

Global Health Competences Development in the Schools of Public Health

Survey Instrument

To: Schools and Departments of Public Health

Dear colleague, respective member of ASPHER,

Please fill in the following questionnaire using **your most objective judgment**.

This survey is designed to serve the following main purposes:

- 1) To build a comprehensive database of training in the field of Global Health, within the Schools of Public Health in the European Region;
- 2) To enable ASPHER to contribute efficiently to the worldwide discussion on harmonizing core competences in the field of Global Health;
- 3) To evaluate the role ofSPH in transferring knowledge and skills to assure the best possible Global Health performance of the graduates.
- 4) To assess the use of the curricular teaching modules for lecturers and teachers- Global Public Health Curriculum (2nd Edition),published in the special volume of the South Eastern Journal of Public Health (2016).

The survey is confidential and will not be used to evaluate your institutional performance.

Should you have any questions, please contact: bojana.matejic@med.bg.ac.rs

Thank you in advance for your cooperation and we look forward to your feedback.

Yours sincerely,

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Prof. Dr. med. Ulrich Laaser DTM&H, MPH
Chair of ASPHER Working Group on Education for Global Public Health

Name of the School: _____

Address: _____

Country: _____

City: _____

Phone: _____

E-mail: _____

The name and position of person responding to this questionnaire: _____

1) Do you have a separate module on Global Health within your academic programmes? YES / NO

1.a If YES, please specify, is it: OBLIGATORY or ELECTIVE

1.b If YES, please specify the number of total teaching hours _____

1.c If YES, please specify the teaching methods (in percentages - approximately - spent per method):

Lectures: _____

Small group work: _____

Practical trainings: _____

Field work: _____

Others: _____

Total: _____ 100%

2) Do you have contents related to Global Health in other modules? YES / NO

2.a If YES, please specify the number of total teaching hours (with the content of Global Health in all modules together): _____

3) To your knowledge, do your colleagues from the SPH publish papers in the field of Global Health?

YES / NO

3.a If YES, please provide the list of references,if possible:

- 1.
- 2.
- 3.....

4) Does your SPH participate in projects related to Global Health?

YES / NO

4.a If YES, please specify the type of project:

Educational YES /NO

Research YES /NO

Interventional YES /NO

Combined YES /NO

5) Does your SPH cooperate with other schools in the field of Global Health?

YES / NO

5.a If YES, please list the schools that you cooperate with_____

6) Is your SPH a member of any Global Health organization?

YES / NO

6.a If YES, please provide thenames of the organisation_____

II

In this part of the questionnaire, our aim is to assess the use by lecturers and teachers of the Global Public Health Modules , published as a special volume of the South Eastern European Journal of Public Health(see at: <http://www.seejph.com/index.php/seejph/issue/view/27>),. We are kindly asking you to assess the relevance and the way of using the following modules. Please, rank according to the indicated scales. Abbreviations used: BA=Bachelor; MPH=Master of Public Health; MSc=Master of Science; PhD=Doctor of Philosophy; Other: for example specialist studies; CPD=Continuing Professional Development (or: Lifelong Learning).

Module	Examples of basic competences to be achieved in this module: a) ...shall know and understand: b) ...shall be able to:	The relevance of this module in transferring knowledge and skills to assure the global health competences of your graduates 1-5 (5 best)	The way of using of each module - possible answers					
			1-We haven't used this module yet in our SPH 2-We intend to use this module 3- We have used this module					
			BA	MPH	MSc	PhD	Other	CPD
R 2.1 Demographic challenges, population growth, aging, and urbanization	a) The major determinants of population dynamics; b) Identify the problems accruing from population growth, aging, and urbanization.							
R 2.2 Burden of disease	a) Health data sources and tools; b) Identify, analyze and report the composite measures of morbidity and mortality and perform a health economic assessment of procedures or programs.							
R 2.3 Environmental health and climate change	a) The relationships between ecosystem, environmental degradation, pollution, and human health; b) Apply the basic methods for Environment and Health Impact Assessment (EHIA)							
R 2.4 Global migration and health	a) The concept of a pandemic and how global commerce and travel contribute to the spread of pandemics; b) Analyze the health risks related to migration, with emphasis on the potential risks and appropriate resources;							
R 2.5 Social determinants of health inequalities	a) The major social determinants of health and their impact on differences in life expectancy, major causes of morbidity and mortality and access to health care between and within countries; b) Describe major public health efforts to reduce disparities in global health;							
R 2.6 Gender and Health	a) The basic differences between sex and gender and their overall importance on health outcomes;							

