INTERNATIONAL HIGHER SCHOOL OF MEDICINE
Department: PUBLIC HEALTH

SYLLABUS
Discipline: Public Health 2

2026-2027 academic year

For students of medical faculty
IX semester
3 credits (90 h, including 54 class hours, 36 hours of independent study)
form of control (in the discipline's work program)

PH_1: PUBLIC HEALTH AND HEALTHCARE

Lecturer:	Lecturer **Dr. Artur Buyuklianov**, MD, Ph.D. Acting Associate Professor +996 555 500594 (WhatsApp) Email: abuiuklianov@yahoo.com
Venue:	Zoom
Classes:	**Dr. Artur Buyuklianov**, MD, Ph.D. +996 555 500594 (WhatsApp) Email: abuiuklianov@yahoo.com
Practical classes:	**Dr. Zhohongir Dzhaliev**, MD, +996 551 116116 (WhatsApp) Email: dzhaliev99@gmail.com
Practical classes:	**Dr. Elvira Muratalieva** MD, Ph.D. +996 772 673275 (WhatsApp) Email: elvira1106@gmail.com
Venue:	Main (Dean) office 5th floor

PH_1: HEALTHCARE FINANCING

Lecturer:	**Asel Usupbekova** phone +996 505 999363 (Whatsapp) Email: asel88.usup@gmail.com **Aigerim Dzumashalieva** Phone 0772181711 (Whatsapp) Email; Smile_aigerim@mail.ru
Venue:	Zoom
Practical classes:	**Asel Usupbekova** phone +996 505 999363 (Whatsapp) Email: asel88.usup@gmail.com **Aigerim Dzumashalieva** Phone 0772181711 (Whatsapp) Email; Smile_aigerim@mail.ru
Venue:	Main (Dean) office

Health HEALTH PROMOTION IN PUBLIC HEALTH PRACTICE

Lecturer:	**Dr. Baktygul N. Imankulova,** MD, +996 555131018 (WhatsApp) Email: imankulovabn@gmail.com
Venue:	Zoom

Practice:	**Dr. Baktygul N. Imankulova,** MD, +996 555131018 (WhatsApp) Email: imankulovabn@gmail.com
Venue:	Main (Dean) office

The Syllabus is considered
at the meeting of the department of Public Health
Protocol № 1 dated 27 August 2026
Head of the department _____Dr. Kenesh O. Dzhusupov

Content

Оглавление

Content ***3***

Course Objective: ***4***

THEMATIC PLAN OF LECTURES ***4***

THEMATIC PLAN OF PRACTICAL CLASSES ***5***

THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS ***5***

Recommended reading for the discipline: ***6***

Grading policy and procedures for all types of work ***6***

Grading system for student's achievements ***6***

GUIDELINES FOR THE LESSONS OF THE DISCIPLINE ***8***

UNIT 1. PUBLIC HEALTH AND HEALTHCARE ***8***

Class 1: Health concepts. Public Health. Health determinants 2h ***8***

Class 2:Indices of nation's health. Medical and demographic processes 2h ***8***

Class 3:Global and International Health. Global Burden of Disease 2h. ***9***

Class 4: Public health system. 2h. ***9***

Class 5: National health systems 2h ***9***

Class 6: Module of Unit 1. 2h ***10***

UNIT 2. HEALTHCARE FINANCING ***10***

Class 7 Payment for Medical Services: Practice. 2 h ***10***

Class 8. Pricing: Basics 2h. ***10***

Class 9. Pricing and Government Policy. 2h ***10***

Class 10.Healthcare Financing 2h ***11***

Class 11. Health Insurance, 2h. ***11***

Class 12. Unit control 2. 2h. ***11***

UNIT 3.HEALTH PROMOTION IN PUBLIC HEALTH PRACTICE. ***12***

Class 13:Analysis of social determinants of health. Groupwork: assessing the influence of various factors on public health. 2 h ***12***

Class 14:Development of a preventive program. Creating a draft program for a specific population group. 2h 12

Class 15: Methods of active learning in healthy lifestyle. Conducting mini-seminars and trainings on a healthy lifestyle.2h ***12***

Class 16: Control Unit 3. 2h. ***13***

Course Objective:
to develop in the specialist an integrated system of knowledge, practical skills, and professional competencies in the fields of public health, health economics and health promotion necessary for the systematic analysis of population health status, the planning, economic evaluation, and monitoring of preventive and therapeutic programs, informed decision-making based on statistical evidence, and adherence to ethical standards in clinical and public health practice.

