



"APPROVED"

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

Discipline: PUBLIC HEALTH 1

Unit 1: INTRODUCTION TO PUBLIC HEALTH

SYLLABUS

Fall 2026

For students of medical faculty

V semesters (1-25 groups) (Central campus)

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

Lecturer:	Lecturer: Dr. Artur Buyuklianov , MD, Ph.D. Acting Associate Professor +996 555 500594 (WhatsApp) Email: abuiuklianov@yahoo.com
Practice:	

Groups 5 Sem 7,8,9,10,11,12 6 Sem 1, 2, 6, 8	Dr. Artur Buyuklianov , MD, Ph.D. +996 555 500594 (WhatsApp) Email: abuiuklianov@yahoo.com
Groups 5 Sem 3,4,5,6,18, 19, 20, 21,22, 23, 24,25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35,36, 37, 38, 39, 40	Dr. Zhohongir Dzhaliev , MD, +996 551 116116 (WhatsApp) Email: dzhaliev99@gmail.com

Online Lecture Sessions in accordance with the Schedule

Zoom link for the lecture will be provided by the lecturer prior to the session.

Class Sessions according to the timetable

Location: IHSM, 1F Intergel'po st. Fifth floor, Rooms 523, 502 in accordance of
the schedule

on Moodle platform <https://moodlephd.ism.edu.kg/>

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 of not being 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
Total	100 points

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 and Pakistan;

demography, mortality and morbidity profile and the existing health facilities in health services; global health issues, global burden of diseases

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.

Self-study assignment: analysis of current public health problem

Purpose: The self-study assignment is designed to develop students' ability to independently search for, critically evaluate, synthesize, and present evidence related to priority public health challenges. Students are expected to apply concepts and methods introduced during the Public Health 1 course to the public health context of your country.

Assignment: Each student shall

1. select one current priority public health problem in your native country (for example, India or Pakistan), such as communicable or noncommunicable diseases, maternal and child health, malnutrition, mental health, environmental health, air pollution, antimicrobial resistance, occupational health, injuries, health inequalities, or another relevant public health problem.
2. find one recent peer-reviewed scientific article (preferably published within the last 5 years) that investigates the selected public health problem in your country. The article may be identified through PubMed or the archives of reputable public health and medical journals.
3. Read and critically analyze the selected article, addressing the following:
 - What public health problem is investigated, and why is it important for your country?
 - What is the aim/research question of the study?
 - What population/sample was studied?
 - What are the main findings/results?
 - What conclusions did the authors make?
 - What is the public health significance of the findings for your country?
 - How could the findings be used for public health policy, prevention, health promotion, or improvement of health services?

Expected outputs. Each student should submit PowerPoint presentation: approximately 7 slides and present it on the class (approximately 5-7 minutes, followed by questions and discussion).

Students should demonstrate the ability to identify a relevant scientific publication, interpret epidemiological and public health evidence and explain how scientific evidence can inform public health practice and policy in their native country.

Course schedule*Lectures*

#	Date	Topics of lectures
1	2026-2027	Course overview. Health Concepts. Individual and Population's Health. Social medicine and Public Health concepts
2	2026-2027	Social Determinants of Health. Inequalities in Health
3	2026-2027	Demography and Health Measuring and Evaluation Health

Seminars and classes:

#	Date	Class topics
1	2026-2027	Health concepts. Major social concepts of health
2	2026-2027	Social determinants of health. Inequity and inequality in health
3	2026-2027	Indices of nation's health. Medical and demographic processes
4	2026-2027	Global and International Health
5	2026-2027	Global Burden of Disease.
6	2026-2027	Students' presentations. Unit.

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. 4th Edition. Jaypee Brothers Medical Publishers (P) LTD. New Deli, 2013.
4. V. Jain. *Review of Preventive and Social Medicine (Including Biostatistics)*. 7th Edition. Jaypee Brothers Medical Publishers (P) LTD. New Deli, 2015.
5. A.H. Suryakanha. *Community Medicine with Recent Advances*. 3rd 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*. 9th 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. *Case Studies for Global Health*. Building relationships. Sharing knowledge. 2nd Edition. 2012. www.casestudiesforglobalhealth.org.
10. *Human Development Report-2020*.
<http://hdr.undp.org/sites/default/files/hdr2020.pdf>
11. WHO. *Monitoring health for the SDGs 2021*:
<https://apps.who.int/iris/bitstream/handle/10665/342703/9789240027053-eng.pdf>
12. Institute for health metrics and evaluation. <http://www.healthdata.org>

UNIT 1

Class #1: Health concepts. Social medicine. Public Health.

