

**GAPCI (GLOBAL APPLIED PREVENTION CENTER INC.) HSFA (HEALTH AND SAFETY FOR ALL)
COURSE**

**ESSENTIALS OF ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES (EEOHS) – EARLY
JANUARY 2027 OR EARLIER.**

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1. GAPCI MISSION, VISION, GOVERNANCE & APPROACH

Mission - The Global Applied Prevention Center Inc. (GAPCI), a U.S.-registered 501(c)(3) nonprofit, promotes health and safety for all by preventing non-communicable diseases (NCDs), communicable diseases (CDs), and work-related diseases and injuries (WDIs), particularly in underserved communities and workplaces worldwide. Through Community Health Workers (CHWs), Workplace Health & Safety Workers (WHSWs), and Partners in Primordial Prevention (PIP²), GAPCI empowers individuals and communities to build healthier, safer, and more resilient futures.

Vision - A world where equitable access to health and safety enables communities and workplaces to thrive through prevention, well-being, and sustainable development.

Governance - GAPCI is led by a Board consisting of a President/CEO, Secretary, and Treasurer, supported by five committees (1. Executive & Strategy, 2. Fundraising & Finance, 3. Education & Curriculum, 4. Occupational Health & Community Outreach, & 5. Global Partnerships & PIP²

Approach:

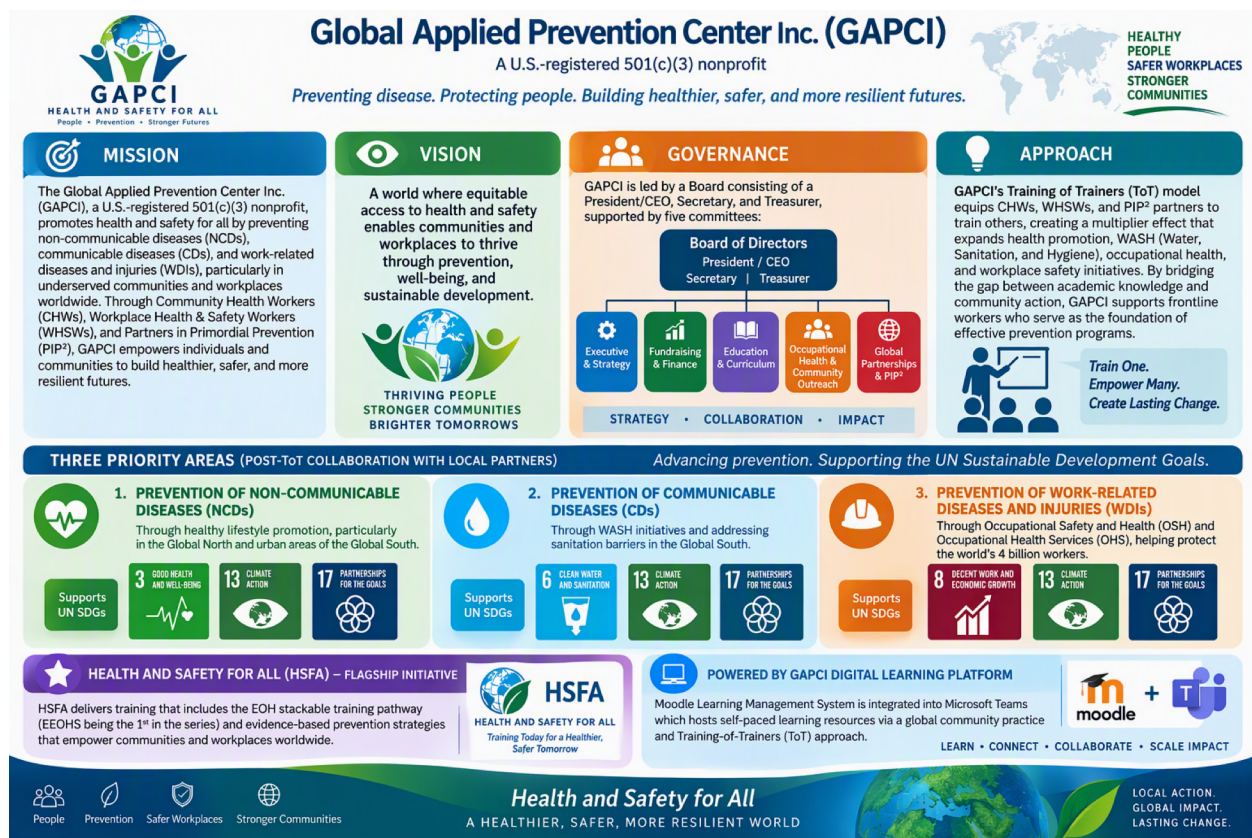
GAPCI's Training of Trainers (ToT) model equips CHWs, WHSWs, and PIP² partners to train others, creating a multiplier effect that expands health promotion, WASH (Water, Sanitation, and Hygiene), occupational health, and workplace safety initiatives. By bridging the gap between academic knowledge and community action, GAPCI supports frontline workers who serve as the foundation of effective prevention programs.

