

The following questionnaire is addressed to HEALTH SCIENCE TEACHERS at European universities. The questions in this questionnaire aim to collect information about how you think, feel and act with others in the context of health teaching. Please try to answer all questions. If you are not sure or do not have an opinion on any of the questions, please use the options "no opinion" or "not sure". There are no "right" or "wrong" answers. Completing this questionnaire is VOLUNTARY. It will take about 10 minutes. The data in this questionnaire are ANONYMOUS and will only be used for research purposes. This study complies with current regulations regarding anonymised data processing. If you have any questions, you can contact the principal investigator of the study at any time: Laura Visiers Jiménez (Centro Universitario San Rafael-Nebrija, Madrid, Spain): lvisiers@nebrija.es

TEACHERS INFORMATION SHEET

[Attachment: "TEACHERS INFORMATION SHEET_EN REDCAP.pdf"]

After reading the information sheet I have been issued, being able to ask all questions I have considered about the study and receiving satisfactory answers to all my questions. I understand that my participation is voluntary and that I can withdraw from the study: At any time. Without any given reason. Without compromising on my academic education/activity. I PROVIDE MY ACCORDANCE TO TAKE PART IN THE STUDY:

OWN FACTORS

COUNTRY OF ORIGIN

- Afghanistan Albania
 Algeria Andorra
 Angola Antigua and Barbuda
 Argentina Armenia
 Australia Austria
 Azerbaijan Bahamas
 Bahrain Bangladesh
 Barbados Belarus
 Belgium Belize Benin
 Bhutan Bolivia Bosnia and Herzegovina Botswana
 Brazil Brunei Bulgaria
 Burkina Faso Burma/Myanmar
 Burundi Cambodia
 Cameroon Canada
 Cape Verde Central African Republic
 Chad Chile China
 Colombia Comoros
 Congo Costa Rica
 Croatia Cuba Cyprus
 Czech Republic Denmark
 Djibouti Dominica
 Dominican Republic Ecuador
 Egypt El Salvador
 Equatorial Guinea Eritrea
 Ethiopia Estonia
 Fiji Finland France
 Gabon Gambia Georgia
 Germany Ghana
 Granada Greece
 Guatemala Guinea
 Guinea-Bissau Guyana
 Haiti Honduras Hungary
 Iceland India Indonesia
 Iraq Iran Ireland
 Israel Italy Ivory Coast
 Jamaica Japan Jordan
 Kazakhstan Kenya
 Kiribati Korea Kuwait
 Kyrgyzstan Laos
 Latvia Lebanon
 Lesotho Liberia
 Libya Liechtenstein
 Lithuania Luxembourg
 Macedonia Madagascar
 Malawi Malaysia
 Maldives Mali Malta
 Marshall Islands Mauricio
 Mauritania Mexico
 Micronesia Moldova
 Monaco Mongolia
 Montenegro Morocco
 Mozambique Namibia
 Nauru Nepal Netherlands
 New Zealand Nicaragua
 Niger Nigeria Norway
 Oman Pakistan Palaos
 Palestine Panama
 Papua New Guinea Paraguay
 Peru Philippines
 Poland Portugal
 Qatar Romania Russia
 Rwanda Saint Lucia
 Saint Kitts and Nevis
 Saint Vincent and the Grenadines
 Samoa San Marino
 Sao Tome and Principe
 Saudi Arabia Senegal
 Serbia Seychelles

- Sierra Leone
- Slovakia
- Solomon Islands
- South Africa
- Sri Lanka
- Suriname
- Sweden
- Syria
- Tanzania
- Timor
- Trinidad and Tobago
- Tunisia
- Tuvalu
- United Arab Emirates
- United Kingdom
- United States of America
- Vanuatu
- Venezuela
- Yemen
- Other
- Singapore
- Slovenia
- Somalia
- Spain (España)
- Sudan
- Swaziland/ Eswatini
- Switzerland
- Tajikistan
- Thailand
- Togo
- Tonga
- Turkey
- Turkmenistan
- Uganda
- Ukraine
- Uzbekistan
- Vatican City
- Vietnam
- Zambia
- Zimbabwe

