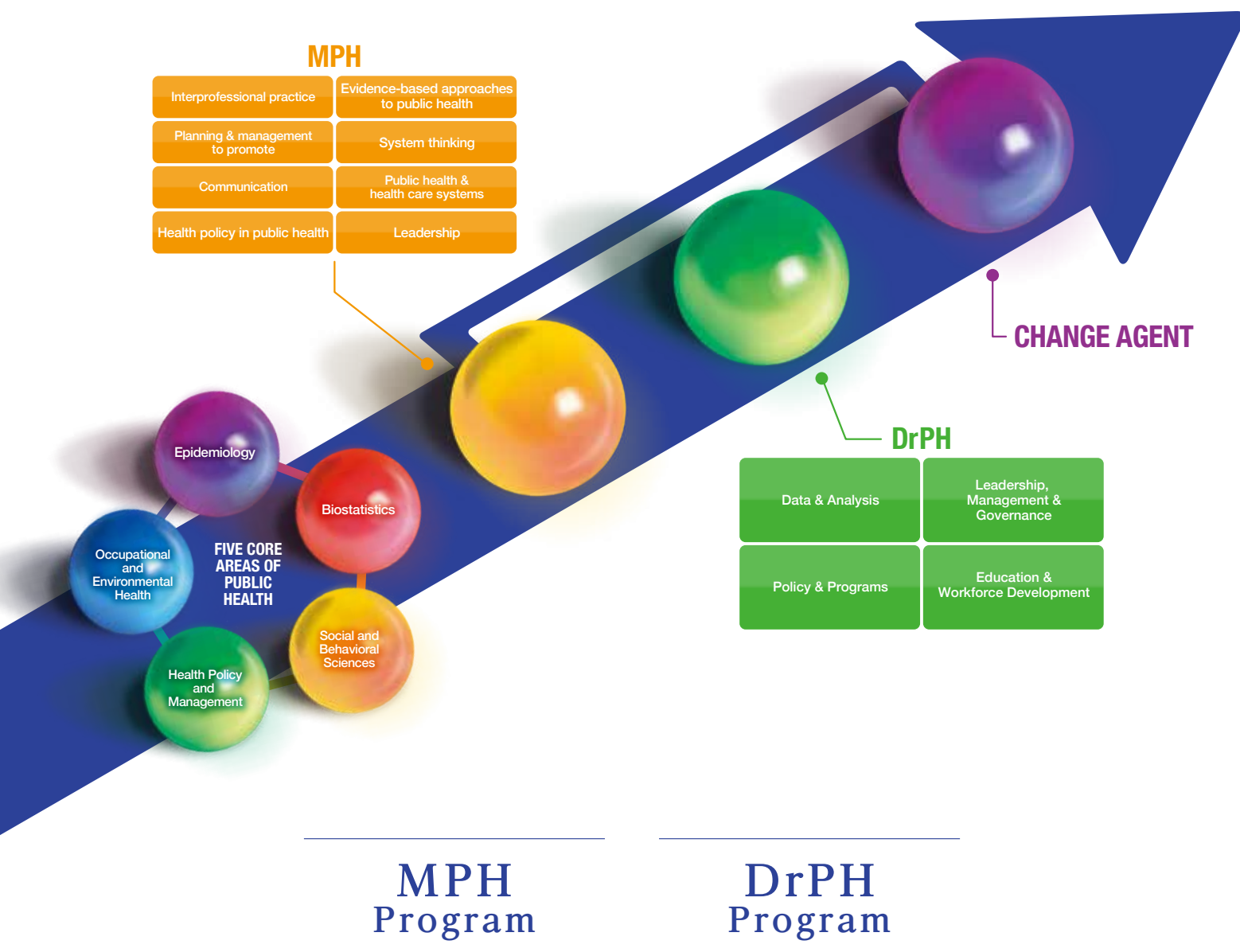


# Teikyo University Graduate School of Public Health

## BE A CHANGE AGENT



# Message from the Dean

## Marketing Public Health

~ A Frontrunner of the School of Public Health ~



The Teikyo University Graduate School of Public Health (Teikyo SPH) established a professional degree program in April 2011. A doctoral degree in Public Health (DrPH) has been offered since April 2014 in addition to the Master's in Public Health (MPH). SPH, one of Japan's first independent graduate schools of public health, has led such institutions for the last decade.

