 2001.
9. WHO. Primary health care. Report of the International Conference on Primary Health Care, Alma-Ata, USSR, 6–12 September 1978. Geneva, World Health Organization, 1978 (Health for All Series, No 1; <http://whqlibdoc.who.int/publications/9241800011.pdf>).

10. A.A. Aidaraliev. *Global Health*. Bishkek, ISM, 2014.
11. B. Bennett, G.F. Tomossy. *Globalization and health. Challenges for Health Law and Bioethics*. Springer. 2004.
12. *Case Studies for Global Health*. Building relationships. Sharing knowledge. 2<sup>nd</sup> Edition. 2012. [www.casestudiesforglobalhealth.org](http://www.casestudiesforglobalhealth.org).
13. *Human Development Report-2020*.  
<http://hdr.undp.org/sites/default/files/hdr2020.pdf>
14. WHO. *Monitoring health for the SDGs 2021*:  
<https://apps.who.int/iris/bitstream/handle/10665/342703/9789240027053-eng.pdf>
15. Institute for health metrics and evaluation. <http://www.healthdata.org>

## UNIT. PUBLIC HEALTH

**Class #1: Health concepts. Public Health. Health determinants**

**Hours dedicated: 2**

**Learning outcomes:** After the class, students should be able:

- to define and describe the concept of Social Medicine and Public Health
- to define health; describe the concept of holistic health including concept of spiritual health and the relativeness & determinants of health
- to describe the socio-cultural factors, family (types), its role in health and disease
- to demonstrate in a simulated environment the correct assessment of socio-economic status (SBA)
- to discuss issues of human rights, inequities, and inequalities in health,
- critically analyze a scientific research paper on determinants of health.
- to define components of public health
- to describe modes of prevention

**Questions to discuss:**

1. Health definitions. Health concepts. Concept of holistic health including concept of spiritual health and the relativeness & determinants of health
2. Social medicine as a science: definition, goals, the scope
3. Concept of Public Health. Definition of public health. Winslow's definition. Evolution of public health development. Components of public health
4. Health determinants. Genetic health determination. Social determinants of health. Fundamental, Proximate, Intermediate social determinants of health. Well-being and health outcomes group of social determinants of health
5. Socio-cultural factors, family (types), its role in health and disease. Assessment of socio-economic status (SBA)
6. SDoH and human development. Human development index.
7. Prevention. Modes of prevention.
8. Health as a human right. Inequity and inequality in health
9. Cultural differences in health

**The 1<sup>st</sup> class content:**

Introduction – 5 minutes  
Assessment of initial knowledge (questioning) – 5 minutes  
Explanation of material by the instructor – 30 minutes  
Group work: small group discussion on class topics – 20 minutes  
Group presentations -10 minutes  
Assessment of final knowledge – 15 minutes  
Conclusion, home tasks – 5 min

**Home tasks to perform for the 2<sup>nd</sup> class:**

1. Prepare a PowerPoint presentation on any topic from the class (please select from the questions for discussion for 2<sup>nd</sup> class). The presentation should not exceed 12 slides.
2. Submit your work to the instructor.

**Evaluation and Grading**

Assignment	Points	Percentage
Activity, teamworking	15	37.5%
Preparation of MCQ + glossary	5 + 5	25%
Presentation	15	37.5%
Total	40	100%

**Reference:**

1. Tulchinski T.H., Varravikova E.A. New public health. Introduction to the modern science. Ch. 3, pp. 146-241.
2. K. Park's Textbook of Social and Preventive Medicine. 23<sup>rd</sup> Edition. pp. 1-51, 608-667, 705-788, 803-838.
3. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4<sup>th</sup> Edition. pp. 4-9, 11-433.
4. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7<sup>th</sup> Edition. pp. 45-90.
5. Suryakantha AH. Community Medicine with Recent Advances. 3<sup>rd</sup> Edition. pp. 6-16, 731-736, 743-745, 751-754, 916-920.
6. Wallace R.B. Public Health and Preventive Medicine. pp. 55-74, 939-1040.
7. Lecture 1

**Useful links:**

1. [www.whatispublichealth.org](http://www.whatispublichealth.org)
2. [www.who.int.eu](http://www.who.int.eu).