Following ToT training, GAPCI collaborates with local partners to advance three priority areas:

1. Prevention of Non-Communicable Diseases (NCDs) through healthy lifestyle promotion, particularly in the Global North and urban areas of the Global South, supporting UN SDGs 3, 13, and 17.
2. Prevention of Communicable Diseases (CDs) through WASH initiatives and addressing sanitation barriers in the Global South, supporting UN SDGs 6, 13, and 17.
3. Prevention of Work-Related Diseases and Injuries (WDIs) through Occupational Safety and Health (OSH) and Occupational Health Services (OHS), supporting UN SDGs 8, 13, and 17 while helping protect the world's 4 billion workers.

Health and Safety for All (HSFA) serves as GAPCI's flagship initiative, delivering training that includes EOH stackable training pathway (EEOHS being the 1st in the series) and evidence-based prevention strategies that empower communities and workplaces worldwide.

Please find below the infographic that depicts the above description.



2. GAPCI 10-Year Ultimate Goal Roadmap (2025-2035)

The Global Applied Prevention Center Inc. (GAPCI) seeks to transform health and safety outcomes in underserved communities through a 10-year strategy that progresses from prevention training and workforce development to the establishment of the Global Hybrid University (GHU) and the Integrated School of Medicine & Public Health (ISMPH). The overarching vision is to create healthier people, safer workplaces, and stronger communities through education, partnerships, and community-driven action.

During the first phase (2025-2027), GAPCI will establish the foundation for growth by launching the Partners in Primordial Prevention (PIP²) regional hub model, developing information and communication technology (ICT) infrastructure, integrating Moodle and Microsoft Teams learning platforms, constructing hotel, conference, and classroom facilities, securing funding, and recruiting core personnel. This phase will create the operational infrastructure necessary to support long-term prevention and workforce development programs.

In the second phase (2027-2029), GAPCI will expand Health and Safety for All (HSFA) initiatives through continuing medical education (CME) and continuing professional development (CPD) programs, establish community consortiums, strengthen primary healthcare capacity, advocate for universal health coverage, and address key public health challenges. These activities are designed to improve local health systems and build stronger, more resilient communities.

The third phase (2029-2031) focuses on workforce development through the GAPCI Vocational Academy. During this period, GAPCI will deliver certification programs for Community Health Workers (CHWs), Workplace Health and Safety Workers (WHSWs), and PIP² practitioners, while also providing professional training pathways for Occupational and Environmental Medicine (OEM), Occupational Health Nursing (OHN), Industrial Hygiene (IH), Occupational Safety and Health (OSH), and related disciplines. The objective is to create a globally distributed prevention workforce capable of translating knowledge into action.

The fourth phase (2031-2033) expands GAPCI's Service, Practice, and Consulting model. Educational and professional development activities will be integrated with community-based programs, field practicums, research initiatives, exposomic assessments, risk evaluations, occupational health audits, environmental health mitigation efforts, and policy advocacy. This phase will establish regional communities of excellence that connect education, implementation, and consulting to generate measurable health and safety improvements.

The fifth phase (2033-2035) culminates in the launch of the Global Hybrid University and the Integrated School of Medicine & Public Health. Through its academic arm, GAPCI plans to award Bachelor of Science (BSc), Master of Public Health (MPH), Doctor of Medicine (MD), and Doctor of Philosophy (PhD) degrees. The medical curriculum will combine foundational biomedical sciences with clinical medicine, leadership, ethics, family and community medicine, and public health. The public health curriculum will offer graduate training in Environmental and Occupational Health, Epidemiology and Biostatistics, Social and Behavioral Sciences, Health Policy and Management, and Public Health Practice.