Hours dedicated: 2

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

- to define health, explain concepts of health, describe the concept of holistic health including concept of spiritual health and the relativeness & determinants of health
- to define and describe the concept of Social Medicine and Public Health
- to describe the socio-cultural factors, family (types), its role in health and disease
- to define components of public health
- to describe modes of prevention, describe the application of interventions at various levels of prevention
- define and describe the concept of mental health, to recognize the mental issues among individuals, families and communities at the earlier stages, describe National Mental Health program of your country

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.
4. Evolution of public health development. Components of public health.
5. The modern concept of health protection.
6. Preventive medicine. Prevention. Modes of prevention. Interventions at various levels of prevention
7. Health determinants.
8. Concept of mental Health. National Mental Health program. Mental issues among individuals, families and communities.

The 1st class content:

Introduction – 5 min

Assessment of initial knowledge level, questioning – 5 min

Explanation of material by the instructor – 30 min

Form small groups of students for a discussion of the health indices – 20 мин

Presentation of each group on health indices – 10 min

Assessment of final knowledge of students – 15 min

Conclusion, home tasks – 5 min

Evaluation and Grading

Assignment	Points	Percentage
Activity, teamworking	20	50%
Home work	20	50%
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. 23rd Edition. pp. 1-51, 608-667, 705-788, 803-838.
3. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4th Edition. pp. 4-9, 11-433.
4. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7th Edition. pp. 45-90.
5. Suryakantha AH. Community Medicine with Recent Advances. 3rd Edition. pp. 6-16, 731-736, 743-745, 751-754, 916-920.

Useful links:

1. <https://www.publichealth.org/>
2. <https://www.who.int/>

Control multiple-choice questions (examples)

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. According to WHO, positive health may be defined as:
8. The systematic study of human disease and social factors is:
9. Who explained that "Medicine is a social science and politics is nothing but medicine on a large scale"?
10. "Learned behavior, which has been socially acquired" is called:
11. Which is the "ecological triad"?
12. Acculturation means:
13. The concept of Multifactorial causation of disease was first mooted by:
14. . What is the primary aim of preventive medicine?
15. Which of the following is primary prevention?
16. Which intervention is an example of secondary prevention?
17. Tertiary prevention mainly focuses on:
18. Which of the following best defines mental health?
19. Which of the following is a common mental health issue in communities?
20. Family-related mental health problems often include:

Home tasks to perform for the 2nd class:

1. Prepare a PowerPoint presentation on any topic from the class 2 **Social determinants of health. Inequity and inequality in health** (select from the questions for discussion for 2nd class).
2. Upload it to Moodle <https://moodlephd.ism.edu.kg/login/index.php> or submit your work to the instructor by e-mail

Class #2: Social determinants of health. Inequity and inequality in health

Hours dedicated: 2

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

- to classify social determinants of health (SDoH),
- to give examples of social determinants of health with data from South Asian countries and explain them.
- to discuss issues of inequities, and inequalities in health,
- to give examples of health inequity and health inequality factors
- critically analyze a scientific research paper on determinants of health.

Questions to discuss:

1. Social determinants of health. Definition. Concept.
2. Fundamental social determinants of health: natural environment, macrosocial factors, and inequalities
3. Intermediate social determinants of health: social context factors, built environment factors
4. Proximate social determinants of health: health behaviors, stressors & buffers, social integration & support factors
5. Well-being and health outcomes group of social determinants of health
6. Health and development. Human development index. Latest planetary human development. SDoH and human development
7. Socio-cultural factors, family (types), its role in health and disease. Assessment of socio-economic status (SBA)
8. Steps of clinic- socio-cultural and demographic assessment of the individual, family and community
9. Basic social, economic, political (civil), and cultural human rights. Health as a human right.
10. Inequity and inequality in health
11. Cultural differences in health. Religion and health.

The 2nd class content:

Introduction. – 5 min

Assessment of initial knowledge level, questioning – 15 min

Presentation of students – 55 min.

Assessment of final knowledge of students – 10 min

Conclusion, home tasks – 5 min

Evaluation and Grading

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

Reference:

1. Lecture
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. 23rd Edition. pp. 1-51, 608-667, 705-788, 803-838.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4th Edition. pp. 4-9, 11-433.
5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7th Edition. pp. 45-90.
6. Suryakantha AH. Community Medicine with Recent Advances. 3rd Edition. pp. 6-16, 731-736, 743-745, 751-754, 916-920.
7. Wallace R.B. Public Health and Preventive Medicine. pp. 55-74, 939-1040.
8. Human Development Report-2020.
<http://hdr.undp.org/sites/default/files/hdr2020.pdf>

Useful links:

1. <https://www.annalsofglobalhealth.org/>
2. <https://jamanetwork.com>
3. <https://www.ijph.in/>

Control multiple-choice questions (examples)

1. Select the fundamental social factors (at the macro level):
2. Select the intermediate social factors (at community level):
3. Select the proximate social factors (at micro/interpersonal level):
4. Choose correct examples of natural environment factors:
5. Choose correct examples of macrosocial factors:
6. Choose correct examples of built environment factors:
7. Choose correct examples of social context factors:
8. Choose correct examples of health behavior factors:
9. Choose correct examples of stressors/buffers on micro/interpersonal level:

Home tasks to perform for the 3rd class

1. Draw up ten multiple-choice questions and on a glossary the subject of the 3rd class. Upload it to Moodle or submit to your instructor by e-mail. The file's name must include the student's name, group number and semester.

Class #3: Indices of nation's health. Medical and demographic processes

Hours dedicated: 2

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

- to provide and define indicators of an individual and population's health.
- to define the terms of demography, fertility, morbidity, disability, mortality, migration, demographic and epidemiological transition,
- to explain issues of demography and health: current demographic trends in the world, the health of migrants,
- to describe health problems of aged population and their prevention, to identify the health needs to elderly individuals at the earliest
- to describe National program for elderly in India and Pakistan
- to discuss current demographic and health problems in India, Pakistan and Kyrgyzstan.

Questions to discuss:

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

The 3rd class content:

Introduction – 5 min

Assessment of initial knowledge level, questioning – 10 min

Present and explain your home presentation – 40 min.

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

Evaluation and Grading

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

Reference:

1. Lecture
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. 23rd Edition. pp. 479-607.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4th Edition. pp. 459-475, 605-632, 637-641
5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7th Edition. pp. 493-557.
6. Suryakantha AH. Community Medicine with Recent Advances. 3rd 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. <https://www.gapminder.org/>
2. <https://www.gapminder.org/dollar-street>

Control multiple-choice questions (examples)

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?

Home tasks to perform for the 4th class

1. Compile a glossary on the subject of **Global and International Health**.
2. Upload it to Moodle <https://moodlephd.ism.edu.kg/login/index.php> or submit your work to the instructor by e-mail

Class #4: Global and International Health**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.

Questions to discuss:

1. What is Globalization?
2. What is Global Health? Current situation.
3. What is International Health? Main international health actors.
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. Diseases in Kyrgyzstan.
9. Diseases in South-East Asia.
10. Social issues of Tuberculosis.
11. HIV and AIDS as a social problem.
12. Drug abuse as a social and medical issue.
13. Millennium Development Goals (MDG) and Sustainable Development Goals (SDG)

The 4th class content:

Introduction. Collecting students' MCQs and summaries – 5 min

Assessment of initial knowledge level, questioning – 20 min

Form three groups of students. Each group selects a distinct global health issue, finds information and discusses their presentation plan. The group prepares a PowerPoint presentation of 6 slides and presents it to the audience. – 60 min.

Conclusion, home tasks – 5 min

Evaluation and Grading

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

Reference:

1. Lectures
2. Tulchinski T.H., Varravikova E.A. New public health. Introduction to the modern science. Ch. 16, pp. 969-1007.
3. K. Park's Textbook of Social and Preventive Medicine. 23rd Edition. pp. 918-925.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4th Edition. pp. 654-662.

5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7th Edition. pp. 842-854.
6. Suryakantha AH. Community Medicine with Recent Advances. 3rd Edition. pp. 807-819, 877-880, 889-894.
7. Wallace R.B. Public Health and Preventive Medicine. pp. 79-100, 1251-1258.

Useful links:

1. www.healthdata.org
2. <https://www.annalsofglobalhealth.org/>
3. <https://jamanetwork.com>
4. <https://www.ijph.in/>

Control multiple-choice questions(examples)

1. International health refers to:
2. Global health refers to:
3. How is globalization best defined in relation to health?
4. What is meant by the term “global health”?
5. Which of the following is an example of an international health actor?
6. What is the main difference between public health and global health?
7. What is a social disease?
8. Why are heart and circulatory diseases also a social problem?
9. Which medical approach is most important in preventing cardiovascular diseases?
10. Which factor is most strongly linked to the spread of non-communicable diseases (NCDs) worldwide?