After study of the discipline the student must:

1. to develop analytical skills for assessing population health status, including the collection and interpretation of epidemiological data, identification of priority health issues, and determination of key risk factors.
2. to train students in evidence-based clinical and managerial decision-making, utilizing statistical evidence and economic indicators in the selection of therapeutic and preventive interventions.
3. to enhance economic literacy in healthcare, including the ability to estimate program costs and benefits and to conduct basic economic evaluations (e.g., cost-effectiveness analysis, budget planning).
4. to ensure understanding of the role of screening and preventive programs in improving the quality and safety of healthcare, as well as the ability to evaluate and implement such programs.
5. to develop communication skills for effective interaction with patients, healthcare administrators, public organizations, and health authorities.
6. to cultivate readiness for work in multidisciplinary teams and to develop leadership competencies for coordinating projects and preventive campaigns.
7. to prepare specialists for practical activities aimed at the development and implementation of programs that reduce disease incidence, increase coverage of preventive measures, and promote the efficient use of healthcare resources.

Pre-requisites.

PH 1: Introduction to Public Health
PH 1: Introduction to Economics
PH 1: Fundamentals of Biostatistics
PH 1: Bioethics

Post-requisites.

Risk assessment in public health
Research methods in public health
Healthcare administration /management
Global health/International health
Clinical Disciplines

THEMATIC PLAN OF LECTURES

Unit	№	Theme of lectures	Hours	Date
1	PUBLIC HEALTH AND HEALTHCARE			
	1.	Course overview. Public Health and Social Medicine. Old" and "New" Public Health. Health Concepts. Individual and Population's Health. Determinants of Health	2	
	2.	Demography and Health Global and International Health.	2	
	3.	Public Health System. Health Systems	2	
2	HEALTHCARE FINANCING			
	4.	Payment and Pricing of Medical Services	2	
	5.	Healthcare Financing and Medical Insurance	2	
	6.	Economic Efficiency and Resources	2	
3	HEALTH PROMOTION IN PUBLIC HEALTH PRACTICE			
	7.	Intro: What is the Health Promotion? Concepts of Health	2	

	8.	The Scope of Health Promotion Activities.	2	
	9.	Core Competencies in Health Promotion		
	10.	Working for Health Promotion		
	11.	Communicating for Health. Teaching and instructing.		
		Total	42	

THEMATIC PLAN OF PRACTICAL CLASSES

Unit	№	Themes of classes	Hours	Date
1	PUBLIC HEALTH AND HEALTHCARE			
	1.	Health concepts. Public Health. Health determinants	2	
	2.	Indices of nation's health. Medical and demographic processes	2	
	3.	Global and International Health Global Burden of Disease	2	
	4.	Public health system	2	
	5.	National health systems	2	
	6.	Students' presentations. Unit control 1.	2	
2	HEALTHCARE FINANCING			
	7.	Payment for Medical Services: Practice	2	
	8.	Pricing: Basics	2	
	9.	Pricing and Government Policy	2	
	10.	Healthcare Financing	2	
	11.	Health Insurance	2	
	12.	Unit control 2	2	
3	HEALTH PROMOTION IN PUBLIC HEALTH PRACTICE			
	13.	Analysis of social determinants of health. Groupwork: assessing the influence of various factors on public health	2	
	14.	Development of a preventive program. Creating a draft program for a specific population group.	2	
	15.	Methods of active learning in healthy lifestyle. Conducting mini-seminars and trainings on a healthy lifestyle	2	
	16.	Control Unit 3	2	

THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS

Unit	№	Theme of independent work -	Hours	Date
1		Reading	4	
		SIW	8	
	1.	Analysis and presentation of topics on Demography		
	2.	Analysis and presentation of topics on "National Health System of Your Country"		
2		Reading	8	
		SIW	4	
	3.	Task: Calculation of the cost of a medical service"		
	4.	Essay: "Models of Healthcare Financing"		
	5.	Review: "Public and Private Health Insurance"		
	6.	Article analysis on pharmacoeconomics or cost-effectiveness		
	7.	Mini-research: "Economic Efficiency of Vaccination"		
	8.	Poster: "Human Resources in Healthcare: Shortages and Solutions"		
3		Reading	4	
		SIW	8	
	9.	Written assignment for students (essay)		

Recommended reading for the discipline:

Basic:

Unit	№	Title
1	1.	Wallace R.B.. Public Health and Preventive Medicine 2012. Mc Grow-Hill Co, New York,
	2.	Richard Riegelman, Brenda Kirkwood Public Health : Improving Community Health: 2019, Jones & bartlett learning
	3.	Mary-Jane Schneider Advantage Access for Introduction to Public Health, 2020 Sixth Edition, Jones & Bartlett Learning
	4.	Walley J., Whright J., Hubley J. Public Health: An action guide to improving health in developing countries, 2001 Oxford University Press
2	5.	Dzhumashalieva A.U. Health economics, 2024, Bishkek – 340 p.
	6.	McConnell, Brue , McGraw-Hill Inc., Essentials of economics 2014 New-York
	7.	Drummond M.F., Sculpher M.J., Claxton K., The Economics of Health and Health Care, 2017, New York: Routledge
	8.	Getzen T.E., Health Economics: Fundamentals and Flow of Funds, 2019 Hoboken: Wiley
	9.	Folland S., Goodman A.C., Stano M., The Economics of Health and Health Care., 2017 New York: Routledge
3	10.	James Woodall and Ruth Cross « Essentials of Health Promotion.», 2021, Leeds Beckett University, UK,
	11.	Angela Scriven, « Promoting Health: A Practical Guide, 7th Edition », 2017, Brunel University, London, UK
	12.	Jennie Naidoo and Jane Wills «Health promotion. Foundations for practice» , 1994, London, Bailliere Tindall

Additional:

Unit	№	Title
1	13.	Moh. Naveed Alam, Community Medicine, 2016, Faisalabad, Panjab
	14.	B. Bennett, G.F. Tomossy., Globalization and health., 2004, Springer
2	15.	Phelps C.E., Health Economics, 2018, New York: Routledge
	16.	Zweifel P., Breyer F., Health Economics, 2009, Berlin: Springer
	17.	Barros P.P., H Economics: An Introduction, 2017, Lisbon
3	18.	Jeanne Katz and Alyson Peberdy, Promoting Health: Knowledge and Practice, 1997, London, The Open University and Macmillan Press
	19.	Linda Ewles and Ina Simnett, Promoting Health. A Practical Guide, 1992 , London, Scutari Press

Grading policy and procedures for all types of work

For the period of studying the discipline, the student gains points for the relevant parameters (per unit):
Current score - 40 points
Independent work - 20 points
Control score (final assessment of knowledge per unit) - 40 points
Maximum score - 100 (40+20+40)

Grading system for student's achievements

Criteria for grading for the discipline				
Maximum score	Intervals			
	"unsuccessful."	" satisfying ."	"Fine"	"Great"
	0-23	24-30	31-35	36-40

Current control – 40	The student lacks knowledge of a significant portion of the program material, makes significant and gross errors; the main content of the material is not covered; the terminology is poor; the necessary theoretical knowledge is lacking. A "fail" grade is given if the student refuses to answer the questions asked.	The student has mastered only the basic program material, but does not know certain features and details; makes inaccuracies; disrupts the sequence in the presentation of the program material; the material is not systematized, is incorrectly formulated; has a minimum sufficient level of competence	The student demonstrates developed competencies, possesses a sufficient level of professional terminology, presents their answers correctly, logically, and to the point, and avoids significant errors and inaccuracies when answering questions. Their presentation is sufficiently systematic and consistent.	The student demonstrates the development of competencies and can apply them in professional activities; presents the answer comprehensively, consistently, competently, and logically, without errors; the answer does not require additional questions; good speech, fluent in professional terminology
Independent work – 20	0-11	12-15	16-17	18-20
	The student did not fully review any of the independent work assignment questions (main and/or additional). He did not prepare the independent work assignment.	The student has mastered the required course material within the program, but the answers to the questions are not sufficiently comprehensive and accurate; the answers are based solely on data from the primary literature on the subject.	The student has studied the basic and is familiar with additional literature on the program and uses this knowledge when answering questions; when answering additional questions, the material is presented correctly, but without sufficient logical consistency.	The student has studied the primary and secondary literature on the subject and competently applies this knowledge in their answers; in their answers, they utilize course materials from related disciplines and provide various examples to support their answers.
Control work (module) – 40	0-23	24-30	31-35	36-40
	Number of correct answers < 59%	Number of correct answers 60%-75%	Number of correct answers 76%-89%	Number of correct answers 90%-100%