The GAPCI model follows a continuous progression from PIP² regional hubs to HSFA programs, CHW and WHSW certifications, service and consulting activities, research and community impact, and ultimately accredited degree programs. By 2035, GAPCI aims to train thousands of frontline health and safety workers, strengthen primary healthcare systems, expand regional prevention hubs worldwide, graduate public health and medical professionals, advance occupational and environmental health practice, and create sustainable improvements in population health and workplace safety.

Ultimate Goal: To democratize access to health, safety, medical, and public health education globally and establish a prevention-centered academic ecosystem that empowers communities, protects workers, develops future leaders, and advances sustainable development through Health and Safety for All.

Please find below the infographic that depicts the above description.



3. EEOHS - WHAT YOU WILL LEARN

The 16-topic training course is designed at the academic rigor and workload equivalent to a 3-credit university course. It is organized into three integrated parts that guide students from foundational concepts to applied practice in Environmental and Occupational Health (EOH).

Part I: Foundational Pillars of EOH introduces systematic reviews and meta-analyses, EOH fundamentals, toxicology, industrial hygiene, epidemiology, and legislative advocacy, providing the scientific and policy foundations for evidence-based decision-making.

Part II: Etiology of Disease & Research Synthesis examines biological, chemical, physical, psychosocial, and behavioral pathways; their roles in communicable and noncommunicable diseases; and the health of workers and communities. Students also develop technical writing skills through the preparation of a short EOH research paper.

Part III: Strategic Applications & Global Domains applies EOH principles to environmental infrastructure (water, air, food, and waste management), occupational health and safety, injury and violence prevention, exposure and risk assessment, medical surveillance, climate change, disasters, and global health challenges. The course concludes with prevention-focused approaches aligned with the Sustainable Development Goals and the principles of primordial prevention.

4. 8-WEEK TIMELINE

The inaugural 8-week EEOHS course is planned for early January 2027, with the potential for an earlier launch if demand exceeds expectations. If 500 or more prospective learners pre-register, GAPCI will evaluate an accelerated start date. A global outreach campaign will invite individuals to register their interest, helping to shape the final launch schedule. As soon as a critical mass of interested learners is reached, the course may begin sooner than anticipated.

5. WHO SHOULD ATTEND?

Note: Any professional who holds a bachelor's degree in a science-related field and who finds a local mentor (who will be invited to become GAPCI PIP2 - Partners In Primordial Prevention) for the field experience.

* Occupational & Environmental Medicine Practitioners, * HSE (Health, Safety and Environment) professionals, * Public Health Professionals, * Healthcare Workers, * Community Health Workers (CHWs), * Industrial Hygienists, * Workplace Health & Safety Workers (WHSWs), * Occupational Health Nurses, * Environmental Health Practitioners, * Students and Recent Graduates, * Safety Professionals, and * Anyone Interested in Health, Safety, Sustainability, and Prevention

6. WHY ENROLL?

* 100% Free for the First Course, * Self-Paced Online Learning, * Only Prerequisites Required: **BSc Degree in Science-related Field and Finding a mentor**, * Equivalent to 3 semester credit hours in workload and learning outcomes, * Certificate of Completion, * Learning from an Internationally Recognized Environmental & Occupational Health Expert, and * Pathway Toward Advanced Certificates and MPH-Level Development

7. 1ST FREE EEOHS TRAINING COURSE

This 1st free EEOHS training course will allow GAPCI to gather participant feedback, assess interest, and better understand affordability considerations before moving forward with subsequent offerings.

8. EOH STACKABLE TRAINING PATHWAY

The Environmental and Occupational Health (EOH) Stackable Training Pathway Program, modeled after the NIOSH-supported workforce development framework, begins with the first free Essentials of Environmental and Occupational Health Sciences (EEOHS) course, followed by six training courses (1. Industrial Hygiene, 2. Occupational Health & Safety, 3. EO Toxicology, 4. EO Epidemiology, 5. Exposure Assessment, and 6. Risk Assessment) leading to the EOH Competency Certificate **and** eight additional courses (1. Epidemiology, 2. Biostatistics, 3. Social & Behavioral Sciences, 4. Health Policy & Management, 5. Injury Epidemiology & Violence Prevention, 6. Environmental Pollution & Health, 7. Practicum, and 8. Capstone) culminating in the Master of Public Health (MPH) degree. Participants will receive a certificate upon successful completion of each course, enabling progressive credentialing and career advancement.

