

ASSETS FEEDBACK

The ASSETS course presents a perfect opportunity to bring together young public health professionals with experts and professors at the international level. The week-long course consisted of many enriching debates, discussions and presentations that lead to a very productive educational experience. All this was carried out from the perspective of continuous improvement and was harnessed by strong leadership provided by the coordination. Students and professors alike were invited to express themselves openly and to ask hard questions. It presents a rare opportunity to learn from and collaborate with top professionals – the champions – in the field of public health. After a few days reflecting on this great experience, I have asked myself several times. What makes ASSETS a unique course? At the same time, how could this experience be improved in the future?

Without any doubt, the first thing that comes to me mind is the access to high-level professionals and the type of environment provided by ASPHER. This environment truly presented a space for growth through constructive criticism and thoughtful debate. Following a phrase that I like: “We need to enjoy and have fun. There is no absolute truth, only relative truths. The mistakes are possible, and you need to accept them.”

INTRODUCTORY INFORMATION

As we discussed the last Friday, to improve the preparation of the course by both teachers and students, it would be very useful to expand the information that is offered prior to the same course. Among the information that could be interesting would be: What are the main learning objectives? A ‘Handbook’ or a ‘Portfolio’ may be very interesting to complement all this information.

DYNAMICS OF WORK DURING THE COURSE

Following one of the comments that were said during the face-to-face feedback, it is recommended to incorporate the role of the mentors from the beginning to the end, rather than just one day. This would facilitate for them to achieve their roles as described in the Handbook:

Mentor: wisdom, technical knowledge, support, empathy and respect, providing key hints for the graduate professional career. Help young professionals to help how to channel their ideas to achieve their goals.

While the course presented numerous occasions for enriching discussions, it lacked a concrete space for practical application of knowledge learned. In the future, the coordination may consider assigning collaborative group work. For example, two or three

students for each mentor who must work together to accomplish an assignment or work on a case study. This would help to deepen in concrete subject and make the topics more interactive, presenting a new level of engagement for the students. From my perspective, reducing the number of presentation and introducing more spaces for collaborative work would enhance the learning experience.

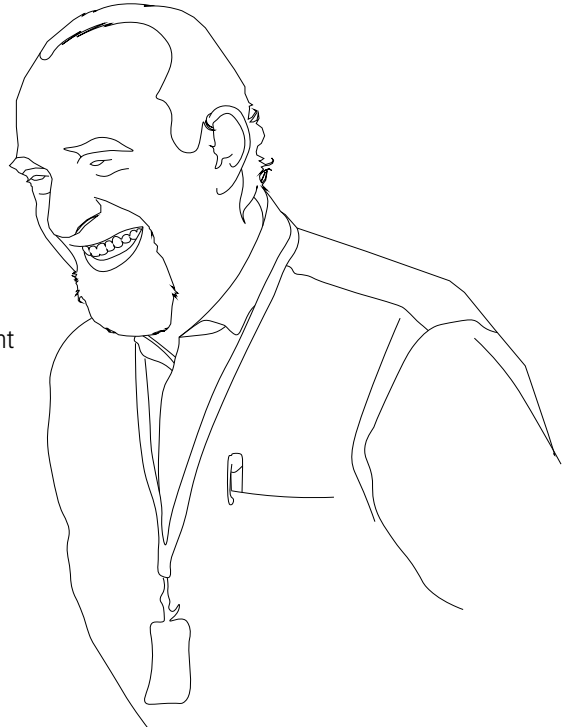
Example: Creation of a Call of Tender on a specific topic that has to do with the experience of the mentors and the students.

TEACHING METHODS ADAPTED TO THE ERA OF SOCIAL MEDIA FOR PUBLIC HEALTH

While the handbook mentioned the course may include 'teaching methods adapted to the era of social media in public health', this aspect was not clearly presented during the course. Perhaps in the future the ASSETS course can include inviting a professional in social media and communication to present his or her work and lead an interactive session where students work in groups to apply key concepts from the presentation. Finally, I would like to thank again the opportunity to participate in this great experience. In addition to gaining a new perspective on public health, the course allowed me to strengthen my analytical and communication skills in a tangible way.

Sincerely,
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PS. I would like to propose three different versions for the ASSETS logo. These ideas came to mind but may be improved with feedback -
Option A, Option B, Option C (Includes a portrait of Andrija Stampar).





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Andrija Stampar Summer Educational & Tutoring School



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