

DEVELOPMENT AND REPRODUCIBILITY OF THE INSTRUMENTO DE AVALIAÇÃO DA PROMOÇÃO DA SAÚDE NA UNIVERSIDADE - IAPSU (ASSESSMENT TOOL FOR HEALTH PROMOTION AT THE UNIVERSITY)

Desenvolvimento e reprodutibilidade do instrumento de avaliação da promoção da saúde na universidade - IAPSU

Original Article

Desarrollo y reproductibilidad del instrumento de evaluación de la promoción de la salud de la universidad - IAPSU

ABSTRACT

Objective: To present the *Instrumento de Avaliação da Promoção da Saúde na Universidade – IAPSU* (Assessment Tool for Health Promotion at the University) and its reproducibility assessment process. **Methods:** Cross-sectional study conducted between May and July 2014 with 50 students from a university of Fortaleza, Ceará, which developed the IAPSU through the analysis of government documents and a systematic review of the literature on a potentially healthy university. The tool has 41 questions divided into five domains: physical activity, diet, environmental factors, psychosocial factors and alcohol and drug use, integrative and complementary practices. To assess the inter-examiner reproducibility, the students answered the IAPSU twice, applied by two different examiners; to assess the intra-examiner reproducibility, another application of the instrument was performed after seven days. **Results:** The study comprised 40 Nursing students and 10 Physical Therapy students, with a mean age of 25 ± 5.4 years; 88% were women and white individuals were predominant. In the reproducibility assessment, strong intraclass, intra- and inter-examiner correlation coefficients - above 0.8 - were observed in all the domains. **Conclusion:** The IAPSU is a reproducible and reliable instrument for assessing health promotion at the university.

Descriptors: Health Promotion; Universities; Health Evaluation.

RESUMO

Objetivo: Apresentar o *Instrumento de Avaliação da Promoção da Saúde na Universidade (IAPSU)* e seu processo de avaliação de reprodutibilidade. **Métodos:** Estudo transversal realizado entre maio e julho de 2014 com 50 acadêmicos de uma universidade de Fortaleza-CE, o qual desenvolveu o IAPSU a partir da análise de documentos governamentais e de uma revisão sistemática da literatura acerca de uma universidade potencialmente saudável. O instrumento possui 41 questões, divididas em cinco domínios: atividade física, alimentação, fatores ambientais, fatores psicossociais e consumo de álcool e drogas, e práticas integrativas e complementares. Para avaliação da reprodutibilidade interobservador, os acadêmicos responderam duas vezes ao questionário, aplicado por examinadores distintos; para a avaliação intraobservador, outra aplicação do instrumento ocorreu sete dias depois. **Resultados:** Participaram do estudo 40 alunos do curso de Enfermagem e 10 do curso de Fisioterapia, com idade média de $25 \pm 5,4$ anos, sendo 88% do sexo feminino e predomínio da raça branca. Na análise da reprodutibilidade, foram observados fortes coeficientes de correlação intraclasse, intraexaminador e interexaminador, acima de 0,8 em todos os domínios estudados. **Conclusão:** Conclui-se que o IAPSU é um instrumento reprodutível e confiável para avaliação da promoção da saúde no âmbito universitário.

Descritores: Promoção da Saúde; Universidades; Avaliação em Saúde.

Ana Maria Fontenelle Catrib⁽¹⁾
Natália Bitar da Cunha
Olegario⁽²⁾
Daniela Gardano Bucharles
Mont'Alverne⁽³⁾
Guilherme Pinheiro Ferreira da
Silva⁽¹⁾
Ana Paula Vasconcellos Abdon⁽¹⁾
Juliana Guimarães e Silva⁽¹⁾
Nelson Filice de Barros⁽⁴⁾

1) University of Fortaleza (*Universidade de Fortaleza - UNIFOR*) - Fortaleza (CE) - Brazil.

2) Intensive Technology College (*Faculdade de Tecnologia Intensiva - FATECI*) - Fortaleza (CE) - Brazil.

3) Federal University of Ceará (*Universidade Federal do Ceará - UFC*) - Fortaleza (CE) - Brazil.

4) State University of Campinas (*Universidade Estadual de Campinas - UNICAMP*) - Campinas (SP) - Brazil.