Conduct Policy: (lateness, absence, behavior in the auditorium, late submission of work).
- Punctuality and completion of tasks.
- Mandatory attendance of classes.
- Attending class in a clean medical uniform.
- Eliminating conversations on a cell phone in the classroom.
- Active participation in the learning process.
- Doing homework on time.
- Academic detention at the time specified by the teacher.

For violations of the Conduct Policy, the total points for discipline might be reduced to 1-5 points.

Academic Ethics Policy.
- Be tolerant, respect the opinions of others.
- Formulate objections in the correct form.
- Constructively support feedback in all classes.
- Plagiarism and other forms of dishonest work are unacceptable. Plagiarism includes the following: the absence of references when using printed and electronic materials, quotes, thoughts and works of other authors or students.
- Prompting and cheating during tests, exams, classes is unacceptable as well as passing an exam for another student, unauthorized copying of materials.

For violations of the Academic Ethics Policy, the total points for the discipline may be reduced to 1-5 points.

GUIDELINES FOR THE LESSONS OF THE DISCIPLINE

UNIT 1. PUBLIC HEALTH AND HEALTHCARE

Class 1: Health concepts. Public Health. Health determinants 2h

Key questions

1. Health definitions. Health concepts
2. Concept of Public Health. Definition of public health. Winslow's definition. Components of public health
3. Health determinants. Genetic health determination. Social determinants of health. Socio-cultural factors, family (types), its role in health and disease. Assessment of socio-economic status (SBA)
4. Prevention. Modes of prevention.
5. Health as a human right. Inequity and inequality in health

Home assignments

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

Reference: [1] pp. 55-74. [2] pp. 3-45, [3] pp. 1-51. [4] pp. 4-9

Useful links:
https://www.publichealth.org/
https://www.who.int/

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

Key questions

1. Indices of population's health status
2. Morbidity in the population: definition, terminology, sources for the study. Types of morbidity
3. Disability: definition, groups, issues of rehabilitation
4. Medical demography. Definitions. Population dynamics. Demographic transition, Epidemiological transition, Global demographic trends
5. Current medical and demographic processes in India, Pakistan, Nepal, Russia and Kyrgyzstan.

Home assignments

1. Prepare a presentation (8-10 slides) on one of the following topics:
    a. Demographic transition, d. Demographic Issues in India,
    b. The health of Indian Population, e. Achievements in MDGs,
    c. Global Demographic Trends, f. Current achievements in SDGs.

2. Upload it to Moodle **https://moodlephd.ism.edu.kg/login/index.php** or submit your work to the instructor by e-mail

Reference: [1] pp. 75-89. [2] pp. 46-85, [3] pp. 52-64. Lecture

Useful links:
1. www.whatispublichealth.org
2. www.who.int.eu.
3. https://www.gapminder.org/
4. https://www.gapminder.org/dollar-street

Class 3:Global and International Health. Global Burden of Disease 2h

Key questions :
1. What is Globalization? What is Global Health? Current situation.
2. What is International Health? Main international health actors. Role of various international and national agencies in health & disease with prevention of emergence, Differences between the terms of "public health," "international health," and "global health."
3. The concept of burden of disease, YLL and YLD, DALY and QALY

Home assignments
1. Draw up ten multiple-choice questions.
2. Compile a glossary on the subject of the class.
3. Upload it to Moodle **https://moodlephd.ism.edu.kg/login/index.php** or submit your work to the instructor by e-mail

