

Overview

To learn public health in English. MDGs, post-MDGs and global health including IHR (International Health Regulations) are also explained, but the contents should be adjusted depending on the previous knowledge of the participants. Basically, the lecture is given at the first semester, and the presentation and discussion for the common theme will be done at the second semester.

Plan of lecture at the first semester

The plan listed below only means the topics to be lectured. Some topics may take more than 2 hours, others less than 1 hour. This class will be done on Thursday, 9:00-12:00 at GSICS Bldg.5, Room 206.

1. "What is public health?" CePH (<https://ceph.org/>), WHO ([About WHO, http://www.who.int/about/what-we-do/global-guardian-of-public-health.pdf](http://www.who.int/about/what-we-do/global-guardian-of-public-health.pdf); [PHE, http://www.who.int/phe/about_us/en/](http://www.who.int/phe/about_us/en/)), APHA (<https://www.apha.org/what-is-public-health>), CDC Foundation (<http://www.cdcfoundation.org/content/what-public-health>), Pittsburgh Univ. (<http://www.publichealth.pitt.edu/careers/what-is-public-health>), APACPH ([Asia-Pacific Academic Consortium for Public Health, http://www.apacph.org/wp/](http://www.apacph.org/wp/)) / MDGs (<http://www.un.org/millenniumgoals/>), SDGs (<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>) / WHO constitution (http://www.who.int/governance/eb/who_constitution_en.pdf) and CPH content outline (https://www.nbphe.org/documents/CPH_Content_Outline_April_2014.pdf).
2. [Alma-Ata declaration for primary health care](#) and the [history of developing health promotion](#) (from Ottawa Charter to Helsinki Statement for Health in All Policies) (1)
3. Alma-Ata declaration for primary health care and the history of developing health promotion (from Ottawa Charter to [Nairobi Call to Action - program](#) | [Nairobi call to action - statement](#) | [Helsinki Statement for Health in All Policies](#) | [Videos for Helsinki 2013](#) | [Adelaide Statement on Health in All Policies](#) | [9th global conference on health promotion, Shanghai 2016](#) | [Promoting health in the SDGs](#) | [Shanghai Declaration](#)) (cont'd), [Global environmental protection] [Rio Declaration on Environment and Development, Rio+20 \(Videos\)](#)
4. From "world health" and "international health" to "global health" and "planetary health" concepts: [Healthy People 2020 \(USA\) \[Global Health\]](#), [Global Health Council](#), [CDC - Global Health](#), [World Health Report 2007: A Safer Future](#) (WHO), [Planetary Health Campaign \(Rockefeller Foundation\)](#) (Commission paper and comments with infographics in [Lancet](#)), [Planetary Health Alliance](#).
5. [International Health Regulations, 2005 revision](#) (2005, WHO [[Third Edition](#)]), [IHR \(2005\) Monitoring and Evaluation Framework: Joint External Evaluation tool \(JEE tool\)](#) (2016, WHO), Related papers in pdf: [Katz R and , 2010](#), [Voyles J, et al., 2014](#), [Standley CJ, et al., 2015](#). WHO (2017) [A strategic framework for emergency preparedness](#). Actual PHEIC cases: [Covid-19](#), [Ebola 2016](#), [MERS-CoV 2013](#), [Zika 2016-](#). WHO (2015) [Handbook for the Management of Public Health Events in Air Transport: Updated with information on Ebola virus disease and Middle East respiratory syndrome coronavirus](#).
6. ["SOCIAL DETERMINANTS OF HEALTH: THE SOLID FACTS"](#) (cf. [Japanese translation in Tokyo Medical and Dental University](#)), [Commission on Social Determinants of Health - Final Report](#) by WHO Europe, [Interview video with Sir Marmot](#), [World Conference on Social Determinants of Health] [Rio Political Declaration on Social Determinants of Health 2011](#), [Case studies on social determinants of health](#), [Social determinants approach to public health \(pdf, 222pp\)](#), [WHO publications on social determinants of health](#), [[WHO Kobe Center's Japanese Translation page](#)]
7. Trends and recent topics in world health situation: Using "World Health Statistics" (Presentation given by HH in 2017 for MCH referring [Video material from James Lind Institute](#), cf. [Community IMCI](#); [WHO IMCI page](#); [WHO's publication November 2016](#); [WHO IMCI in the community](#); [Kangaroo Mother Care](#); [WHO's Kangaroo Mother Care guide](#)), ([Top](#), [[2019](#)], [[2017](#)], [[2016](#)], [Data visualizations dashboard](#)).
8. Urban slum problem in developing countries (cf. [An e-learning materials](#) provided by UCB is useful, [Hidden Cities](#), [Global Report on Urban Health](#), [Urban HEART](#), [Measuring the age-friendliness of cities](#), [Urban](#)