Teikyo SPH offers some distinctive features: (1) matching international standards of SPH through collaborations with Harvard University and other educational giants in five core domains: epidemiology, biostatistics, occupational and environmental health, health policy and management, and social and behavioral science (2) a problem-based approach to the training of change agents capable of resolving global, social, and organizational problems in real settings; and (3) competency-based education required for the education of 21st century health professionals. We have enhanced our program with supplemental educational initiatives such as Harvard special lectures delivered by overseas scholars, international summer school, graduate school courses for occupational health professionals, and social medicine specialist programs with the Teikyo Center for Occupational and Environmental Health (T-COEH).

We discharge numerous functions; however, "marketing public health" remains the paramount mission of Teikyo

SPH. Specifically, we aim primarily to widely promote and disseminate public health awareness and applications through education on prevention and hygiene (marketing public health behaviors), promoting public policies to support community health (marketing public health policies), and encourage research in public health and healthcare (marketing public health research). We also intend to improve educational systems to inculcate advanced public health competencies in public health professionals (marketing public health education), to boost public health professionals (MPH, DrPH, etc.) in various fields of public health, and to expand the places where they can work (marketing public health professionals).

We, the public health professionals in Japan and the world, currently confront numerous challenges. The difficulties have been changing over time and demand complex solutions. We will continue to evolve and to operate as a leading school to foster change agents who can respond to present and prospective challenges.

**Dean: Yoshiharu Fukuda, M.D., Ph.D.**

Teikyo University Graduate School of Public Health



# Education at Teikyo SPH

## Health for All

As a professional graduate school, Teikyo SPH has a mission to train highly skilled professionals who are active in leadership positions and can solve problems in an evidence-based manner to achieve the goals of public health to protect society and people's health.

### ■ Observe society to protect people's lives

Teikyo SPH purposes to build a healthy and safe society by training high quality professionals. First, we must observe our communities and listen to their voices. We hope for every one of our students to seek out problems, to own the will and attitude to tackle the challenges they see, and to empathize with those who face social difficulties.

We live in a society unlike any we have so far experienced. The structure of diseases is transforming as the world's population ages; non-communicable diseases are becoming predominant ailments for many people across the world along with infectious illnesses. Medical care is evolving as technology continues to innovate but as it advances, so does the cost of care. There are people who cannot afford even the minimum level of medical care. Such changes impact the existing health care system, and public health must confront and surmount precisely such challenges.

What will you do to protect people's health?  
What are the issues you wish to change to make that happen?



Aiming to become  
an internationally  
recognized MPH or DrPH  
A true global standard

Since its foundation in 2011, Teikyo SPH has implemented systematic learning programs that match international standards in five core domains of public health. However, dramatic changes exemplify the current social circumstances, causing intricate and difficult problems that place an enormous burden on civic health. In this context, educational reforms are occurring worldwide to foster healthcare professionals who command comprehensive capabilities and evince a social orientation.

Public health education is a flux across the globe. Japan has a strong public health system, and it is thus our desire to train health professionals who can actively discharge their duties both in Japan and in the international context. To this end, Teikyo SPH is the first in Japan to introduce competency-based education in its MPH/DrPH programs. We believe that Teikyo SPH has spearheaded a new curriculum for SPH education in Japan. The Japanese people tend to believe that global standards of public health education are aspirational and external to their nation; we believe they are achievable if we can internationally disseminate our indigenous efforts and spread our traditional and experiential knowledge to the people of the world as wisdom for living. This responsibility also vests in MPH or DrPH degree-holders in Japan.