Tasks to perform for the 5th class

1. Find a scientific article focused on the study of the global burden of diseases using archive of such journals as Annals of Global Health (<https://www.annalsofglobalhealth.org/>), Journal of American Medical Association (<https://jamanetwork.com>), Indian Public Health Journal (<https://www.ijph.in/>), and Rural Remote Health (<https://www.rrh.org.au>).
2. Prepare a PowerPoint presentation of the results of this study.
3. Upload it to Moodle <https://moodlephd.ism.edu.kg/login/index.php> or submit your work to the instructor by e-mail

Class #5: Global Burden of Disease**Hours dedicated: 2****Learning outcomes:** After the class, students should be able

- 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. The concept of burden of disease.
2. YLL and YLD
3. DALY and QALY
4. Global burden of diseases. State of the art in the global burden of social diseases

The 5th class content:

Introduction – 5 min

Presentation of IHME website and GDB tool – 40 min

Discussion of GBDs – 40 min

Conclusion of the class – 5 min

Evaluation and Grading

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

Reference:

1. Lectures ## 8-9
2. Tulchinski T.H., Varravikova E.A. New public health. Introduction to the modern science. Ch. 16, pp. 969-1007.
3. K. Park's Textbook of Social and Preventive Medicine. 23rd Edition. pp. 918-925.
4. Mahajan and Gupta Textbook of Preventive and Social Medicine, 4th Edition. pp. 654-662.
5. Vivek Jain. Review of Preventive and Social Medicine (including Biostatistics). 7th Edition. pp. 842-854.
6. Suryakantha AH. Community Medicine with Recent Advances. 3rd Edition. pp. 807-819, 877-880, 889-894.
7. Wallace R.B. Public Health and Preventive Medicine. pp. 79-100, 1251-1258.

Useful links:

1. www.healthdata.org

Control multiple-choice questions(examples)

1. What does the term “burden of disease” primarily refer to?
2. The Global Burden of Disease (GBD) study was initiated by:
3. Which diseases contribute most to the global burden of non-communicable diseases (NCDs)?
4. Which regions of the world currently face the highest burden from communicable diseases?
5. What is meant by the global burden of social diseases?
6. Why are diseases such as tuberculosis, HIV/AIDS, and drug abuse referred to as global social diseases?
7. Which best describes the current state of global burden of disease?
8. Which tool is most commonly used to measure the burden of disease?
9. Which of the following is considered a major contributor to the global burden of social diseases?
10. According to recent GBD studies, which group of diseases is rising as a major global health concern?

Class #6: Students' Presentations. Unit 1

Hours dedicated: 2

The 6th class content:

Introduction – 5 min

Answer to questions for Unit #1– 40 min

Show PowerPoint presentation of **Self-study assignment** 40 min

Conclusion of the course – 5 min

Control questions:

Multiple Choice Questions for the UNIT 1

There are MCQ for 3 variants

Total number -50

1. Select a WHO's definition of health given in 1946:
2. In 1977, the modest goal set by WHO was for:
3. In 1999, the objective set by WHO was for:
4. When and where was health stated as a basic human right?
5. What lifestyle factors effects health?
6. Indicate the line contained full list of health determinants:
7. Select the fundamental social factors (at macro level):
8. Select the intermediate social factors (at community level):
9. Select the proximate social factors (at micro/interpersonal level):
10. Select the factors of health and well-being (at individual or population level):
11. Choose correct examples of natural environment factors:
12. Choose correct examples of macrosocial factors:
13. Choose correct examples of inequalities factors:
14. Choose correct examples of built environment factors:
15. Choose correct examples of social context factors:
16. Choose correct examples of health behaviour factors:
17. Choose correct examples of stressors/buffers on micro/interpersonal level:
18. Choose correct examples of social support factors:
19. Choose correct examples of individual or population well-being factors:
20. Choose correct examples of health outcome factors for individuals or population:
21. Social Medicine is a science...
22. Select correct goals of Social Medicine:
23. Who is considered as a "Father" of Social Medicine?
24. Select demographic indicators:
25. Select socio-economic indicators:
26. Select mortality-based indicators:
27. Select indicators of morbidity, disability and hospital discharges:
28. Select life style indicators:
29. Select environment indicators:

30. Select indicators of health care resources:
31. Select indicators of health care utilization and expenditure
32. Find indicators of maternal and child health:
33. List basic human rights:
34. List basic economic human rights
35. List basic social human rights
36. List basic cultural human rights
37. List basic labor rights
38. What does Demography study?
39. How to calculate the final population?
40. What affects population size?
41. "Young" population's pyramid is:
42. "Ageing" population's pyramid is:
43. "Young" population is characteristic for:
44. "Ageing" population is characteristic for:
45. "Young" population is characterized by:
46. Demographic transition is characterized by:
47. Death rates fall due to:
48. Birth rates fall due to:
49. Fertility rates differ by next social variables:
50. Who tend to have higher fertility?