

## Annex 2: ASPHER Questionnaire employed in Survey II



# QUESTIONNAIRE FOR SCHOOLS AND DEPARTMENTS OF PUBLIC HEALTH

## School

Name of school\*

Email address\*

Website \*

Head of the School \*

Contact person\*

Name and position of person responding to this questionnaire\*

\* This field is required.

## Profile of your School

Your School is a

Your School is a

If University-based please specify within which structural unit

Your main source(s) of income is (are)

Total number of faculty

Total number of fulltime faculty equivalents

### Please give data about public health programmes offered in your School (latest available data)

#### 1. Bachelor

Title(s)

ECTS per programme

Duration of programme (in years)

Number of students enrolled (per last year)

Number of international students

Number of graduates (per last year)

Tuition mainly paid by students?  Yes  No

Programm offered in English?  Yes  No

Programmes nationally accredited?  Yes  No

Add another

## 2. Master (Bologna)

Title(s)

ECTS per programme

Duration of programme (in years)

Number of students enrolled (per last year)

Number of international students

Number of graduates (per last year)

Tuition mainly paid by students?  Yes  No

Programm offered in English?  Yes  No

Programmes nationally accredited?  Yes  No

Add another

### 3. Doctoral Programme

Title(s)

ECTS per programme

Duration of programme (in years)

Number of students enrolled (per last year)

Number of international students

Number of graduates (per last year)

Tuition mainly paid by students?  Yes  No

Programm offered in English?  Yes  No

Programmes nationally accredited?  Yes  No

Add another

### 4. Postgraduate Master or MSc

Title(s)

ECTS per programme

Duration of programme (in years)

Number of students enrolled (per last year)

Number of international students

Number of graduates (per last year)

Tuition mainly paid by students?  Yes  No

Programm offered in English?  Yes  No

Programmes nationally accredited?  Yes  No

Add another

### 5. Programme of continuing education

Title(s)

ECTS per programme

Duration of programme (in years)

Number of students enrolled (per last year)

Number of international students

Number of graduates (per last year)

Tuition mainly paid by students?  Yes  No

Programm offered in English?  Yes  No

Programmes nationally accredited?  Yes  No

Add another

**6. Others**

Title(s)

ECTS per programme

Duration of programme (in years)

Number of students enrolled (per last year)

Number of international students

Number of graduates (per last year)

Tuition mainly paid by students?  Yes  No

Programm offered in English?  Yes  No

Programmes nationally accredited?  Yes  No

Add another

**7. Please check below the other educational programmes in which your School faculty members are involved**

Medicine

Yes  No

Nursing

Yes  No

Dentistry

Yes  No

Pharmacy

Yes  No

Health Sciences

Yes  No

Law

Yes  No

Social Work

Yes  No

Sociology

Yes  No

Psychology

Yes  No

Other, please specify

**8. Do you have lecturers in your academic programmes from other faculties within your university or from outside institutions?**

Yes  No

If YES, please specify where from

If YES, on which base

On a contractual base

Yes  No

On an exchange basis

Yes  No

On a voluntary basis

Yes  No

**9. Content areas offered by your School, please specify the number of teaching hours (MPH or equivalent)**

Estimate the number of teaching hours (MPH or equivalent)

Epidemiology

Yes  No

Statistics

Yes  No

Informatics

Yes  No



Behavioural sciences

Yes  No

Health Systems Organisation

Yes  No

Health Economics

Yes  No

Health Policy

Yes  No

Health prevention

Yes  No

Health promotion

Yes  No

Environmental/Occupational Health

Yes  No

Public health Genomics

Yes  No

International/Global Health

Yes  No

Other

Yes  No

**10. What teaching methods are used (% hours approximately spent per method) (MPH or equivalent)**

Lectures

Small group work

Practical trainings

Field work

Tutorials

Others

**11. Do you have a computer lab(s) for the students?**

Yes  No

Do you have Internet connection outside of computer lab(s) available to the students?

Yes  No

**12. Do you have regularly updated School web-site?**

Yes  No

Do you have modules available for distance learning (e-learning).