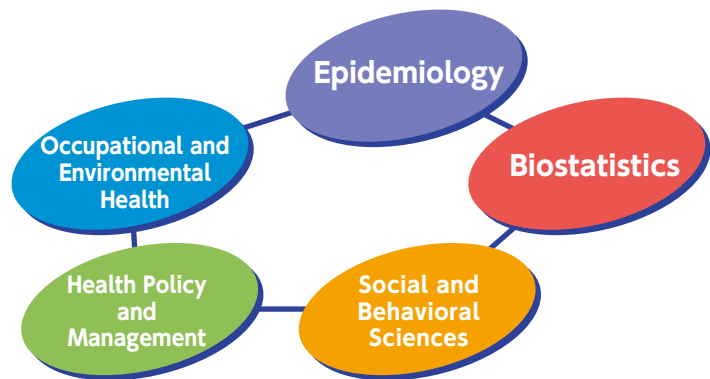


# Education at Teikyo SPH

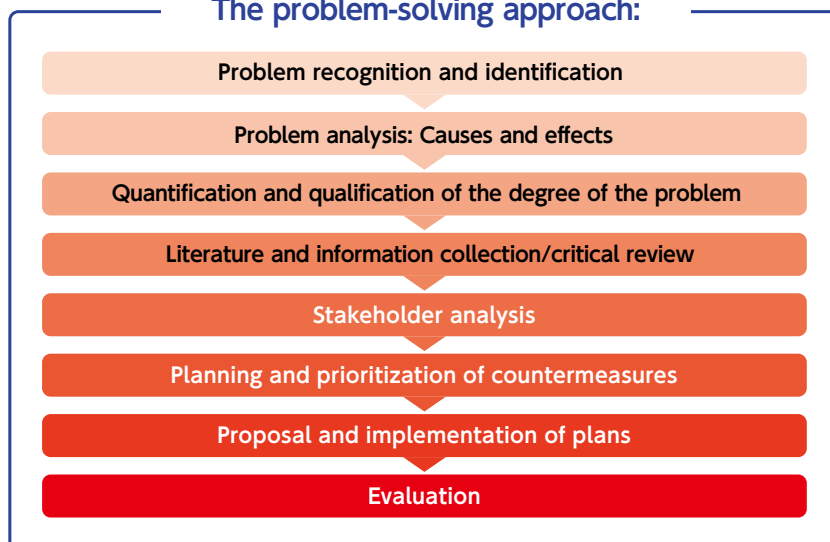
## Five core areas of public health, Problem-solving approach, Competency-based education

### (1) The Five Core Areas of Public Health

Teikyo SPH offers an exhaustive curriculum grounded in the five core areas of public health: epidemiology, biostatistics, social and behavioral sciences, health policy and management, and occupational and environmental health. Students must attend compulsory lectures in each of these fields and can enroll in discrete courses ranging from introductory to advanced levels.



### The problem-solving approach:



### (2) Problem-solving approach

Teikyo SPH trains its students to master the problem-solving approach (Figure). Students conduct quantitative and/or qualitative research investigations based on their own impetus to solve social problems. Students are expected to tender scientific evidence-based suggestions for alternative programs and policies and are required envision practical ways of altering the current circumstances.

### (3) Competency-based education

Public health professionals are required to contest cross-sectoral problems to improve population health. The achievement of public health goals requires the cooperation of a diverse group of stakeholders such as central and local governments, private companies, NGOs, politicians, and residents. Apart from meeting the global standards for both MPH and DrPH educational programs, our competency-based pedagogy is designed to encourage students to combat complex public health problems.

\*Teikyo SPH originally considers the following competencies as essential and incorporates them in the DrPH program in 2013: professionalism and ethics, critical analysis, community and cultural relationships, communication, management and organizations, leadership, advocacy, and global accountability.

### Core competencies for MPH and DrPH holders

#### MPH



#### DrPH





# Education at Teikyo SPH

## Become a Change Agent

Teikyo SPH designs educational initiatives that support systematic learning, inculcate a problem-solving approach, and impart competencies in five skill-sets deemed appropriate for MPH and DrPH.

## Practical learning that goes beyond lectures

Our courses employ discrete teaching methodologies. Our students do not just attend lectures and take exams; each module also requires them to participate in small groups, work on assignments, interact through discussions, and undertake case study-based examinations. We enable our students to engage in practical learning in their domains through experiential exercises and internships. Our active learning process fosters a public health attitude in our students through intensive attention to the five core areas, the problem-solving approach, and the required competencies.



## Feel true diversity

Meet Teikyo SPH students, alumni, and faculty members of who belong to a variety of backgrounds

## Diverse Career Backgrounds

Students from diverse backgrounds enroll in our program every year. Our school encompasses peers from different specialties and experience in subjects such as law, economics, government, marketing, international development, and the environment along with health professionals such as physicians, nurses, public health nurses, midwives, pharmacists, and dietitians. Interactions between students who espouse divergent perspectives are also meaningful.

## Alumni Association

The Teikyo SPH Alumni Association was established in 2013. We organize annual homecoming day and alumni reunions. Our association with our students does not end with their successful completion of the program. Our students continue to meet Teikyo SPH alumni who maintain their passion for the amelioration of public health and work toward the creation of a healthier society.