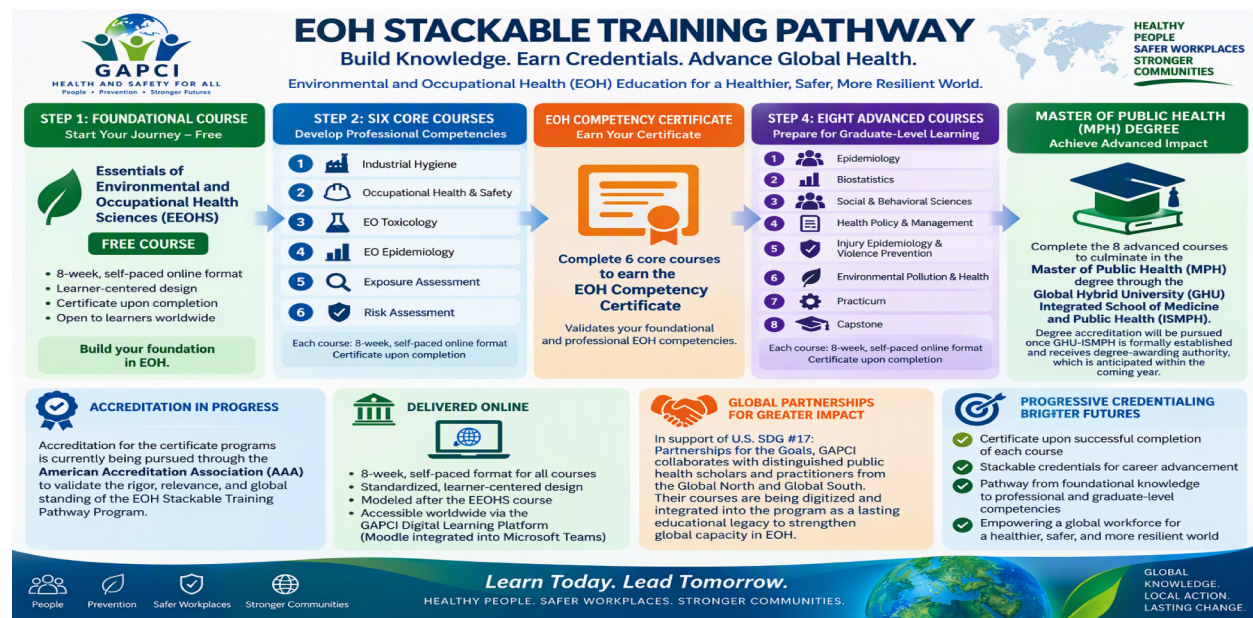
To ensure academic quality, credibility, and international recognition, accreditation for the certificate programs is currently being pursued through the American Accreditation Association (AAA). This process is intended to validate the rigor, relevance, and global standing of the EOH Stackable Training Pathway Program.

The MPH degree pathway will ultimately be offered through the Global Hybrid University (GHU) Integrated School of Medicine and Public Health (ISMPH), GAPCI's long-term institutional objective. Degree accreditation will be pursued once GHU-ISMPH is formally established and receives degree-awarding authority, which is anticipated within the coming year.

In advancing U.S. Sustainable Development Goal (SDG) #17: Partnerships for the Goals, GAPCI has partnered with distinguished public health scholars and practitioners from both the Global North and Global South. Through this collaboration, leading experts are contributing their courses as a lasting educational legacy to strengthen global capacity in environmental and occupational health. These certificate- and degree-level courses are currently being digitized and integrated into the GAPCI EOH Stackable Training Pathway Program for worldwide online delivery.

All courses within the HSFA EOH Stackable Training Pathway Program will follow a standardized, learner-centered format modeled after the inaugural EEOHS course, ensuring consistency in quality, accessibility, and instructional design. Each course will be delivered in a convenient eight-week, self-paced online format, allowing learners worldwide to progressively advance from foundational knowledge to professional and graduate-level competencies in environmental and occupational health.

Please find below the infographic that depicts the above description.



9. MULTILINGUAL DELIVERY

Breaking Language Barriers - Content development for delivery in English, French, Spanish, and Portuguese.