FATHER'S COUNTRY OF ORIGIN

- Afghanistan Albania
 Algeria Andorra
 Angola Antigua and Barbuda
 Argentina Armenia
 Australia Austria
 Azerbaijan Bahamas
 Bahrain Bangladesh
 Barbados Belarus
 Belgium Belize Benin
 Bhutan Bolivia Bosnia and Herzegovina Botswana
 Brazil Brunei Bulgaria
 Burkina Faso Burma/Myanmar
 Burundi Cambodia
 Cameroon Canada
 Cape Verde Central African Republic
 Chad Chile China
 Colombia Comoros
 Congo Costa Rica
 Croatia Cuba Cyprus
 Czech Republic Denmark
 Djibouti Dominica
 Dominican Republic Ecuador
 Egypt El Salvador
 Equatorial Guinea Eritrea
 Ethiopia Estonia
 Fiji Finland France
 Gabon Gambia Georgia
 Germany Ghana
 Granada Greece
 Guatemala Guinea
 Guinea-Bissau Guyana
 Haiti Honduras Hungary
 Iceland India Indonesia
 Iraq Iran Ireland
 Israel Italy Ivory Coast
 Jamaica Japan Jordan
 Kazakhstan Kenya
 Kiribati Korea Kuwait
 Kyrgyzstan Laos
 Latvia Lebanon
 Lesotho Liberia
 Libya Liechtenstein
 Lithuania Luxembourg
 Macedonia Madagascar
 Malawi Malaysia
 Maldives Mali Malta
 Marshall Islands Mauricio
 Mauritania Mexico
 Micronesia Moldova
 Monaco Mongolia
 Montenegro Morocco
 Mozambique Namibia
 Nauru Nepal Netherlands
 New Zealand Nicaragua
 Niger Nigeria Norway
 Oman Pakistan Palaos
 Palestine Panama
 Papua New Guinea Paraguay
 Peru Philippines
 Poland Portugal
 Qatar Romania Russia
 Rwanda Saint Lucia
 Saint Kitts and Nevis
 Saint Vincent and the Grenadines
 Samoa San Marino
 Sao Tome and Principe
 Saudi Arabia Senegal
 Serbia Seychelles

- Sierra Leone
 - Slovakia
 - Solomon Islands
 - South Africa
 - Sri Lanka
 - Suriname
 - Sweden
 - Syria
 - Tanzania
 - Timor
 - Trinidad and Tobago
 - Tunisia
 - Tuvalu
 - United Arab Emirates
 - United Kingdom
 - United States of America
 - Vanuatu
 - Venezuela
 - Yemen
 - Other
- Singapore
 - Slovenia
 - Somalia
 - Spain (España)
 - Sudan
 - Swaziland/ Eswatini
 - Switzerland
 - Tajikistan
 - Thailand
 - Togo
 - Tonga
 - Turkey
 - Turkmenistan
 - Uganda
 - Ukraine
 - Uzbekistan
 - Vatican City
 - Vietnam
 - Zambia
 - Zimbabwe

MOTHER'S COUNTRY OF ORIGIN

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Antigua and Barbuda
- Argentina
- Armenia
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Brazil
- Brunei
- Bulgaria
- Burkina Faso
- Burma/Myanmar
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Central African Republic
- Chad
- Chile
- China
- Colombia
- Comoros
- Congo
- Costa Rica
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Ethiopia
- Estonia
- Fiji
- Finland
- France
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Granada
- Greece
- Guatemala
- Guinea
- Guinea-Bissau

- Guyana
- Haiti
- Honduras
- Hungary
- Iceland
- India
- Indonesia
- Iraq
- Iran
- Ireland
- Israel
- Italy
- Ivory Coast
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Korea
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macedonia
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Mauricio
- Mauritania
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Namibia
- Nauru
- Nepal
- Netherlands
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Norway
- Oman
- Pakistan
- Palaos
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Poland
- Portugal
- Qatar
- Romania