Yes  No

If yes, how many modules?

Do you have presentation of your School at any social network?  
(for example Facebook)

Yes  No

Do you have other ways of communication? (Twitter, mobile technologies)

Yes  No

**13. Do you have an up to date library specialized in public health literature?**

Yes  No

**14. Has your School established strong practice links?**

Yes  No

School is professionally involved with (please check)

Ministry of Health

Yes  No

Institutes of Public Health

Yes  No

Other state health services

Yes  No

Private health services

Yes  No

Non Governmental Organisations

Yes  No

Other

Yes  No

If YES, please specify

If you checked any of the above, please check the kind of work undertaken during the last 3 years

Requested research projects

Yes  No

Technical assistance

Yes  No

Staff development or training

Yes  No

Appointment to professional advisory committee

Yes  No

Other

Yes  No

If YES, please specify

During the last 12 months what would you estimate to be the percentage of your faculty time engaged in such activities?

Is practical work a component of your curriculum?

Yes  No

Is there any opportunity for students to earn credits for practice work which is not obligatory in the curriculum?

Yes  No

If YES, please estimate the percentage of students who have undertake a period of practice work during the past 12 months

Are there any barriers to student practice?

Yes  No

**15. How important is practice-based activity (i.e., non-research, non-academic experience) in recruiting faculty for the School**

very important  important  average importance  not important

**16. Schools fulfill their potential role as significant resources to government at all levels in the development of public policy. In your estimate, in which of the activities below has the school been engaged during the past 5 years (please check)**

Policy development for legislative body

Yes  No

Public health advocacy with national government

Yes  No

Public health advocacy with local government

Yes  No

Research requested by national policy makers

Yes  No

Research requested by local policy makers

Yes  No

Public Health Workforce development

Yes  No

Other

Yes  No

If YES, please specify

Please list the barriers, if any, to your School being able to achieve its potential in this area

**17. Does your School develop a broad spectrum of public health research?**

Yes  No

Types of research conducted in your School (please check)

Basic or fundamental (for the purpose of advancing knowledge)

Yes  No

Applied (designed to use the results of other research to solve real world problems)

Yes  No

Translational (for translating results of other types of research to community use)

Yes  No

Evaluation (to assess the effectiveness or efficiency of a programme or initiative)

Yes  No

Number of articles indexed in CC or SCI in last year

Are students involved in research in your School?

Yes  No

Are students involved in article writing?

Yes  No

Does your School include research-based education?

Yes  No

**18. Does your School conduct**

Alumni surveys on employment experience?

Yes  No

Surveys of graduating students?

Yes  No

Other surveys among students or graduates?



Yes  No

If YES, please specify

**19. What have been the most recent innovations (methodologies, content areas, research) implemented in the curricula? Please specify “what” and “when”**

If you introduced new content or module, what former content or module, if any, did you shorten or remove from curricula?

**20. Please provide examples of the best practices in education within your school.**

Are you willing to share with ASPHER members your models of best practices?

Yes  No

**21. Are you interested in developing regular/ student mobility as part of the study programmes?**

Yes  No

**22. As part of this survey ASPHER will contact employers regarding assessment of public health workforce performance. It is very important that your School assist in this effort. Please provide ASPHER with contact information of at least three most important employers in your country (if possible one of each: Government/Civil Service, Education, Health Service Providers, Non-Governmental Organisations).**

Name of person

Position

Organization

Phone

Fax

Email address

Add another

**23. As part of this survey ASPHER will contact graduates and entry level public health employees regarding assessment of current level of competencies they possess. It is very important that your School assist in this effort. Please provide ASPHER with contact information of at least three recent graduates of your School.**

Name of person

Email address

Add another

## **European Public Health Operations and Services**

Your Schools/Departments of Public Health output in transferring knowledge and skills to assure the best possible public health performance of your graduates