**Control multiple-choice questions**

1. Social Medicine is a science...
2. Select the correct goals of Social Medicine:
3. Who is considered as a "Father" of Social Medicine?
4. Select a WHO's definition of health given in 1946:
5. In 1977, the modest goal set by WHO was for:
6. In 1999, the objective set by WHO was for:
7. When and where was health stated as a basic human right?
8. What lifestyle factors affect health?
9. List basic human rights:
10. List basic economic human rights
11. List basic social human rights
12. List basic cultural human rights
13. List basic labour rights
14. According to WHO, positive health may be defined as:
15. The systematic study of human disease and social factors is:

16. Who explained that “Medicine is a social science and politics is nothing but medicine on a large scale”?
17. Who introduced the term “Social Medicine”?
18. “Learned behavior, which has been socially acquired” is called:
19. Which is the “ecological triad”?
20. Acculturation means:
21. Physical Quality of Life Index includes:
22. The concept of Multifactorial causation of disease was first mooted by:
23. Indicate the line contained a full list of health determinants:
24. Select the fundamental social factors (at the macro level):
25. Select the intermediate social factors (at community level):
26. Select the proximate social factors (at micro/interpersonal level):
27. Choose correct examples of natural environment factors:
28. Choose correct examples of macrosocial factors:
29. Choose correct examples of built environment factors:
30. Choose correct examples of social context factors:
31. Choose correct examples of health behavior factors:
32. Choose correct examples of stressors/buffers on micro/interpersonal level:
33. Choose correct examples of social support factors:
34. Choose correct examples of individual or population well-being factors:
35. Choose correct examples of health outcome factors for individuals or population:
36. Indicate the line contained a full list of health determinants:
37. Find a difference between equity and equality
38. What a difference between inequity and inequality
39. Give examples of inequalities factors:
40. Give examples of inequity factors:

**Class #2: Indices of nation's health. Medical and demographic processes**

**Hours dedicated: 2**

**Learning outcomes:** After the class, students should be able:

- to define the terms of demography, fertility, morbidity, disability, mortality, migration, demographic and epidemiological transition,
- to describe the indices of population's health status
- to explain issues of demography and health: current demographic trends in the world, the health of migrants,
- to discuss current demographic and health problems in India, Pakistan, Nepal, Russia and Kyrgyzstan.

**Questions to discuss:**

1. Indices of population's health status
2. Primary conditions and factors of the population health
3. Medical demography. Definitions.
4. Population dynamics. Types of population dynamics. Interaction between demography and health
5. Importance of some healthcare parameters: population's number, density, age and sex structure, nationality, population structure on education level, marital status, benefits' sources, etc.
6. Age types of the population: progressive, regressive, and static
7. Analysis of natural dynamics of the population: birth rate, mortality rate, expected life. Aging of the population. Issues of gerontology
8. Demographic transition
9. Physical development of the population
10. Morbidity in the population: definition, terminology, sources for the study. Types of morbidity
11. Disability: definition, groups, issues of rehabilitation
12. Classification of disease and death causes: content and importance
13. Epidemiological transition.
14. Global demographic trends
15. Current medical and demographic processes in India, Pakistan, Nepal, Russia and Kyrgyzstan. Comparative information on a range of countries

**The 2nd class content:**

Introduction – 5 min

Assessment of initial knowledge level, questioning – 10 min

Present and explain your presentation – 40 min.

Form small groups of 2-3 students. Each group is to use Gap Minder app

([https://www.gapminder.org/tools/#\\$chart-type=bubbles&url=v2](https://www.gapminder.org/tools/#$chart-type=bubbles&url=v2)) to look the demographic and health situation in a selected country; find a population pyramid of any country from the online sources, describe it and present it to the class – 30 min

Conclusion, home tasks – 5 min

**The home task to perform for the 3<sup>rd</sup> class:**

1. Draw up ten multiple-choice questions on the subject of the 3<sup>rd</sup> class.



2. Compile a glossary on the subject of the 3<sup>rd</sup> class.
3. Prepare a presentation (8-10 slides) on one of the following topics:
  - a. Demographic transition,
  - b. The health of Indian Population,
  - c. Global Demographic Trends,
  - d. Demographic Issues in India,
  - e. Achievements in MDGs,
  - f. Current achievements in SDGs.
4. Submit your work to the instructor

### Evaluation and Grading

Assignment	Points	Percentage
Activity, teamworking	15	37.5%
Preparation of MCQ + glossary	5 + 5	12.5%
Presentation	15	37.5% (50)
Total	40	100%

### Reference:

1. Lecture # 7
2. Tulchinski T.H., Varravikova E.A. New public health. Introduction to the modern science. Ch. 3, pp. 146-241.
3. K. Park's Textbook of Social and Preventive Medicine. 23<sup>rd</sup> Edition. pp. 479-607.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4<sup>th</sup> Edition. pp. 459-475, 605-632, 637-641
5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7<sup>th</sup> Edition. pp. 493-557.
6. Suryakantha AH. Community Medicine with Recent Advances. 3<sup>rd</sup> Edition. pp. 9-11, 522-652, 737-742.
7. Wallace R.B. Public Health and Preventive Medicine. pp. 39-48, 1294-1296, 1303-1316

