Charles Edward Amory Winslow
1877 - 1957
In 1920, Charles-Ernest A. Winslow defined Public health as:

“The science and art of preventing disease, prolonging life, and promoting physical and mental health and efficiency through organized community efforts for the sanitation of the environment, the control of community infections, the education of the individual in principles of personal hygiene, the organization of medical and nursing service for the early diagnosis and preventive treatment of disease, and the development of the social machinery, which will ensure to every individual in the community a standard of living adequate for the maintenance of health.”
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<td>1.</td>
<td><strong>Monitor health status</strong> to identify community health problems*</td>
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<td>2.</td>
<td><strong>Diagnose and investigate</strong> health problems and health hazards in the community</td>
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<td>3.</td>
<td><strong>Inform, educate, and empower</strong> people about health issues</td>
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<td>4.</td>
<td><strong>Mobilize community partnerships</strong> to identify and solve health problems</td>
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<td>5.</td>
<td><strong>Develop policies and plans</strong> that support individual and community health efforts</td>
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<td>6.</td>
<td><strong>Enforce laws and regulations</strong> that protect health and ensure safety*</td>
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<td>7.</td>
<td><strong>Link People to needed personal health services</strong> and assure the provision of health care when otherwise unavailable</td>
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<td>8.</td>
<td><strong>Assure a competent workforce</strong> for public health and personal health care</td>
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<td>9.</td>
<td><strong>Evaluate effectiveness, accessibility and quality of personal and population based services</strong></td>
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<td>10.</td>
<td><strong>Research for new insights</strong> and innovative solutions to health problems*</td>
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3. **Inform, educate, and empower** people about health issues

4. **Mobilize community partnerships** to identify and solve health problems

5. **Develop policies and plans** that support individual and community health efforts

10. **Research for new insights and innovative solutions to health problems**
• The study of public health involves **critical thinking** and critical decision making;

• It gives students a *methodology* for **understanding populations**;

• Population-scale thinking relies on **multiple disciplines**.
“WORDS”

Johns Hopkins Bloomberg School of Public Health
Baltimore, Maryland
January 8, 2013   10:00am to 12:00pm

Ruben F. del Prado, MD, M.P.H.

CAREER SERVICES & ALUMNI RELATIONS
“GENDER”

GENDER ≠ Female
“In the recognition that there are real differences between the sexes, **“Gender Justice”** is achieved when boys and girls, men and women, and transgender people, have clearly identified, uncontested, respected and protected rights and opportunities to realise their full potential.”
With, For...

TARGET
Really ... **This** is what Public Health must be all about:

- “A focus on **prevention** for improving health and quality of life.”

- “A collective policy decision-making process that includes **collaboration**.”

- “Activities, strategies and policies that are grounded in epidemiology, biostatistics, environmental science, management sciences, and behavioral and social sciences.”
“PREVENTION” IS AN OUTCOME!!
“Outputs”
“Outcomes”
“Impact”

RESULT(S)
Really ... **This** is what Public Health must be all about:

- “A focus on *prevention* for improving health and quality of life.”

- “A collective policy decision-making process that includes *collaboration*.”

- “Activities, strategies and policies that are grounded in epidemiology, biostatistics, environmental science, management sciences, and behavioral and social sciences,” for *RESULTS*
SEMANTICS 101

“EVIDENCE BASED”

INFORMED
Q23: “Do you know why elephants paint their toenails red?”

A: So they can hide in cherry trees.
A library of the books you haven't read, of the things you don't know.

A massive collection of *unknowledge*, the anti-library contains all the books that may still change your life.

It has facts you need to know, authors you'd worship.

Only people who read very little can think the anti-library doesn't matter.

Every book that changes someone must be reminded of the ones that still might.
A massive collection of *unknowledge*
“UN Learning”
UN Learning
Unlearning in progress
Question #1: If a poor man can make one cigarette from six butts, how many can he make from thirty-six butts

Seven. He makes six cigarettes, smokes them, and uses the six new butts to make a seventh cigarette.
All too often, people and organizations put off making decisions because they are under the illusion that additional information will lead to a better decision and, thus, a better and higher quality product, programme or project.

This is *not* true and it’s a habit or belief that needs to be unlearned.
Question #2: If the average temperature of the earth increases due to global warming, what will be the primary cause of rising sea levels?

While it’s true that the water from melting ice caps and glaciers will contribute to the problem, the primary cause of rising sea levels will be the thermal expansion of ocean water.
In the 1960s, the U.S. National Aeronautics and Space Administration, NASA, spent ten years and US$12 million developing a pen that writes in zero gravity for use by astronauts. The pen writes upside down, underwater, on almost any surface and is functional at extremely hot and cold temperatures.
The Russians, however, filled the need for a space writing instrument by simply using pencils.
In 1861, Ignaz Semmelweis helped save the lives of hundreds of thousands of women by getting doctors to engage in the simple act of washing their hands prior to assisting in the delivery of a new-born child.
And it was the installation of the smart and simple seat belt that saved the lives of thousands of motorists. This in spite of the fact that the device was initially ridiculed as “inconvenient, and just a bunch of damn nonsense” by auto executives.

Susan P Baker
UN-LEARNING 101

“The illiterate of the twenty-first century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”
Alvin Toffler

“The greater our knowledge increases, the greater our ignorance unfolds.”
President John F. Kennedy

“In a time of drastic change, it is the unlearners who inherit the future. The learned find themselves equipped to live in a world that no longer exists”. Eric Hoffer

“Be very, very careful what you put into that head, because you will never, ever get it out.”
Thomas Cardinal Wolsey

“The most useful piece of learning is to unlearn what is untrue.” Antisthenes

JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH
HIV

SILENCE

DISCRIMINATION

STIGMA

FEAR

IGNORANCE
HIV

SILENCE

DISCRIMINATION

IGNORANCE

STIGMA

FEAR
HIV

SILENCE

DISCRIMINATION

IGNORANCE

FEAR

STIGMA
STIGMA and DISCRIMINATION
“S & D”
Results-Based Thinking

Activities and Strategies must not only be necessary, but also sufficient to achieve the expected result.

If a problem is caused by three conditions.
All three conditions must be addressed.
"EVIDENCE" INFORMED
HIV

SILENCE

DISCRIMINATION

IGNORANCE

STIGMA

FEAR
I DON'T DISCRIMINATE. I HATE EVERYONE EQUALLY
Respect
Fairness
Tolerance
"Respect yourself and others will respect you"
- Confucius
THINK
One of the most common ways that a public health programme can be run off the road is when we stop trying to find what is best, and instead stick to what is safe and understandable.
We draw circles around the patterns of our own behaviour and then accept those circles as the logic that lead to the decision.
COMMITMENT
MAINSTREAMING
GENERAL POPULATION
PRIORITY
BULLY
VICTIM
TARGET
The Four-Way Test
of the things we think, say or do

1. Is it the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOOD WILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?