



WORLD SOCIETY OF PERSON-CENTERED MEDICINE (WSPCM)

Honorary Permanent Fellowship of the co-founder prof. Ettore Ruberti

Current roles and titles

- **Honorary Licentia Docendi (LdH 2013).**
- **Chair in Biology**, Department of Person-Centered Medicine.
- **Co-Director**, Anti-Malaria Program (research project with translational and public-health objectives).
- **Secretary-treasurer of WSPCM (2026-2028)**

Professor Ruberti has provided sustained leadership in integrating biological knowledge into clinical education and public health programs, strengthening the scientific foundations of person-centered approaches at institutional and programmatic levels.

Research Leadership and Public Health Programmes

As **Co-Director of the Anti-Malaria Program**, Professor Ruberti leads a research-to-practice initiative aimed at reducing malaria burden through evidence-based interventions, capacity building, and community-engaged strategies. His work emphasizes translational science, interdisciplinary collaboration, and measurable health impact—approaches that align scientific rigor with respect for local contexts and the dignity of affected populations.

Teaching and Scholarly Contributions

Primary teaching responsibilities

- **Evolution and Biodiversity.**

Professor Ruberti's teaching connects evolutionary biology and biodiversity with clinical and public-health perspectives, helping clinicians and students understand the biological determinants of health, pathogen dynamics, and the ecological dimensions of disease. His pedagogy fosters scientific literacy, critical thinking, and an appreciation for the complex, person-embedded nature of health and illness.

Alignment with WSPCM Principles

Professor Ruberti's career exemplifies the WSPCM mission by:

- **Integrating science and humanism** — applying rigorous biological science to improve person-centered clinical and public-health practice.
- **Promoting global health with respect for persons** — leading anti-malaria research that foregrounds community engagement, equity, and dignity.

- **Advancing interdisciplinary education** — teaching that links evolutionary and ecological knowledge to clinical reasoning and patient care.
- **Strengthening institutional capacity** — building programs that translate research into humane, context-sensitive interventions.