### **1. Surveillance of population health and wellbeing**

1.1. analyse prevalence and incidence

not transferred  low  medium  fairly high  very high

1.2. do regression analyses

not transferred  low  medium  fairly high  very high

1.3. contribute to a health impact assessment

not transferred  low  medium  fairly high  very high

1.4. contribute to a health report

not transferred  low  medium  fairly high  very high

1.5. prepare an option appraisal

not transferred  low  medium  fairly high  very high

1.6. contribute to a health needs assessment

not transferred  low  medium  fairly high  very high

## **2. Monitoring and response to health hazards and emergencies**

2.1. analyse epidemiological confounders

not transferred  low  medium  fairly high  very high

2.2. calculate DALY's

not transferred  low  medium  fairly high  very high

2.3. analyse the influence of social determinants on population health

not transferred  low  medium  fairly high  very high

2.4. analyse the influence of physical, biochemical and biological determinants on population health

not transferred  low  medium  fairly high  very high

2.5. develop efficient political and managerial health strategies

not transferred  low  medium  fairly high  very high

2.6. apply the principles of the Ottawa Charter and the setting approach

not transferred  low  medium  fairly high  very high

2.7. prepare a disaster management plan

not transferred  low  medium  fairly high  very high

2.8. prepare the community for emergency situations

not transferred  low  medium  fairly high  very high

2.9. forecast social disasters (e.g. language change)

not transferred  low  medium  fairly high  very high

2.10. mobilize emergency response teams

not transferred  low  medium  fairly high  very high

2.11. participate in disaster simulation exercises

not transferred  low  medium  fairly high  very high

2.12. cope with the consequences of disasters

not transferred  low  medium  fairly high  very high

### **3. Health protection including environmental, occupational, food safety and others**

3.1. assure the quality of policy programmes

not transferred  low  medium  fairly high  very high

3.2. communicate social regulations to target groups

not transferred  low  medium  fairly high  very high

3.3. enforce control regulations on food safety

not transferred  low  medium  fairly high  very high

3.4. strengthen and further develop public health relevant legislation

not transferred  low  medium  fairly high  very high

3.5. initiate legal procedures to develop proper sports facilities for facilitating physical activity

not transferred  low  medium  fairly high  very high

#### **4. Disease prevention, including early detection of illness**

4.1. assess immunization and screening programmes

not transferred  low  medium  fairly high  very high

4.2. provide information on behavioural and medical health risks

not transferred  low  medium  fairly high  very high

4.3. maintenance of systems and procedures for involving primary health care in programmes on disease prevention

not transferred  low  medium  fairly high  very high

4.4. plan, organize and evaluate evidence-based screening programmes

not transferred  low  medium  fairly high  very high

#### **5. Health promotion, including action to address social determinants and health inequity**

5.1. perform effect evaluation of prevention and promotion programmes

not transferred  low  medium  fairly high  very high

5.2. communicate evidence on social determinants to lay, professional and decision maker's audiences

not transferred  low  medium  fairly high  very high

5.3. communicate evidence on physical/biological determinants to lay, professional and decision makers' audiences

not transferred  low  medium  fairly high  very high

5.4. analyse the environment for a setting approach (acc. to Ottawa Charter)

not transferred  low  medium  fairly high  very high

5.5. plan and implement health prevention and promotion programmes

not transferred  low  medium  fairly high  very high

**6. Assuring a sufficient and competent public health workforce**

6.1. make use of Problem Oriented Learning as part of public health education programmes

not transferred  low  medium  fairly high  very high

6.2. execute a needs assessment for Life Long Learning of the Health Workforce

not transferred  low  medium  fairly high  very high

6.3. organize the adequate representation of minorities in study programmes

not transferred  low  medium  fairly high  very high

6.4. integrate new environmental issues into study programmes

not transferred  low  medium  fairly high  very high

6.5. mobilize the academic and political authorities to increase the training capacity and quality in public health education

not transferred  low  medium  fairly high  very high

6.6. design health promotion activities within the student population

not transferred  low  medium  fairly high  very high

## **7. Assuring governance for health and wellbeing**

7.1. assess public health workforce capacity

not transferred  low  medium  fairly high  very high

7.2. lead a group discussion and operationalise the outcome

not transferred  low  medium  fairly high  very high

7.3. deal with planning and management of measures against air pollution

not transferred  low  medium  fairly high  very high

7.4. provide policy counselling

not transferred  low  medium  fairly high  very high

7.5. measure health indicators that reflect access to health services and health disparities