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RESUMEN

Objetivo: Presentar el Instrumento de Evaluación de la Promoción de la Salud de la Universidad (IAPSU) y su proceso de evaluación de reproductibilidad. **Métodos:** Estudio transversal realizado entre mayo y julio de 2014 con 50 académicos de una universidad de Fortaleza-CE, el cual ha desarrollado el IAPSU a partir del análisis de documentos del gobierno y de una revisión sistemática de la literatura sobre una universidad saludable en potencia. El instrumento tiene 41 cuestiones divididas en cinco dominios: actividad física, alimentación, factores ambientales, factores psicosociales y el consumo del alcohol y drogas y prácticas integrativas y complementarias. Para la evaluación de la reproductibilidad interobservador los académicos contestaron dos veces al cuestionario que fue aplicado por examinadores distintos; otra aplicación del instrumento se dio siete días después para la evaluación intraobservador. **Resultados:** Participaron del estudio 40 alumnos del curso de Enfermería y 10 del Curso de Fisioterapia con edad media de $25 \pm 5,4$ años, siendo el 88% del sexo femenino y predominio de la raza blanca. En el análisis de la reproductibilidad fueron observados fuertes coeficientes de correlación intraclase, intraexaminador y interexaminador por encima de 0,8 en todos los dominios estudiados. **Conclusión:** Se concluye que el IAPSU es un instrumento reproductible y confiable para la evaluación de la promoción de la salud en el ámbito de la universidad.

Descriptor: Promoción de la Salud; Universidades; Evaluación en Salud.

INTRODUCTION

Health promotion (HP) is a cross-sectional articulation strategy that tackles the factors that put people's health at risk and the differences in needs, territories and cultures with a view to creating mechanisms to reduce vulnerability situations, defend equity and incorporate social participation and control in public policy management. In this sense, the establishment of the *Política Nacional de Promoção da Saúde - PNPS*⁽¹⁾ (National Policy for Health Promotion) in 2001 constitutes the basis for the process of developing and implementing a new way to organize, plan, conduct, analyze and evaluate the health work .

One of the strategic actions for the implementation of the PNPS in Brazil consisted in encouraging the creation of Health Promoting Schools (HPS), with a focus on healthy eating actions, body practices/physical activity and tobacco-free environment⁽²⁾. Educational spaces are ideal environments for the development of health-promoting behaviors and adoption of healthy lifestyles, especially because many unhealthy behaviors that generate health problems are developed in childhood and youth and are

internalized in such a way that modifying them later on gets difficult⁽³⁻⁵⁾.

Universities are institutions where people learn, work, socialize, enjoy their leisure time, and use the services offered. Thus, they have a significant power to protect the health and promote the well-being of students, staff and community through health promotion policies and practices, as they form people who are or will be professionals and policy makers with the power to modify conditions that affect the people's quality of life⁽⁶⁾.

Although the health promotion movement has been started for more than four decades and produced a large number of national and international documents, little importance has been given to studies aimed at identifying the university as a space for the development of healthy environments for the production of reproducible instruments to explore the reality of academic environments. Considering that university spaces favor the development of health promotion actions and are not covered by policies aimed at building healthy educational environments in Brazil, it is of utmost importance the creation of instruments that aim to evaluate health promotion actions in the university environment.

The aim of the present study was to present the *Instrumento de Avaliação da Promoção da Saúde na Universidade - IAPSU* (Assessment Tool for Health Promotion at the University) and its reproducibility assessment process.

METHODS

A cross-sectional study was conducted between May and July 2014 with students of a private university located in Fortaleza, Ceará.

Inclusion criteria were students regularly enrolled in the Nursing and Physical Therapy courses over the age of 18 regardless of gender. Students who did not filled out the requirements completely during instrument application and/or did not complete the reproducibility protocol proposed in the study were excluded.

The nonprobability convenience sample consisted of 50 university students, corroborating the parameters described for performing questionnaire validation and reproducibility studies⁽⁷⁾.