Reference:[1] pp. 90-101. [2] pp. 86-93, [3] pp. 65-88. Lecture

Class 4: Public health system. 2h

Key questions
1. Health protection and health promotion
2. What is the public health system? Primary participants in public health systems, Functions of the public health system. Ten essential services of the public health system
3. Government and individuals. Government, regional/local authorities and individuals and their responsibilities in the population's health protection

Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)
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. Submit to the instructor

Reference:[1] pp. 102-142. [2] pp. 94-101, [3] pp. 89-92. [3] pp. 188-195. Lecture

Useful links:
1. www.whatispublichealth.org
2. www.who.int.eu.

Class 5: National health systems 2h

Key questions
1. Health care system. Participants of any health care system
2. Features of types of national health systems: the model of Beveridge, Bismarckian model, Semashko's model, Canadian (Australian) and mixt models

3. Essential functions of state health authorities
4. Current needs and achievements of health care systems in India, Pakistan, Nepal, Russia, and Kyrgyzstan

Home assignments.
Find an article on global burden of diseases. Prepare a PowerPoint presentation of the results of this study and present in the class.

Reference:[1] pp. 143-155. [2] pp. 102-122, [3] pp. 92-141. [3] pp. 195-231. Lecture

Useful links:
www.healthdata.org

Class 6: Module of Unit 1. 2h

Key questions
1. Discussion on the topics of 1-5 lessons
2. Students' Presentations.
3. Multiple Choice Questions for the UNIT 1.

Samples of the tests can be viewed on Moodle. https://moodlephd.ism.edu.kg/login/index.php

UNIT 2. HEALTHCARE FINANCING

Class 7 Payment for Medical Services: Practice. 2 h

Key questions
1. What are the main practical models of paying for healthcare services?
2. How is payment structured for primary healthcare versus inpatient care?
3. What is the difference between prospective and retrospective payment systems?
4. How does the fee-for-service model influence provider behavior?
5. What is capitation, and in what cases is it used?
6. How do bundled payments work in practice?
7. What are Diagnosis-Related Groups (DRGs), and how are they applied?
8. What criteria are used to assess the effectiveness of payment models

Reference:[5] pp. 3-14. [6] pp. 189-201, [7] pp 134-143. [8] pp. 41-52, [15] pp. 45-52, lecture

Class 8. Pricing: Basics 2h

Key questions
1. What is the role of pricing in the healthcare system?
2. What are the main functions of prices in the medical services market?
3. What types of healthcare prices exist (e.g., official, market-based, negotiated)?
4. How are prices for medical services typically calculated?
5. What factors influence the formation of healthcare prices?
6. How do different pricing models impact patient access and service delivery?
7. What is the difference between cost-based and value-based pricing?
8. How does price affect the allocation of healthcare resources?

Reference:[5] pp. 25-39. [6] pp. 222-245, [7] pp 160-189. [8] pp. 75-96, [16] pp. 99-102, lecture
Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 9. Pricing and Government Policy. 2h

Key questions

1. What mechanisms does the government use to regulate healthcare prices?
2. What is the general process for setting regulated prices in healthcare?
3. What role do ministries or national insurance funds play in price control?
4. How do price ceilings and floors function in the healthcare sector?
5. What are the arguments for and against government price regulation?
6. How does government regulation affect private healthcare providers?
7. What are some modern approaches to government price regulation?
8. How does pricing policy affect access to essential medical services?

Reference:[5] pp. 40-59. [6] pp. 246-278, [7] pp 189-194. [8] pp. 96-108, [15] pp. 124-158, lecture Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 10. Healthcare Financing 2h

Key questions:

1. What are the main sources of healthcare financing (e.g., taxes, insurance, out-of-pocket)?
2. What are the characteristics of different financing models (Beveridge, Bismarck, etc.)?
3. How do healthcare financing methods affect equity and access?
4. What are the pros and cons of public versus private financing?
5. How does universal health coverage relate to healthcare financing?
6. What are the challenges in financing healthcare in low- and middle-income countries?
7. What role do international donors or organizations play in financing healthcare?
8. How is performance-based financing implemented in healthcare?