### Useful links:

1. [www.whatispublichealth.org](http://www.whatispublichealth.org)
2. [www.who.int.eu](http://www.who.int.eu)
3. <https://www.gapminder.org/>
4. <https://www.gapminder.org/dollar-street>

### Control multiple-choice questions

1. Select demographic indicators:
2. Select socio-economic indicators:
3. Select mortality-based indicators:
4. Select indicators of morbidity, disability, and hospital discharges:
5. Select lifestyle indicators:
6. Select environment indicators:
7. Select indicators of health care resources:
8. Select indicators of health care utilization and expenditure
9. Find indicators of maternal and child health:
10. What does Demography study?

11. How to calculate the final population?
12. What does affect population size?
13. "Young" population's pyramid is:
14. "Ageing" population's pyramid is:
15. "Young" population is characteristic for:
16. "Ageing" population is expected for:
17. "Young" population is characterized by:
18. Demographic transition is represented by:
19. Death rates fall due to:
20. Birth rates fall due to:
21. Fertility rates differ by next social variables:
22. Who tend to have higher fertility?
23. Who tend to have lower fertility?
24. Fertility rates can be affected by:
25. Epidemiological transition refers to:
26. Measures of mortality are:
27. Measures of morbidity are:
28. Incidence rate is calculated as follow:
29. Prevalence rate is calculated as follow:
30. Infant mortality rate is calculated as follow:
31. Give types of migration
32. Most sensitive indicator of health is:
33. In Maternal Mortality Rate, denominator is:
34. Most common cause of infant mortality is:
35. The population pyramid of Dubai in 2007 is shown. Which of the following is seen in this?

**Class #3: Global and International Health. Global Burden of Disease****Hours dedicated: 2****Learning outcomes:** After the class, students should be able

- to define global and international health,
- to give differences between public health, global health, and international health,
- to discuss the current issues of global and international health.
- to explain what is the burden of a disease and how to determine it,
- to explain the meaning of DALYs and QALYs,
- to discuss the present global burden of social diseases,
- to define YLL and YLD, and calculate DALY.

**Questions to discuss:**

1. What is Globalization?
2. What is Global Health? Current situation.
3. What is International Health? Main international health actors. State of the art.
4. Differences between the terms of "public health," "international health," and "global health."
5. Concept of a social disease. Global social diseases.
6. Heart and circulatory diseases: social and medical matter, factors influencing on their origin, spreading. Medical approaches of help.
7. Cancer: the history of the issue, social matter, epidemiology.
8. The concept of burden of disease.
9. YLL and YLD
10. DALY and QALY
11. Global burden of diseases. State of the art in the global burden of social diseases

**The 3<sup>th</sup> class content:**

Introduction – 5 minutes

Assessment of initial knowledge (questioning) – 5 minutes

Explanation of material by the instructor – 30 minutes

Group work: small group discussion on class topics – 20 minutes

Group presentations -10 minutes

Assessment of final knowledge – 15 minutes

Conclusion, home tasks – 5 min

**Tasks to perform for the 4<sup>th</sup> class**

1. Draw up ten multiple-choice questions on the subject of the class.
2. Compile a glossary on the subject of the class.
3. Submit to the instructor

**Class #4: Public health system****Hours dedicated:** 2**Learning outcomes:** After the class, students should be able:

- to explain the difference between a national health system and public health system,
- to define and give examples of the essential functions of a public health system,
- to define and provide examples of services of the public health system.

**Questions to discuss:**

1. Health protection and health promotion
2. What is the public health system? Primary participants in public health systems
3. Functions of the public health system.
4. Ten essential services of the public health system
5. Government and individuals. Government, regional/local authorities and their responsibilities in the population's health protection
6. Local health authorities in the public health system. Essential areas of their responsibilities and functions (activities)

**The 4<sup>th</sup> class content:**

Introduction – 5 minutes

Assessment of initial knowledge (questioning) – 5 minutes

Explanation of material by the instructor – 30 minutes

Group work: small group discussion on class topics – 20 minutes

Group presentations -10 minutes

Assessment of final knowledge – 15 minutes

Conclusion, home tasks – 5 min

**The home task for the 5<sup>th</sup> class to perform:**

1. Prepare a PowerPoint presentation on the topic “National Health System of Your Country” (10–12 slides). The presentation should include the main achievements, identified weaknesses, and your suggestions for improvement.
2. Submit to the instructor”