not transferred  low  medium  fairly high  very high

7.6. empower of disadvantaged groups to demand equitable access

not transferred  low  medium  fairly high  very high

7.7. plan distribution of health facilities and means of transport

not transferred  low  medium  fairly high  very high

## **8. Assuring sustainable organisational structures and financing**

8.1. analyse financial barriers to access health care and models of health insurance

not transferred  low  medium  fairly high  very high

8.2. integrate person based health promotion and prevention into individual health care services

not transferred  low  medium  fairly high  very high

8.3. update on national and international quality indicators

not transferred  low  medium  fairly high  very high

8.4. involve stakeholders and respective community groups in defining quality indicators

not transferred  low  medium  fairly high  very high

8.5. disseminate information about quality of care

not transferred  low  medium  fairly high  very high

8.6. follow up on hospital acquired infections

not transferred  low  medium  fairly high  very high

8.7. contribute expertise to evidence based policy making

not transferred  low  medium  fairly high  very high

## **9. Advocacy, communication and social mobilisation for health**

9.1. conduct Focus Groups

not transferred  low  medium  fairly high  very high

9.2. organise Health Household Surveys

not transferred  low  medium  fairly high  very high

9.3. work with civil society and other organisations on social development



not transferred  low  medium  fairly high  very high

9.4. work with civil society and other organisations on environmental issues

not transferred  low  medium  fairly high  very high

9.5. manage Health Conferences with policy makers/ stakeholders

not transferred  low  medium  fairly high  very high

9.6. initiate community based health promotion activities with the civil society

not transferred  low  medium  fairly high  very high

## **10. Advancing public health research to inform policy and practice**

10.1. critically appraise research publications in public health

not transferred  low  medium  fairly high  very high

10.2. integrate interdisciplinary research teams

not transferred  low  medium  fairly high  very high

10.3. use indicators of air pollution to derive further research questions

not transferred  low  medium  fairly high  very high

10.4. communicate successfully with funding agencies

not transferred  low  medium  fairly high  very high

10.5. perform action research

not transferred  low  medium  fairly high  very high

## **11. Generic and social-interpersonal competences**

11.1. problem solving skills and creativity

not transferred  low  medium  fairly high  very high

11.2. analysis, assessment & critical thinking

not transferred  low  medium  fairly high  very high

11.3. skills in information technology

not transferred  low  medium  fairly high  very high

11.4. research skills

not transferred  low  medium  fairly high  very high

11.5. planning, management & organising skills

not transferred  low  medium  fairly high  very high

11.6. professional / employment skills such as punctuality, time management, responsibility etc.

not transferred  low  medium  fairly high  very high

11.7. self monitoring/reflection

not transferred  low  medium  fairly high  very high

11.8. flexibility

not transferred  low  medium  fairly high  very high

11.9. leadership skills

not transferred  low  medium  fairly high  very high

11.10. communication skills

not transferred  low  medium  fairly high  very high

11.11. team working skills

not transferred  low  medium  fairly high  very high

11.12. influence and power skills

not transferred  low  medium  fairly high  very high

11.13. conflict management & negotiating

not transferred  low  medium  fairly high  very high

11.14. intergroup & partnership skills

not transferred  low  medium  fairly high  very high

Thank you very much. Your support is highly appreciated.

Prof. Vesna Bjegovic-Mikanovic MD, MSc, PhD

ASPHER President

## About Aspher

The Association of Schools of Public Health in the European Region (ASPHER) is the key independent European organisation dedicated to strengthening the role of public health by improving education and training of public health professionals for both practice and research. Founded in 1966, ASPHER has over 100 institutional members located throughout the Member States of the European Region of WHO. It is represented in 43 European countries, with more than 5000 academics and experts employed in its member institutions. It also has strong links with similar associations in other regions of the world, and with other European and international organisations active in the field of Public Health.

## Contact

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