10. ROOTED IN ACADEMIC EXCELLENCE

Curriculum features legacy course contributions from distinguished international faculty and domain experts in environmental and occupational health from the Global North and Global South (GAPCI has already acquired courses such as Toxicology and Industrial Hygiene).

11. PIP2 (PARTNERS IN PRIMORDIAL PREVENTION) REGIONAL HUB - 3 FUNCTIONAL PILLARS OF OPERATION -SERVICE / PRACTICE / CONSULTING

Training is only the beginning. The HSFA pathway integrates directly into GAPCI's Partners In Primordial Prevention (PIP2) regional hub model to translate training into field implementation and providing strategic growth guidance to local governments. Decentralized global mentorship PIP2 mentors support regional practicum hubs via formal Memorandums of Understanding (MOUs).

The self-sustaining communities of excellence are built around Service [Education, Training, & Professional Development via CME (Continuing Medical Education) /CPD (Continuing Professional Development) and certification of CHWs (Community Health Workers) and WHSWs (Workplace Health and Safety Workers)], Practice (Translating academic training into field practice, active exposomic research, community health assessments, mentorship, and field practicum), and Consulting (Providing technical consulting, risk assessment, occupational health and safety auditing, policy advocacy, and environmental health mitigation) with Service -> Practice: Training feeding into field implementation and Practice -> Consulting: Field results informing policy & advocacy.

Please find below the infographic that depicts the above description.



12. THE PIP2 REGIONAL HUB MODEL

The **PIP2 Regional Hub Ecosystem** bridges academic instruction and community prevention. By pairing GAPCI's stackable online curriculum with regional operational hubs, local health departments, and agricultural or industrial employers, PIP2 translates educational credentials into measurable local safety outcomes.

13. THE MISSION: DEMOCRATIZING PUBLIC HEALTH EDUCATION

The **Global Applied Prevention Center Inc. (GAPCI)** is launching an innovative initiative to expand occupational and environmental health education in medically underserved rural and urban regions worldwide. By combining global academic partnerships with modern digital tools, GAPCI transforms contributed university-level curricula into flexible, online modular learning experiences accessible to learners everywhere.

14. HOW THE FACULTY PARTNERSHIP MODEL WORKS

- 1. Curricular Contribution** - Veteran and emeritus professors donate existing course syllabi, lecture slides, case studies, and reading materials to GAPCI Legacy Resources.
- 2. Digital Transformation** - GAPCI digitizes and structures donated content into flexible 8-week online modules with self-paced learning pathways.
- 3. Sustainable Revenue Sharing** - To champion a fair and collaborative approach, contributing educators share in the financial returns as course offerings expand globally.

4. **Local Capacity Building** - Courses are deployed in underserved areas (such as Immokalee, FL) and regional hubs to train Community Health Workers and Safety Officers. GAPCI strives to equip Community Health Workers (CHWs) with the highest-quality health training, recognizing their central role in advancing community health. While many CHWs may lack access to advanced formal education, they have a unique ability to apply their knowledge in ways that are relevant, practical, and responsive to local community needs.

15. GLOBAL IMPACT & UN SUSTAINABLE DEVELOPMENT GOALS

By donating course materials, faculty directly advance **ESG** (Environmental Social Governance) and **17** United Nations Sustainable Development Goals (**SDGs**):

ESG (3 Ps – Planet People Profit also known as Triple Bottom Line)-SDG Summary

E- Environment (Planet) - Protect natural resources and ecosystems: SDGs **6** (*Clean Water & Sanitation* - **GAPCI aiming at educating on water quality and environmental risk assessment**), **12** (*Responsible Consumption & Production*), **13** (*Climate Action* - **GAPCI aiming at training OH professionals & leaders to address climate-related environmental health hazards**), **14** (*Life Below Water*), **15** (*Life on Land*)

S - Social (People) - Improve health, equity, education, and human well-being: SDGs **1** (*No Poverty*), **2** (*Zero Hunger*), **3** (*Good Health & Wellbeing* – **GAPCI aiming at reducing environmental & occupational disease burden**), **4** (*Quality Education* - **GAPCI aiming at expanding accredited public health training to remote and under-resourced communities**), **5** (*Gender Equality*)

G - Governance (Profit/Prosperity) - Enable sustainable growth, innovation, inclusion, and resilience: SDGs **7** (*Affordable & Clean Energy*), **8** (*Decent Work & Economic Growth* - **GAPCI aiming at fostering safe, healthy, and compliant workplaces**), **9** (*Industry, Innovation, & Infrastructure*), **10** (*Reduced Inequalities*), **11** (*Sustainable Cities & Communities*)

Cross-Cutting Enablers - Foundations that support all SDGs: **SDG 16** (*Peace, Justice, & Strong Institutions*) - and **SDG 17** (*Partnerships for the Goals* - **GAPCI aiming at uniting North-South and South-South academic faculty in shared mission**) - support the achievement of all other SDGs.