## Graduate destinations: What Teikyo SPH graduates do after they complete the program

Public service	national governments, local administrations, public health centers
Clinical practice	hospitals, clinics
Private sector	pharmaceutical companies, chemical and pharmaceutical suspension companies, entrepreneurship
Global health	the Japan International Cooperation Agency, nonprofit/nongovernmental organizations
Occupational health	occupational physicians, occupational health nurses
Education and research	university faculty members, researchers
Seeking higher education	doctoral programs, study abroad modules

## Message from an alumnus

### Takuya YAMADA (MPH class of 2019, DrPH class of 2022)

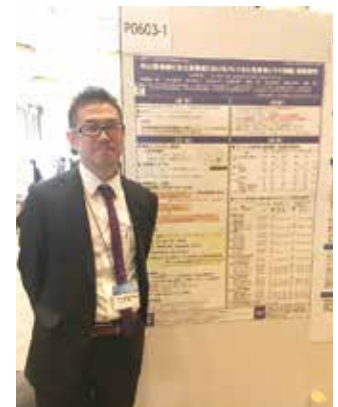
Having completed my studies at the Teikyo SPH, I realized that I could not successfully confront giant obstacles such as power, privilege, and social systems that can obstruct public health. I was then filled with even more uncertainty about my actual capabilities. Amidst all the indecision, the following three lessons were illuminated to me:

In the ultimate analysis, we cannot accomplish anything alone; we must thus find a community of likeminded friends  
The shortest route to the accomplishment of colossal goals is the steady and gradual accumulation of small successes

We should be content to always remain uncertain about certain phenomena. That is why I chose to continue my studies toward the DrPH degree.

I have acquired a new community at Teikyo SPH with my Master in Public Health. I cherish my involvement with this community. I hope to continue doing all that I can in my current position despite any uncertainty I may feel.

Teikyo MPH taught me the cycle of considering action plans to resolve complicated problems: first, I define my position and the problem on which I work using the schema of  $X \rightarrow Y$ ; then, I collect information and research solutions to the problem; finally, I put a plan into action. This cycle helps me to better communicate and work toward making people health and life better with various professionals from different institutions.



Poster Presentation: the 78th Annual Meeting of the Japanese Society of Public Health (Kochi)

# Five Core Areas in Public Health

## Systematically learn public health

Teikyo SPH assigns experts in the five core areas of public health and collaborates with external practitioners and experts from other universities as visiting teachers and part-time lecturers to provide guidance. The school offers 50 MPH courses and 40 DrPH courses.

### Epidemiology

The goal of SPH education is to develop the ability to solve population health problems, and successful problem solving requires research based on the scientific method, rather than intuition and experience. So we first think about what the problem is that needs to be solved, then we figure out the causes of the problem and identify where we need to intervene. In other words, the process of problem-solving is the process of formulating a hypothesis, designing a study to test it, collecting and interpreting data in a theoretical and practical way, and epidemiology is the study of that methodology.

#### Courses

##### MPH

Essential Epidemiology  
Clinical Epidemiology  
Qualitative Study  
Study Critique  
Risk Science  
Harvard Special Sessions on Epidemiology

##### DrPH

Seminar on Risk Science  
Research Practicum on Biostatistics and Epidemiology I/II/III

#### Faculty

Kazuhiro Ohwaki,  
MD, DMSc  
Keisuke Kuwahara,  
PhD

### Biostatistics

There is an overwhelming shortage of biostatisticians in Japan, and the number of clinical trial coordinators and nurses who can ensure the effectiveness of clinical trials is inadequate at the international level. In addition, researchers other than statisticians who analyze data obtained in observational studies are often faced with difficulties in selecting analysis methods and interpreting the results of multivariate analysis. In this course, students learn the basics of statistics, make full use of specialized statistical methods, and acquire the knowledge and skills to plan studies and scientifically analyze and evaluate the results based on exercises.

#### Courses

##### MPH

Introduction to Biostatistics,  
Introductory Applied Biostatistics  
Seminar on Data Analysis  
Introduction to Clinical Trials  
Introduction to Social Survey  
Data Analysis Practical  
Introduction to Analyzing Survey Data  
Harvard Special Sessions on Biostatistics

##### DrPH

Advanced Statistical Models  
Advanced Clinical Trials  
Advanced Categorical Data Analysis

#### Faculty

Masaaki Matsuura,  
PhD  
Satoshi Miyata,  
PhD  
Asuka Nemoto,  
MPharm, MEng, PhD

### Social and Behavioral Sciences

Our health and behavior are influenced by a variety of socio-economic, cultural, and environmental factors such as social determinants of health and mechanisms to understand the social determinants and mechanisms of health, as well as to communicate appropriate public health information to diverse individuals and populations to effectively promote their understanding and behavior. You will learn the strategy of health communication. We also aim to develop human resources who can share the vision and work together as a team with other stakeholders.

