

(8.2%) weight categories. For those female students who perceived themselves as overweight, 66.4% of them were actually on the Normal (64.8%) and Underweight (1.6%) categories. Substantial proportion of these students were using inappropriate methods of losing weight include dieting (64.2%), skip meals (27.5%), popular diet regime (10.9%) and diet plan from the Internet (4.9%). Some of them had experiences of risky slimming method include fasting, over-the-counter drugs, meal replacement and self-induced vomiting. Conclusion: This study revealed a majority of university entrants have had wrong concept of healthy body weight despite their education attainment. Inappropriate and risky slimming methods were frequently practiced by this group of people.

SP-028

Health-Related Risk Perception among University Students in Sri Lanka

Hiroko Yamashina¹, Sujatha Wattegama², Koji Kanda¹, Yoshi Ohbayashi¹, Hiko Tamashiro¹

1. Hokkaido University, Japan

2. University of Peradeniya, Sri Lanka

Introduction: Public health depends on how laypeople perceive health-related risks. Individual differences in risk perception are related to regional, ethnic, socio-economic or gender distinctions. The purpose of the study is to understand how the university students in Sri Lanka perceive health-related risks such as infectious diseases and other socio-environmental events. **Methods:** 1,774 university students were asked to identify the risk level of nineteen health-related risks with a four-point likert scale in two different situation: for individual and for society. The difference between risk perception for social and individual was analyzed using chi-squared test. T-test was used to examine the effect of socio-demographic variables on perceived levels of risks.

Results: Bomb blast was perceived as the most serious risk for both social and individual: the mean score was 2.53 and 1.98, respectively. In contrast, snake bite was the lowest for social and HIV/AIDS for individual. Social risks were significantly higher than individual ones in all 19 listed items ($p < 0.05$). In addition, socio-demographic variables were associated with level of risk perception. Male had statistically higher risk perception than female, and students of Science faculties than Arts.

Discussion: There was higher risk perception for society than individual. It indicates that people tend to believe they are less at risk than the average person of society. In addition, socio-demographic variables had a significant influence on risk perception. It is desirable to take these characteristics into account when developing a school health strategy.

SP-029

Bachelor of Science in Health Promotion and Disease Prevention Studies

Elahe Nezami

University of Southern California, USA

Issues Since its founding in 1997, the Health Promotion and Disease Prevention Studies program at the University of Southern California has sought to improve public knowledge of public health issues, create a stronger public health workforce, and provide public health training to future clinicians. This paper describes the structure and mission of our program, the lessons learned about undergraduate public health education, and future plans for the program. **Description** The Health Promotion program is designed to provide undergraduate students with a critical, holistic view of health to broaden their understanding of public health and healthcare. Students learn about the socio-cultural, behavioral, psychological, economic, and biological factors that contribute to wellness and disease. Our program serves all students with professional interests in health. In addition to the HP major, the department offers six minors and three progressive degree programs in which students enroll in graduate courses while pursuing their undergraduate degrees. Program administrators have recently developed a Bachelor of Science in Global Medicine, an interdisciplinary major that focuses on understanding and investigating the factors that determine global health. The B.S. in Global Health is ideal for students who wish to work abroad in the future, as well as students who are interested in pursuing international relations and global policy issues with a focus on health and healthcare. Lessons learned Alumni have become physicians, dentists, pharmacists, researchers, health educators, lawyers, and health reporters, as well members of other professions. Many describe the program as valuable for the knowledge and perspective it

SP-030

Master of Science in Global Medicine Program

Elahe Nezami

University of Southern California, USA

Launched in 2008 by the Keck School of Medicine, the Master of Science in Global Medicine (MSGM) program addresses the urgent, worldwide need for training in global medicine among health professionals. This paper describes the structure and mission of our program, lessons learned about the needs of a global medicine education, and future plans for the program. **Description** The MSGM curriculum teaches students to analyze and address issues in global medicine, focusing on methods used to create solutions and responses to global health challenges. Students gain a strong medical science foundation as they focus on such topics as malaria, tropical disease, HIV/AIDS, and maternal and child health. The program is useful for students interested in