**Evaluation and Grading**

Assignment	Points	Percentage
Activity, teamworking	15	37.5%
Preparation of MCQ + glossary	5 + 5	25%
Presentation of the flowcharts / infographics	15	37.5%
Total	40	100%

**Reference:**

1. Lecture 6.

2. Tulchinski T.H., Varravikova E.A. New public health. Introduction to the modern science. Ch. 10, pp. 640-668, Ch. 11, 669-717, Ch. 13, 781-869, Ch. 14, pp. 870-925.
3. K. Park's Textbook of Social and Preventive Medicine. 23<sup>rd</sup> Edition. pp. 868-917.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4<sup>th</sup> Edition. pp. 476-653.
5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7<sup>th</sup> Edition. pp. 405-492, 813-841.
6. Suryakantha AH. Community Medicine with Recent Advances. 3<sup>rd</sup> Edition. pp. 757-807, 820-873, 895-915.
7. Wallace R.B. Public Health and Preventive Medicine. pp. 1215-1250.
8. WHO. Primary health care. Report of the International Conference on Primary Health Care, Alma-Ata, USSR, 6–12 September 1978. Geneva, World Health Organization, 1978 (Health for All Series, No 1; <http://whqlibdoc.who.int/publications/9241800011.pdf>).
9. Alma Ata after 40 years: Primary Health Care and Health for All—from consensus to complexity. [https://gh.bmj.com/content/3/Suppl\\_3/e001188](https://gh.bmj.com/content/3/Suppl_3/e001188)
10. David Bishai and Henry G. Taylor. Primary Health Care For All—Alma-Ata Declaration's 40th Anniversary. <https://magazine.jhsph.edu/2018/primary-health-care-all-alma-ata-declarations-40th-anniversary>
11. WHO. *Monitoring health for the SDGs 2021*: <https://apps.who.int/iris/bitstream/handle/10665/342703/9789240027053-eng.pdf>.

**Useful links:**

1. [www.whatispublichealth.org](http://www.whatispublichealth.org)
2. [www.who.int.eu](http://www.who.int.eu).

**Control multiple-choice questions**

1. Public Policies in Kyrgyzstan aim to reduce and avoid the underlying reasons for developing the environmental and atmospheric concentrations of PM<sub>2.5</sub> and SO<sub>2</sub> to protect people's health. It is an example of:
2. A pap smear and colposcopy examination for the early detection of cervical cancer and papillomavirus infection constitute:
3. Water and power development and public health engineering are the two areas that are working with the health department for control of diarrheal and gastrointestinal diseases in Rawalpindi District, which is an example of:
4. A community survey was done to assess the health needs of the community. The community demanded more schools, sanitary water supply, and sewage disposal. The surveyors recommended building sanitary wells and bore-hole latrines straight away to decrease diarrheal diseases. The provision of schools was delayed for a few reasons. This step by the health care providers is known as
5. A 20 years old boy had a head injury in a motorbike accident. His attendant took him to a general practitioner first, who advised them to take him to the National Surgical hospital, Bishkek, immediately because Advanced Trauma Life Support is available there only. The level of health care provided by POF hospital in this case is:

**Class #5: National health systems****Hours dedicated: 2****Learning outcomes:** After the class, students should be able:

- to explain the role of each participant of a national health system,
- to define the essential function of a state in the health system,
- to present differences of various types of health systems,
- to explain how a health care system functions,
- to explain the difference between a national health system and public health system,
- latest achievements and needs of national health care systems
- current national health care programs.

**Questions to discuss:**

1. Health care system. Participants of any health care system
2. Evolution of health systems. Classification of health systems
3. Features of types of national health systems: the model of Beveridge, Bismarckian model, Semashko's model, Canadian (Australian) and mixt models
4. Economic aspects of national health systems
5. Essential functions of state health authorities
6. Current needs and achievements of health care systems in India, Pakistan, Nepal, Russia, and Kyrgyzstan
7. Current national health care programs in in India, Pakistan, Nepal, Russia, and Kyrgyzstan

**The 5<sup>th</sup> class content:**

Introduction – 5 minutes

Assessment of initial knowledge (questioning) – 5 minutes

Explanation of material by the instructor – 30 minutes

Show PowerPoint presentation "National Health System of Your Country" prepared at home -45 min

Conclusion, home tasks – 5 min

**Evaluation and Grading**

Assignment	Points	Percentage
Activity, teamworking	20	50%
Presentation	20	50%
Total	40	100%

**Reference:**

1. Lecture 6.
2. Tulchinski T.H., Varravikova E.A. New public health. Introduction to the modern science. Ch. 10, pp. 640-668, Ch. 11, 669-717, Ch. 13, 781-869, Ch. 14, pp. 870-925.