- [Health Index tool kit](#), [Kobe Call to Action](#), [Healthy Urban Planning](#), Riley LW, et al. (2007) [Slum health: Diseases of neglected populations](#). BMC International Health and Human Rights, 7: 2., [Urban as a determinant of health](#), [UNU: Slum health is not urban health - The Lancet series of the health of people who live in slums](#))
9. post-MDGs (Beyond2015, World we want 2015, Sustainable Development Goals [SDGs]) ([handout](#), [Sustainable Development Goals](#), [Rio+20](#) | [Discussion on UN Web TV](#) | [Explanation in Japanese](#)), [About the UN secretary-general statement on MDGs in 2008](#), [Tracking Universal Health Coverage: First Global Monitoring Report](#)
 10. Comparison of world health systems: (assignment for several countries, [overview](#))
 11. Community Nutritional Assessment (1): Anthropometry, Bio-monitoring, Dietary Intake Research (cf. [Overview of community nutritional assessment](#), [WHO's child growth standards](#) [WHO Anthro software], [Norgan's paper on the different relationships between body composition and BMI by ethnic group \(UNU\)](#), [Fat mass estimation equations by skinfold thickness](#), [Reilly JJ et al., 1995](#), [FAO's Dietary Diversity](#), [FDSK-11](#), [NHANES FFQ](#), [BDHQ](#) (habitual diet assessment tool in Japan), [ASA24](#) (24 hours dietary recall), [Nutrition Surveys and Calculations](#))
 12. Community Nutritional Assessment (2): Physical Activity Research ([handout](#), [DAPA Measurement Toolkit > Physical Activity Assessment](#), [iPAQ \[Japanese version\]](#), [RAPA](#), [MRC physical activity](#), [EPAQ2 available](#), [Review paper to compare the methods](#))
 13. Occupational health in international context ([Declaration on Occupational Health for All](#), WHO, 1994, [WHO Global strategy on occupational health for all: The way to health at work](#), pdf of [WHO/OCH/95.1](#), [Declaration on workers health](#), WHO, 2006, [5 keys to healthy workplaces](#), [Healthy workplaces: WHO global model for action](#), [Healthy workplaces: a model for action --- For employers, workers, policy-makers and practitioners](#) [Presentation resource], [WHO Global Plan of Action on Worker's Health \(2008-2017\): Baseline for Implementation](#))
 14. Humanitarian Standards ([UN's "Deliver Humanitarian Aid"](#), [UNOCHA](#), [This is OCHA 2015](#), [Status Report](#)) / [The Sphere Project](#) ([Sphere Handbook 2011 in English](#), [Sphere3: The Humanitarian Charter](#) {[Introducing video in YouTube](#)}, [4 days technical training course by InterWorks](#), [Sphere 2020: Strategic plan 2015-2020](#)) / [Videos in YouTube](#) ([The Sphere Story I](#), [The Sphere Story II](#), [The Sphere Story III](#)) / [Core Humanitarian Standard \(CHS\)](#) ([Core Humanitarian Standard](#), [CORE Humanitarian Competency Framework](#), [Introduction to the Core Humanitarian Competency Framework: movie in YouTube](#))
 15. Global Immunization Vision and Strategies / Global Vaccine Action Plan
 - [WHO Global Immunization Vision and Strategy](#)
 - [GIVS goals](#)
 - [GIVS strategies](#)
 - [GIVS Q and A by WHO and UNICEF](#)
 - [GIVS in GAVI alliance site](#)
 - [CDC ACIP, Recommended Immunization Schedule for children and adolescents](#), [Vaccine specific recommendations](#)
 - WHO immunization
 - [Global Vaccine Action Plan, 2011-2020](#)
 - [GVAP secretariat report 2014](#)
 - [Vaccine Position Papers](#)
 - [What is SAGE?](#)
 - [Meeting April 2015, in wer 9022](#) [Japanese translation in Kobe Univ.]
 - [WHO immunization tables](#) [for all, for healthcare workers]
 - [National Immunization Score Cards in 2014](#)
 - [International Travel and Health \(WHO\), Chapter 6, Vaccine-preventable diseases and](#)