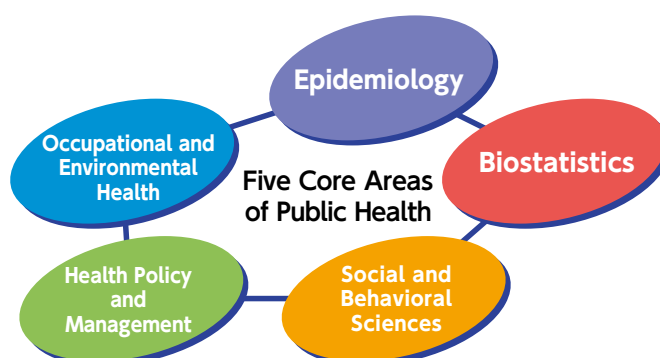
#### Courses

##### MPH

Introduction to Behavioral Science in Health  
Health Education  
Social Epidemiology  
Health Communication  
Practicum on Terminal Care  
Harvard Special Sessions on Social and Behavioral Science

#### Faculty

Hirono Ishikawa,  
PhD  
Mio Kato,  
PhD



# Five Core Areas in Public Health

## Occupational and Environmental Health

We live in a variety of environments. The field of occupational and environmental health focuses on the effects of the environment on human beings. The working environment has a long history of research and activity in public health. Workplace safety and the handling of hazardous substances in the workplace are issues that need to be addressed. In addition, there are an increasing number of issues to be dealt with, such as the diversification of work patterns and employment and psychological stress, due to technological innovation and changes in industrial structure, and we are cultivating practical skills that can be applied in the field of occupational health along with research.

### Courses

#### MPH

Introduction to Occupational and Environmental Health  
Occupational Health  
Environmental Health  
Occupational Health Nursing  
Occupational Mental Health  
Practicum on Occupational and Environmental Health  
Harvard Special Sessions on Occupational and Environmental Health

#### DrPH

Seminar on Occupational Health  
Seminar on Occupational and Environmental Engineering  
Seminar on Occupational Toxicology  
Seminar on Environmental Health I and II  
Research Practicum on Occupational and Environmental Health I/II/III

### Faculty

Yoshiharu Fukuda,  
MD, PhD  
Satoru Kanamori,  
RN, PHN, PhD  
Katsuhiko Shibuya,  
MD, PhD  
Yoko Tsuda,  
PhD

## Health Policy and Management

The goal of this field is to train future leaders in health policy and medical management. In the face of global competition, public health threats, and an aging population, experts in this field are in high demand. Advanced specialists must be able to make confident, scientific-based decisions about public health. This field offers a comprehensive study of health policy and medical management.

### Courses

#### MPH

Health Policy and Management  
Introduction to Health Policy  
Health Economics  
Social Security  
System and Health Policy  
Community Health  
Introduction to Global Health  
Seminar on Global Health  
Global Maternal  
Newborn and Child Health  
Practicum on Global Health  
Introduction to Data Analysis in Healthcare  
Introduction to Healthcare Administration and Safety Management  
Leadership and Management  
Seminar on Healthcare Management  
Practicum on Healthcare Management  
Healthcare Management  
Universal Health Coverage & Aging Society  
Harvard Special Sessions on Health Policy and Management

#### DrPH

Seminar on Health Policy and Management  
Seminar on Health Economics & Healthcare Management  
Seminar on Community Health, Research Practicum on Health Policy and Management I/II/III

### Faculty

Kentaro Kinjo,  
MD, PhD  
Kenzo Takahashi,  
MD, MHS, PhD  
Yoshinori Nakata,  
MD, MBA, PhD, CPE, FAAPL  
Mariko Inoue,  
MPH, PhD  
Kayako Sakisaka,  
MHS, MEcc, PhD

## Common Courses

We offer courses that are useful for understanding each area and for cross-disciplinary studies in public health, such as Introduction to Research Methods, an intensive course in April, in which students learn all the basics of research in a short period of time and then apply them to their special studies and research projects.

### Courses

#### MPH

Public Health Ethics  
Introduction to Clinical Medicine  
Introduction to Research Methods  
Introduction to Public Health Informatics  
Internship Program



# MPH capstone project / DrPH research practicum

## Capstone project / Research practicum

The capstone project for MPH and the research practicum for the DrPH denote the final products of graduate studies at Teikyo SPH. Students describe their own scholarly explorations of public health through their reports and theses: how their selected problems can be resolved through their combined knowledge and skills in the five core areas, their problem-solving approaches, and their skill-sets. We encourage students to participate in the arena to complete both the capstone project and the DrPH.

As a professional school that trains highly qualified practitioners, we do not believe that the MPH and DrPH can be awarded merely through the writing of a scientific paper. We teach thesis writing skills as one of the required skills for our graduate students; however, our educational intervention does not end with these reports. Rather, we place great importance on practical problem-solving based on the scientific verification of transpiring issues.