	<i>b) Conduct proper gender analysis and apply as an integral part of the design, implementation, monitoring and evaluation of policies and programs;</i>								
R 2.7 Structural and social violence	<i>a) The concepts of structural and social violence, collective violence and armed conflicts, structural interventions and multilevel prevention; b) Determine the magnitude, burden and economic consequences of structural and social violence applying WHO methodology;</i>								
R 2.8 Disaster preparedness	<i>a) The main definitions of disaster and emergencies; role of the hazard and vulnerability in disaster occurrence; b) Apply the activities for ensuring an effective disaster management-disaster mitigation and disaster response;</i>								
R 2.9 The Millennium Development Goals (MDGs)	<i>a) MDGs- targets and indicators; tools and reports used to evaluate the achievements and failures of the MDGS at global, regional and national levels; b) Identify root causes and facilitators that impacted MDGs in order to develop effective programs;</i>								
R 2.10The concept of well-being and its measurement	<i>a) Concepts and determinants of well-being, happiness, quality of life, wealth, and life satisfaction; b) Choose the best measurement tools according the environment's requests and analytically review the literature;</i>								
R 2.11The global financial crisis and health	<i>a) The interdependencies of health and national economies at times of global market and global competition; b) Critically analyze and apply analytical tools to identify particularly vulnerable areas of health care in constrained environments;</i>								
R 3.1 Global governance of population health and well-being	<i>a) The role of key actors in global health, including the WHO, UN, World Bank, multilateral and bilateral organizations, foundations, and NGOs; b) Identify barriers to appropriate prevention and treatment programs in low-resource settings;</i>								
R 3.2 Designing and implementing policy reforms and effective aid interventions in the health sector	<i>a) Project management techniques throughout program planning, implementation, and evaluation; b) Apply scientific evidence throughout program planning, implementation, and evaluation;</i>								
R 3.3 The role of the civil society in health	<i>a) The concepts of civil society organizations and NGOs; b) To apply analytical tools to understand the coordination and harmonization of the work of the civil society organizations to national health priorities;</i>								

R 3.4 Universal health coverage, including the private sector and traditional medicine	<i>a) Models of health services financing; b) Propose improvements of existing insurance systems in a specific country;</i>								
R 3.5 Public Health Leadership in a Globalised World	<i>a) To apply leadership practices that support collaborative practice and team effectiveness; b) Communicate in a credible and effective way;</i>								
R 3.6 Public health ethics	<i>a) Understanding basic ethical concepts such as justice, virtue, and human rights; b) Recognizes the ethical value the public health community is given to prevention;</i>								
R 3.7 The Global Public Health Workforce	<i>a) The roles and responsibilities of public health professionals and wider public health workforce at the global, regional, national and local level; b) To access global health workforce data from national and international sources and understand the limitations of these data;</i>								
R 3.8 Education and Training of Professionals within Global Health	<i>a) To describe the roles and relationships of the entities influencing global health; b) Conduct a situation analysis across a range of cultural, economic, and health contexts;</i>								
R 3.9 Blended learning	<i>a)The advantages and disadvantages of blended learning for teachers and students; b) Use the technology tools and resources in order to support blended learning;</i>								
R 3.10 Global Health Law	<i>a) Theoretical and conceptual basis of Global Health Law; b) Develop skills for critical analysis of legal data and health information;</i>								
R 3.11 Human Rights and Health	<i>a) The relationship between health and human rights; b) Analyze the right to health and how this right is defined under international agreements (e.g. UN Universal Declaration of Human Rights);</i>								
R 3.12 Global financial management for health	<i>a) The structures of international financial management in the health sector; b) Work in a constructive and contributing way in the environment of a Sector-Wide Approach or pool-funding;</i>								

Thank you very much for helping us to improve the Global Public Health Curriculum!

Prof. Dr. BojanaMatejic and Prof. Dr. Ulrich Laaser