Reference:[5] pp. 62-87. [6] pp. 278-291, [7] pp 195-201. [8] pp.109-114, [17] pp. 96-101, lecture Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 11. Health Insurance, 2h

Key questions.

1. What are the main differences between public and private health insurance systems?
2. How is health insurance typically funded and administered?
3. What are the advantages of compulsory health insurance models?
4. How does insurance reduce financial risk for patients?
5. What role does the population's participation play in insurance sustainability?
6. What are the effects of co-payments and deductibles on service use?
7. How can insurance models ensure equal access to care?
8. What challenges exist in implementing health insurance in developing countries?

Reference:[5] pp. 88-96. [6] pp. 292-301, [7] pp 202-214. [8] pp.115-142, [15] pp. 102-132, lecture Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 12. Unit control 2. 2h

Key questions.

1. Repeat QQ of 7-11 lessons
2. Students' Presentations.
3. Multiple Choice Questions for the UNIT 2.

Samples of the tests can be viewed on Moodle. https://moodlephd.ism.edu.kg/login/index.php

Methodological instructions for the implementation of independent work on the Unit 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 an assignment is due, you may plan with the instructors to turn the assignment in early.

Assignments for Working off missed class are mandatory (max – 20 for class activity only, an excused absence is still an absence): Prepare the abstract or Power Point presentation on the topic of missed classes and answer the questions

Requirements for the implementation of the abstract:

✓To be submitted in electronic and printed form / 2 slide on page and short notes,

✓To be typed in Times New Roman 12, 1.5 interval / avoid long texts in slides of the ppt.

✓The first page / slide should contain the full name of the student, group, semester, the name of the abstract, the data of teacher, the filing date of the abstract.

✓Contain parts: introduction, main part, findings / conclusions, list of references, resource.

✓The total essay 6 - 7 pages

UNIT 3. HEALTH PROMOTION IN PUBLIC HEALTH PRACTICE.

Class 13: **Analysis of social determinants of health. Groupwork: assessing the influence of various factors on public health. 2 h**

Key questions

1. Concept of social determinants of health. Exercise.
2. Analysis of the influence of social factors on public health.
3. Analysis data and drawing conclusions about the impact of social conditions on health.
4. Foreign research and approaches to solving the problem.

Required readings: [10] pp. 4-31, [11] pp. 1-18, [12] pp. 1-14

Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 14:Development of a preventive program. Creating a draft program for a specific population group. 2h

Key questions

1. To familiarize students with the basics of developing health prevention programs.
2. Develop skills in creating specific projects of preventive programs for various population groups.
3. Use foreign methods and research in the context of developing effective preventive strategies.
4. Teach students to adapt programs depending on the socio-economic context.

Reference*:* [10] pp. 31-45, [11] pp.21-35, [12] pp. 15-32.

Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 15: Methods of active learning in healthy lifestyle. Conducting mini-seminars and trainings on a healthy lifestyle.2h

Key questions

1. To familiarize participants with active learning methods in the field of a healthy lifestyle.
2. Learn how to conduct mini-seminars and trainings aimed at promoting a healthy lifestyle.
3. Develop skills in organizing and conducting events aimed at managing and maintaining healthy habits among participants.

Reference: [10] pp. 46-89, [11] pp.36-48, [12] pp. 33-56.

Home assignments can be viewed on Moodle https://moodlephd.ism.edu.kg/login/index.php)

Class 16: Control Unit 3. 2h

Key questions.
Group discussion, feedback.

Written assignment for students (essay). Describe shortly (2000 words) your vision on one of the next topics:

- Lay and Professional Concepts of Health
- Health Promotion in School
- Health Promotion at Work Place
- Health Promotion in Primary Health Care Settings
- Health Promotion in Hospitals
- Health Promotion in Local Community
- Using Mass Media for Health Promotion
- Health Needs Assessment in Health Promotion
- Planning in Health Promotion
- Strategies for Health Promotion to Prevent Smoking
- Strategies for Health Promotion to Prevent HIV
- Strategies for Health Promotion to Prevent HB, HC, HD
- Ottawa Charter, 1986
- Bangkok Charter, 2005