Project research presentation

## Academic support

### MPH 3-stage advisory system

#### 1. Individual guidance

##### Research advisor and academic advisor

A faculty member appropriate to your research and project interests will serve as your academic advisor as a close mentor with whom you can discuss your student life, course work, and career path. The research advisor is selected after you begin your academic life at Teikyo SPH. Two faculty members are assigned to each student for support during the student's term in Teikyo SPH.

#### 2. Subgroup guidance

We began the system of subgroup guidance at Teikyo SPH as a unique pedagogical technique. Faculty members specializing in the five basic fields are divided into balanced subgroups. Students are placed in subgroups aligned to their research advisors and receive guidance in collaboration with other faculty members and students. Students exchange views from a variety of disciplinary perspectives, and at the same time, they learn about and enhance each other's research.

#### 3. School-wide guidance (Interim Report, Final Report and Review)

After receiving individual and subgroup guidance, students make presentations in the form of midterm reports in July and deliver a final report in December in the style of a paper in an academic conference.

### DrPH The Field and workplace are also places of guidance

#### 1. Two faculty advisors

Two faculty members guide students enrolled in the DrPH as primary and secondary advisors.

#### 2. DrPH candidate seminar

This seminar is designed to report a candidate's progress through the DrPH research practicum. Like the MPH subgroup assistance, this seminar provides DrPH students the opportunity to exchange ideas from a variety of perspectives.

#### 3. Evaluation of the DrPH dissertation plan: Preliminary and final reviews

DrPH students deliver presentations for their research practicum at the planning stage, submit a midterm review of their research reports, and finally undertake a degree review conducted by a panel of examiners including external members.

Most students of the DrPH program study as they work and develop great professional competence as practitioners. They also imbibe advanced scientific and analytical skills to unravel the problems they discover in their practices. Professional institutions train their doctorate recipients to become change agents capable of influencing society.

### The research topics selected by some of our MPH graduates. \*The student's career context is displayed in parentheses.

- The association between long working hours, belief, and knowledge of healthy eating and dietary behavior in male, white-collar workers: How can we promote healthy eating? (registered dietitian)
- A study toward the establishment of the effective posting of emergency medical resources: The mortality risks associated with the emergency admission of trauma patients during nights and holidays (medical doctor)
- Are community-based integrated care systems sustainable? The characteristics of elderly livelihood supporters in Japan (non-medical researcher)
- The risk factors of late-onset postoperative vascular prosthetic infection in cardiovascular surgical patients (medical doctor)
- Painkiller prescription practice for the elderly and draft of measures for potentially inappropriate prescriptions distributed in Nagasaki Prefecture (non-medical researcher)
- A cross-sectional survey of the knowledge and key skills required to create evidence in the pharmaceutical industry (pharmacist)
- The complementary relationship between food and stunting in the Antsirabe area of Madagascar (nurse/public health nurse)
- Improvement of diet in the canteen of a food manufacturing company: A step toward health and productivity management (non-medical work)



# Annual schedule at Teikyo SPH

## The annual schedule of the MPH program

a <sup>term</sup> Apr.-Jun.	b <sup>term</sup> Jun.-Aug.	S <sup>term</sup> Summer	C <sup>term</sup> Sep.-Nov.	W <sup>term</sup> Winter	d <sup>term</sup> Nov.-Mar.
		Course work / research project			
<ul style="list-style-type: none"> <li>- Enrollment</li> <li>- Orientation</li> <li>- Group guidance</li> </ul>	<ul style="list-style-type: none"> <li>- Group review</li> <li>- Planning meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Practical training</li> <li>- Internship</li> <li>- International Summer School</li> </ul>	<ul style="list-style-type: none"> <li>- Group guidance / Examination</li> <li>- Interim meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Harvard Special Lecture</li> <li>- Practical training</li> </ul>	<ul style="list-style-type: none"> <li>- Final report meeting</li> <li>- Final report submission</li> </ul>

Graduation ceremony

Every April, an all-day orientation and a lecture from an overseas guest speaker are organized at Teikyo SPH to mark the first day of the new academic year.

Career seminars and other sessions offered by external lecturers are interspersed between the year-long lectures, practical training, and research projects. MPH- DrPH graduate students learn about professional development through career seminars delivered by practitioners in their relevant fields of work.

Information on group guidance and review of research projects, debriefing sessions, Harvard Special Sessions, etc. is posted on the original website.