- [vaccines \(2015 updated\)](#)
- [WHO topics of vaccination top](#)
- [Immunization week 2017](#)
- [Immunication week 2016 infographics](#)
- [Campaign toolkit](#)
- [fact sheet](#)
- [WHO/UNICEF data July 2015](#)
- [Quiz](#)
- [Immunization goals in WPRO](#)
- [Vaccine safety \(WHO\)](#)
- [GACVS](#)
- [Movie](#)
- For selected diseases:
 - Anthrax: [CDC-ACIP](#)
 - BCG: [CDC-ACIP](#), [WHO position paper 2018](#)
 - Cholera: [CDC-ACIP](#), [WHO position paper 2017](#)
 - Dengue: [WHO position paper 2016](#), [WHO updated Q and A](#)
 - DTaP: [CDC-ACIP](#) / for Diphtheria: [WHO position paper 2017](#)
 - Hepatitis A: [CDC-ACIP](#), [WHO position paper 2012](#)
 - Hepatitis B: [CDC-ACIP](#), [WHO position paper 2017](#)
 - Hib: [CDC-ACIP](#), [WHO position paper 2013](#)
 - HPV: [CDC-ACIP](#), [WHO position paper 2017](#)
 - Influenza: [CDC-ACIP](#), [WHO position paper 2012](#)
 - Japanese Encephalitis: [CDC-ACIP](#)
 - Measle, Mumps, Rubella: [CDC-ACIP](#) / for Measles: [WHO position paper 2017](#)
 - MMRV: [CDC-ACIP](#)
 - Meningococcal: [CDC-ACIP](#), [WHO position paper 2015](#)
 - Pneumococcal: [CDC-ACIP](#)
 - Polio: [CDC-ACIP](#)
 - Rabies: [CDC-ACIP](#), [WHO position paper 2018](#)
 - Rotavirus: [CDC-ACIP](#)
 - Smallpox: [CDC-ACIP](#)
 - Typhoid: [CDC-ACIP](#)
 - Varicella: [CDC-ACIP](#)
 - Yellow Fever: [CDC-ACIP](#)
 - Zoster (Shingles): [CDC-ACIP](#)

* In the second semester, presentation and discussion will be done by the participants each other about the similar topics.

Evaluation

Based on presentation, discussion and mini-reports.

References

Many resources can be obtained from various web sites linked above. However, if you would like to find a good comprehensive textbook, I can recommend the book below.

White F, Stallones L, Last JM (2013) Global Public Health: Ecological Foundations. Oxford Univ. Press

Notes

Lecture and practice can be separately taken, but it's not recommended.

Done in English. The participants must read some essential papers and reports in English. The students who have any experiences in developing countries are encouraged to learn this class. This year, given by Zoom, check BEEF.