16. PROGRAM POWERED BY GAPCI DIGITAL LEARNING PLATFORM

Moodle Learning Management System is integrated into Microsoft Teams which hosts self-paced learning resources via a global community practice and Training-of-Trainers (ToT) approach.

17. TARGETED COMMUNITY IMPACT & PARTNERSHIP OPPORTUNITIES

1. **Focus on Vulnerable Communities:** PIP2 hubs prioritize under-resourced regions (e.g., Immokalee, FL agricultural health programs, urban industrial corridors, and low-resource healthcare clinics).

2. **Employer & Health System Integration:** Businesses and health facilities can sponsor employee cohorts through Stage 1 (EEOHS) and Stage 2 competency certificates to meet compliance and safety standards.
3. **Institutional Academic Collaborations:** Universities and regional colleges can partner with GAPCI to offer stackable credentials towards the complete Master of Public Health (MPH) degree.

18. POST-COURSE INTERACTIVITY – BEYOND THE COURSE

Building Professional Networks for Continuing Occupational Health (OH) Learning

1. **LEARNING DOESN'T END WITH THE COURSE** – OH practitioners may encounter unfamiliar workplace health problems and need continuing access to peers and specialists, especially where occupational health expertise is scarce.
2. **POWER OF PROFESSIONAL NETWORKS** – Networks extend learning by enabling participants to discuss cases, ask questions, share experience, and identify colleagues with relevant expertise. These connections complement formal training - no individual OH practitioner can know everything.
3. **BUILDING OH CAPACITY** – Capacity requires access not only to educational content, but also to people. People + Knowledge = Better Outcomes.
4. **DURABLE NETWORKS, BETTER PRACTICE** - Training models that foster durable peer and expert networks support continuing learning, collaborative problem solving, and more effective practice in resource-limited settings.

19. LONG TERM GOAL

Strengthen occupational and environmental health capacity through North-South & South-South collaboration, supporting vulnerable workers ((including migrant/informal workers) globally and in the U.S., e.g., agricultural immigrant workers who have language barriers in Immokalee, Florida.

20. INSPIRATION FROM 2 PROVEN MODELS (PIH & SAEMAPE)

- **Partners In Health (PIH)** – cofounded by the late Dr Paul Farmer): training community health workers through strong local partnerships.
- **SAEMAPE** (DR Congo): government-supported program that trains and mentors artisanal and small-scale miners in OHS, hazard recognition, PPE, and first aid/emergency response.

21. MEET YOUR INSTRUCTOR

* Professor Janvier Gasana, MD, MPH, PhD, Founder, President & CEO, GAPCI with 40+ years global environmental & occupational health (EOH) leadership * 85+ peer-reviewed translational research publications * ~3,000 scientific citations; h-index 29 * Among top 5-10% of cited scientists worldwide * Advisor to WHO, USAID, World Bank, CDC, and USEPA * Mentor of MPH and doctoral students globally * Joined the University of Rwanda Medical School after medical training and led the EOH Department * Founded from the ground up FIU EOH Department in Miami, FL, USA * MPH Program Director and Founding Chair of EOH Department, Kuwait University College of Public Health in Kuwait * Developed EOH curricula, training systems, and workforce capacity internationally * Advanced occupational health services for underserved populations * Professor/Online Course Director, Medical College of Wisconsin (for 10+ years) * Developed WHO-supported environmental

& occupational medicine curricula in Qatar using ToT and participatory approaches * Faculty and Subject Matter Expert, i-Heed Diploma in Occupational Medicine * Developed GHS and SDS training content for occupational medicine programs *Active member of ACOEM, ICOH, & Medichem *Leader in evidence-based environmental & occupational and public health education worldwide * Disciplined daily exercise and wellness practices have resulted in a biological age 10 years younger, verified by body composition analysis.