[http://www.med.teikyo-u.ac.jp/~tsph/index\\_e.html](http://www.med.teikyo-u.ac.jp/~tsph/index_e.html)



New Year Orientation



Lecture by Prof. Ichiro Kawachi from Harvard University



Group Assessment



Selected photos from the International Summer School

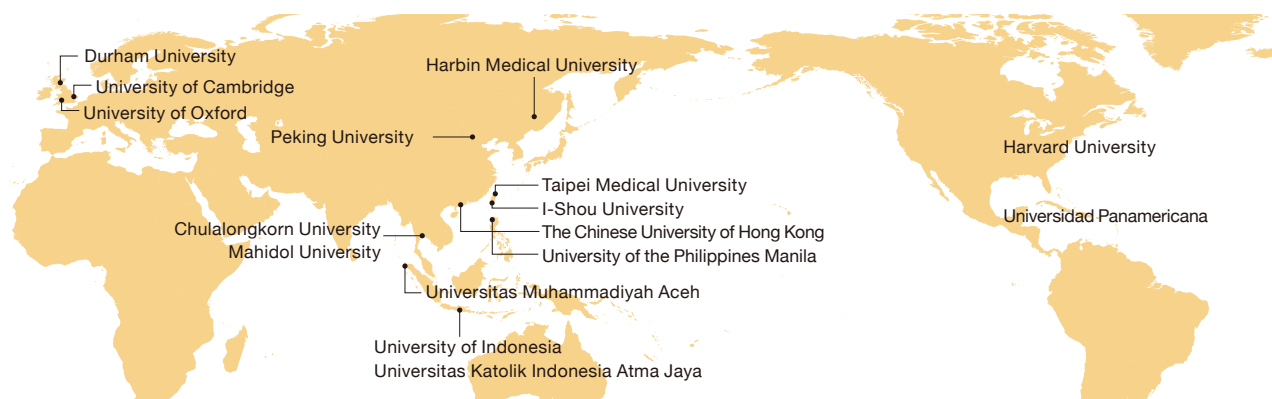


Foreign Ministry visit at Seminar on Global Health

# Global Network of Teikyo SPH

## The global network of Teikyo SPH

A global perspective as one of the educational principles of Teikyo University. Our school offers a variety of opportunities for the development of an international viewpoint in students.



## Harvard Special Sessions

Harvard Special Sessions have been held annually in January as a part of the graduate curriculum since the founding of Teikyo SPH. These intensive lectures are offered for SPH students by Harvard University professors invited to teach one of the five core areas of public health as a part of the coursework. Occasionally, professors from other academic partner universities in the UK including Oxford University, University of Cambridge, or Durham University take charge of the lectures.

### Lecturers Invited for the Harvard Special Sessions since 2012

Epidemiology : Julie Buring, Kenneth Rothman, Martin Burton (1), Andrew Farmery (1), Effrossyni Gkrania-Klotsas (2), Murray A. Mittleman

Biostatistics : Ken Stanley, Nan Laird, Marcello Pagano, Garrett Fitzmaurice

Health Policy and Management : Norman Daniels, Alastair Gray (1), David Hunter (3)

Environment and Occupational Health : Douglas Dockery, Peter Baxter (2), David Christisani, Stefanos Kales, Rose Goldman, Philippe Grandjean

Behavioral Science/Social Epidemiology : Ichiro Kawachi

All the above lecturers teach at Harvard University except those denoted by superscripted numbers: (1) University of Oxford, (2) University of Cambridge, (3) Durham University.

## Teikyo-Harvard Symposium

We have jointly organized an international symposium every two to three years since 1993, when we formed an academic partnership with Harvard University. This symposium offers participants the opportunity to know the latest research findings and motivates them to conduct their own research to foster a healthier world.

Year	Location	Topic
I. 1994	(Tokyo)	Environment, Health, and Medical Care for the 21st Century
II. 1996	(Boston)	Health and the Work Environment
III. 1998	(Tokyo)	Evaluation in Medicine and Health Care: Toward Evidence Based Medicine
IV. 2000	(Cambridge, MA)	Aging and Health; Environment, Work and Behavior
V. 2002	(Cambridge, UK)	Genetic Science, Policy and Public Health
VI. 2006	(Boston)	Preventing Disasters and Minimizing Their Consequences
VII. 2009	(Tokyo)	The Healthy Hospital: Maximizing the Satisfaction of Patients, Health Workers, and the Community
VIII. 2012	(Durham, UK)	The Roles of the Doctor: Past, Present and Future
IX. 2014	(Boston)	Training the New Generation of Public Health Professionals for the 21st Century
X. 2016	(Tokyo)	Creating a Healthy Future with Competent Professionals
XI. 2019	(Bangkok)	Enhancing sustainable health system for universal health coverage in Asia and the world