3. K. Park's Textbook of Social and Preventive Medicine. 23<sup>rd</sup> Edition. pp. 868-917.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4<sup>th</sup> Edition. pp. 476-653.
5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7<sup>th</sup> Edition. pp. 405-492, 813-841.
6. Suryakantha AH. Community Medicine with Recent Advances. 3<sup>rd</sup> Edition. pp. 757-807, 820-873, 895-915.
7. Wallace R.B. Public Health and Preventive Medicine. pp. 1215-1250.
8. WHO. Primary health care. Report of the International Conference on Primary Health Care, Alma-Ata, USSR, 6–12 September 1978. Geneva, World Health Organization, 1978 (Health for All Series, No 1;  
<http://whqlibdoc.who.int/publications/9241800011.pdf>.
9. Alma Ata after 40 years: Primary Health Care and Health for All—from consensus to complexity. [https://gh.bmj.com/content/3/Suppl\\_3/e001188](https://gh.bmj.com/content/3/Suppl_3/e001188)
10. David Bishai and Henry G. Taylor. Primary Health Care For All—Alma-Ata Declaration's 40th Anniversary. <https://magazine.jhsph.edu/2018/primary-health-care-all-alma-ata-declarations-40th-anniversary>
11. WHO. *Monitoring health for the SDGs 2021*:  
<https://apps.who.int/iris/bitstream/handle/10665/342703/9789240027053-eng.pdf>.
12. Lucero-Prisno DE, Shomuyiwa DO, Kouwenhoven MBN, et al. Top 10 public health challenges to track in 2023: Shifting focus beyond a global pandemic. *Public Health Chall.* 2023; 2:e86. <https://doi.org/10.1002/puh2.86>
13. Lucero-Prisno, D.E., III, Shomuyiwa, D.O., Kouwenhoven, M.B.N., Dorji, T., Adebisi, Y.A., Odey, G.O., George, N.S., Ajayi, O.T., Ekerin, O., Manirambona, E., Xu, L., Obnial, J.C., Viola, A.M., Ogunkola, I.O., Ahmed, M.M., Ogaya, J.B., Huang, J., Sium, A.F., Suntay, M.L.R., Chung, W.K., De Paz, P.I.V., Elmi, H.S.A., Hersi, O.O., Gabaake, K.P., Baricaua, T., Dirie, N.I., Yepes, P.I.G., Wilson, D.J., Tofaeono-Pifeleti, R., Tapia, E.D.T. and Wong, M.C. (2025), Top 10 Public Health Challenges for 2024: Charting a New Direction for Global Health Security. *Public Health Chall.*, 4: e70022. <https://doi.org/10.1002/puh2.70022>
14. Lucero-Prisno DE, Kouwenhoven MBN, Adebisi YA, et al. Top ten public health challenges to track in 2022. *Public Health Chall.* 2022; 1:e21. <https://doi.org/10.1002/puh2.21>
15. Zaidan AM. The leading global health challenges in the artificial intelligence era. *Front Public Health.* 2023;11:1328918. Published 2023 Nov 27.  
doi:10.3389/fpubh.2023.1328918

#### Useful links:

1. [www.whatispublichealth.org](http://www.whatispublichealth.org)
2. [www.who.int.eu](http://www.who.int.eu).

#### Control multiple-choice questions

1. Find one of the main features of the Bismarckian type of health system:
2. Indicate one of the main features of Beveridge's type of health system:
3. Indicate one of the main features of Semashko's type of health system:
4. Indicate the line, which includes the list of the main participants of the health system?

5. "The secret of National Health lies in the homes of people" was said by:
6. Bed turnover rate:
7. Match the following:
  1. *Cost-benefit analysis* (i) Outcomes of various health activities
  2. Cost-effective (ii) Goals achieved on the amount of resources
  3. Cost accountancy (iii) Goals to be achieved by planning & implementation
  4. Input-output (iv) *Economic benefits earned on the expenditure of resources*



**Class #6: Unit 1. Students' Presentations.**

**Hours dedicated: 2**

**Learning outcomes:** After the class, students should be able

- to discuss and present health concepts, public health, SDoH, global burden of social diseases.

**The 6<sup>th</sup> class content:**

Introduction – 5 min

Answer to questions for Unit #1– 40 min

Show PowerPoint presentation “National Health System of Your Country” prepared at home -40 min

Conclusion of the course – 5 min