- Russia
- Rwanda
- Saint Lucia
- Saint Kitts and Nevis
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- Spain (España)
- Sri Lanka
- Sudan
- Suriname
- Swaziland/ Esuatini
- Sweden
- Switzerland
- Syria
- Tajikistan
- Tanzania
- Thailand
- Timor
- Togo
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States of America
- Uruguay
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Yemen
- Zambia
- Zimbabwe
- Other

AGE (YEARS)

GENDER

- Female
- Male
- Non conforming
- I prefer not to answer

WHICH RELIGIOUS COMMUNITY ARE YOU MOST IDENTIFIED WITH?

- Christian
- Muslim
- Jewish
- Hinduist
- Budist
- Other
- I do not identify with any option
- I prefer not to answer

YEARS OF EXPERIENCE AS A TEACHER

EUROPEAN COUNTRY WHERE YOU ARE TEACHING

- Belgium
- Denmark
- France
- Germany
- Greece
- Holand
- Ireland
- Italy
- Latvia
- Lithuania
- Malta
- Portugal
- Scotland
- Slovakia
- Sweden
- Switzerland
- Turkey

HIGHER EDUCATION INSTITUTION

- Belgium:Thomas More University of Applied Sciences -Campus Lier (TML)
 Belgium:Thomas More University of Applied Sciences -Campus Mechelen (TMM)
 Belgium:Thomas More University of Applied Sciences -Campus Turnhout (TMT)
 Denmark: Oslo Metropolitan University. Faculty of Health Science (OMU)
 Denmark:University College Absalon (UCA)
 Denmark:University College Copenhagen (KP) France:Institut de Formation en Soins Infirmiers du CHRU de Nancy (IFSI)
 Germany:Frankfurt University of Applied Sciences (FRA-UAS) Greece:University of Thessaly (UTH) Holand: Hanzehogeschool Groningen (HUAS) Ireland:University College Cork (UCC) Italy:University of Verona. Campus Bolzano (UVB)
 Italy:University of Verona (UV)
 Italy:Centro Studi San Giovanni di Dio, Roma (Centro Studi FBF) Italy:Humanitas (HUNIMED) Latvia:Rīgas Stradiņa universitāte (RSU) Lithuania:Vilniaus Kolegija/University of Applied Sciences (VIKO)
 Malta:University of Malta (UoM)
 Portugal: Escola Superior de Enfermagem de Lisboa (ESEL) Portugal: Escola Superior de Enfermagem do Porto (ESENF)(ESENF)
 Portugal: Escola Superior de Enfermagem San José de Cluny (ESESJCluny)
 Portugal: Escola Superior de Saúde Fernando Pessoa: Porto (ESS-FP) Portugal: Universidade de Aveiro (UA)
 Scotland: Glasgow Caledonian University (GCU) Slovakia: Slovak Medical University in Bratislava (SMU) Sweden: Linnaeus University (LU) Switzerland: Bern University of Applied Sciences (BFH)
 Turkey: Ege University Izmir (EUI)

EMPLOYMENT STATUS IN YOUR HIGHER EDUCATION INSTITUTION Full time
 Part time
 Others

LEVEL OF EDUCATION

- Graduate / Bachelor
 Postgraduate
 Doctorate

NURSING DEGREE

- Yes No

PREVIOUS PROFESSIONAL EXPERIENCE IN THE HEALTHCARE CONTEXT

- Yes No

YEARS OF EXPERIENCE AS A HEALTHCARE PROVIDER

¿WHAT IS YOUR MOTHER TONGUE/NATIVE LANGUAGE?

- Belarusian Bosnian
 Croatian Czech
 Danish Dutch English
 Estonian Finnish
 Flemish French
 German Greek Hungarian
 Icelandic Italian
 Latvian Lithuanian
 Norwegian Portuguese (Português)
 Scottish Serbian
 Slovak Spanish (Español)
 Russian Turkish (Türkçe)
 Other

HOW MANY OF THE ABOVE LANGUAGES DO YOU SPEAK IN ADDITION TO YOUR MOTHER TONGUE?