The 11th Teikyo-Harvard Symposium in Bangkok

# Global Network of Teikyo SPH

## Teikyo International Summer School

We host an International Summer School in July during our summer semester and students from within and outside Japan can apply to take intensive courses conducted in English. Our summer school began in 2017 and offers two courses over a 10-day period in the following areas: healthcare management and universal health coverage. These courses go beyond the simple lecture format and offer opportunities for class discussions and presentations in small study groups. Students also work to improve their communication skills, international awareness, and problem-solving skills as they learn jointly with students from several other countries. They also learn through site visits to places such as hospitals, nursing homes, and public health centers to further intensify their understanding of public health in the Japanese context. After classes, students spend time together in local sightseeing in Tokyo to understand Japanese culture and learn about Japanese society and the public health system.



## Connect with Asia and Other Parts of the World

Students from worldwide locations visit Teikyo SPH for the Harvard Special Session and the International Summer School. These students belong primarily to universities in Asia such as Peking University, Harbin Medical University, the University of Indonesia, the University of the Philippines Manila, Chulalongkorn University, Mahidol University, and Taipei Medical University. The International Summer School also counts as an overseas course in the Master's curriculum of the program of global medicine at the University of Southern California.

## Field Research/

## On-The-Job Training in Japan and Other Locations Around the World

Public health encompasses diverse domains in Japan as well as in the global context. Professionals working in Japan must also attain a worldwide perspective of their topic in the current globalized environment.

On-the-job training and internships also represent beneficial opportunities for the inculcation of practical skills. Master's and Doctoral students develop holistic strengths and competencies as public health practitioners by combining theoretical knowledge and techniques obtained in class and practical skills imbibed from the field.

### Countries where our students have conducted field research:

Cambodia, China, Madagascar, Malawi, Myanmar, Paraguay, Philippines, Laos, Thailand, Uganda, Vietnam, and Zambia

### Internship destinations:

WHO, ILO, UNFPA, Ministry of Health, Labor, and Welfare, local governments, JICA, All-Japan Federation of National Health Insurance Organizations, and Tokyo Metropolitan Geriatric Hospital and Institute of Gerontology, and other organizations.

May the philosophy of

Teikyo SPH advance population health,

locally as well as globally.

# Overview of the Professional Degree Program (MPH)

Degree : Master of Public Health (MPH)  
Term of study : 2-year course (number of students admitted: 10 people)  
1-year course (number of students admitted: 10 people)\*  
\*The 1-year course is for professionals with previous work experience.

# Overview of the Doctoral Program (DrPH)

Degree: Doctor of Public Health (DrPH)  
Term of study: 3 years  
Number of students admitted: 6 people  
Applicant eligibility: People with a master's degree or a professional degree\*

\*This includes people from non-medical backgrounds such as those with a master of business administration (MBA) or master of public policy (MPP) degree.

\*Students in the MPH and DrPH courses may work while studying.

## Program for Board Certified Physician for Public Health and Social Medicine

While obtaining their MPH or DrPH degree, students receive specialized training as a social medicine specialist (Board certified Physician for Public Health and Social Medicine). It is possible to train in this program alone without enrolling in Teikyo SPH.

Applicant eligibility: MD who have completed or are expected to complete initial clinical training.

## Program for advanced professional training in occupational health

A certification program (based on the School Education Act) is available targeting high-level professionals working in occupational health to update their knowledge, skills, and competencies on occupational health and improve their career.

Number of students: approximately 10 people

The latest information  
on Teikyo University SPH  
can be found here.

Original website (English)

[http://www.med.teikyo-u.ac.jp/~tsph/index\\_e.html](http://www.med.teikyo-u.ac.jp/~tsph/index_e.html)

Facebook

<https://www.facebook.com/teikyoSPH/>

Twitter

[https://twitter.com/Teikyo\\_SPH](https://twitter.com/Teikyo_SPH)

Instagram

<https://www.instagram.com/teikyosph/>



Original website  
(English)



## Access

### Time required from the nearest station to Itabashi campus

10min. walk from Jujo Station on JR Saikyo Line  
12min. walk from Itabashihoncho Station on Toei Mita Line  
10min. by bus from Oji Station on JR Keihin Tohoku Line  
(Take a 22 at Stop #10 to Teikyo University Hospital)

## Contact Information

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2-11-1, Kaga, Itabashi-ku, Tokyo, 1738605, Japan  
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E-mail [tsphgakui@teikyo-u.ac.jp](mailto:tsphgakui@teikyo-u.ac.jp)