- 1
 2
 3
 4
 5
 6 or more
 None

LEISURE TIME ABROAD BEFORE WORKING LIFE AS A TEACHER AT UNIVERSITY

- Yes No

STUDY TIME ABROAD BEFORE WORKING LIFE AS A TEACHER AT UNIVERSITY

- Yes No

WORKING TIME ABROAD BEFORE WORKING LIFE AS A TEACHER AT UNIVERSITY

- Yes No

FRIENDS FROM OTHER COUNTRIES OR CULTURES BEFORE WORKING LIFE AS A TEACHER AT UNIVERSITY

- Yes No

ACQUIRED FACTORS

- ERASMUS + EXPERIENCE AS A TEACHER IN HIGHER EDUCATION
- No
 - Yes, once
 - Yes, twice
 - Yes, three times
 - Yes, more than three times

HOST COUNTRY WHERE YOU HAVE SPENT LONGER IN YOUR ERASMUS + STAYS

- Albania
- Armenia
- Azerbaijan
- Belgium
- Bulgaria
- Cyprus
- Denmark
- Finland
- Germany
- Hungary
- Ireland
- Kosovo
- Lithuania
- Malta
- Montenegro
- Macedonia
- Poland
- Romania
- San Marino
- Slovakia
- Spain
- Turkey
- United Kingdom (UK)
- Vatican City (Holy See)
- Andorra
- Austria
- Belarus
- Bosnia and Herzegovina
- Croatia
- Czechia
- Estonia
- France
- Georgia
- Greece
- Iceland
- Italy
- Kazakhstan
- Latvia
- Liechtenstein
- Luxembourg
- Moldova
- Monaco
- Netherlands
- Norway
- Portugal
- Russia
- Serbia
- Slovenia
- Sweden
- Switzerland
- Ukraine

TOTAL TIME SPENT ABROAD AS A TEACHER IN HIGHER EDUCATION

- Less than a month
- From one to three months
- More than three months

EXPERIENCES AT INTERNATIONALIZATION ACTIVITIES AS A UNIVERSITY TEACHER "AT HOME" (ie: membership in international nursing or education networks, attendance to/organization of international fairs, attendance to/organization of formative programs with international perspective, etc.)

Yes No

CULTURAL COMPETENCE ASSESSMENT (CCA)**Please, select HOW ARE YOU FEELING about the following statements:**

	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree	No opinion
1 The race is the most important factor in determining a person's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 People with a common cultural background think and act alike.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Many aspects of culture influence health and healthcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Aspects of cultural diversity need to be assessed for each individual, group, and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 If I know about a person's culture, I do not need to assess their personal preferences for health services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Spirituality and religious beliefs are important aspects of many cultural groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Individuals may identify with more than one cultural group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Language barriers are the only difficulties for recent immigrants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I believe that everyone should be treated with respect no matter what their cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I understand that people from different cultures may define the concept of "healthcare" in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 I think that knowing about different cultural groups helps direct my work with individuals, families, groups, and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CULTURAL COMPETENCE ASSESSMENT (CCA)

Please, select **HOW OFTEN** you perform each of the following activities:

	Always	Very often	Somewhat often	Often	Sometimes	Few times	Never	Not sure
12 I include cultural assessment when I do individual or collective evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 I seek information on cultural needs when I identify new people in my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 I have resource webpages, books and other materials available to help me learn about people from different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 I use a variety of sources to learn about the cultural heritage of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 I ask people to tell me about their explanations of health and illness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 I ask people to tell me about their expectations for care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 I avoid using generalizations to stereotype groups of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 I recognize potential barriers to education that might be encountered by different people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 I act to remove obstacles for people of different cultures when I identify such obstacles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 I act to remove obstacles for people of different cultures when others identify such obstacles to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22 I welcome feedback from students about how I relate to others with different culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23 I find ways to adapt my work to individual and collective cultural preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 I document cultural assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 I document the adaptations I make with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>