The *Instrumento de Avaliação da Promoção da Saúde na Universidade - IAPSU* (Assessment Tool for Health Promotion at the University) (Figure 1) was developed by researchers from the University of Fortaleza and the State University of Campinas based on the careful analysis of government documents and a systematic review of the literature on potentially healthy university⁽⁸⁾. Following that,

a data collection instrument was developed; it contained an identification section and 50 questions about health promotion at the university, which addressed: conditioning factors influencing the work with health promotion; the teaching work with health promotion; and management actions for health promotion at the university.

At first, the application of the pilot instrument involved 20 students who were told to record any observations that could hinder the interpretation and fulfillment of the instrument as for the identification of the dimensions that converge to the existence of a healthy university. Next, all necessary adjustments were performed based on the complaints cited by respondents regarding semantic difficulties and length of the questionnaire. Thus, the social and demographic indicators were kept (identification data with 12 items) and nine questions were removed from the pilot instrument, which resulted in 41 questions divided into five domains: physical activity (9 questions), diet (6 questions), environmental factors (5 questions), psychosocial factors and alcohol and drug use (18 questions), and integrative and complementary practices (3 questions).

The domains were composed of the following aspects: a) physical activity: participation in activities promoted by the university; participation in recreational activities; space for physical activity, influence of physical activity on health and well-being; physical or recreational activity by family members; b) diet: healthy food available at restaurants or snack bars; concept of healthy eating; comfortable place for eating; participation in activities on healthy eating at the university; c) environmental factors: approaches to conscious use of water and energy; cleaning and operation of sanitary facilities; presence of bins with lids; lighting, ventilation, acoustics and furniture of classrooms; sense of safety at the university; d) psychosocial factors and alcohol and drug use: participation in activities involving psychosocial factors; participation in academic activities; relationship between students, teachers and course coordinator; situations of violence at the university; concept of healthy university; alcohol, tobacco or illegal drug use at the university; alcohol and drug use by family members; participation in activities for the prevention of alcohol and drug use at the university; e) knowledge and use of complementary and integrative practices.

In order to assess the interobserver reproducibility of the IAPSU, the students answered the questionnaire twice in an interval of 30 minutes applied by two different examiners. The intraobserver reproducibility was performed seven days after the first one, and the IAPSU was applied again to the same participants by only one of the examiners.

For the statistical tests of reproducibility, each domain was given a score resulting from the sum of the scores of the questions obtained during instrument application. The question items represented the addition or subtraction of one point according to their positive or negative impact on the construction of a healthy environment. The maximum sums of scores for each domain were: 41 (physical activity), 18 (diet), 12 (environmental factors), 63 (psychosocial factors and alcohol and drug use) and 46 (complementary and integrative practices). For a better description of the IAPSU results, the scores obtained were transformed into percentages.

The data obtained underwent statistical analysis using SPSS, version 17.0. The analysis of descriptive variables is given as mean, standard deviation and percentage. The Intraclass Correlation Coefficient (ICC) was used for the analysis of the reproducibility of the application of the IAPSU. Significance level was set at 5%.

The present study complied with the ethical principles for conducting research with human participants described in the guidelines of Resolution No. 466/12 of the National Health Council⁽⁹⁾ and was approved by the Research Ethics Committee of the University of Fortaleza under Opinion No. 054/2010. All participants signed a free and informed consent form.

RESULTS

The study included 65 students; however, 15 were excluded for not completing the protocol proposed in the research. Thus, there were 40 Nursing students and 10 Physical Therapy students, with a mean age of 25 ± 5.4 years and a predominance of female (88%, $n=44$) and white (52%, $n=26$) individuals (Table I).

The analysis of intra- and inter-examiner reproducibility of the instruments revealed strong intraclass correlation coefficients above 0.8 in all the domains studied (Table II).

Table I - Sociodemographic characteristics of university students of the study. Fortaleza, Ceará, 2014.

Sociodemographic characteristics	n/%
Age (years)	25 ± 5.4
Course	
Nursing	40/80%
Physical Therapy	10/20%
Gender	
Male	6/12%
Female	44/88%
Race	
White	26/52%
Mulatto/ <i>Pard</i>	17/34%
Asian	6/12%
Black	1/2%
Religion	
Catholic	41/82%
Protestant	8/16%
Muslim	1/2%
Household income (MW)	
1	2/4%
2-5	22/44%
5-8	4/8%
8-11	3/6%
11-14	4/8%
14-17	2/4%
17-20	2/4%
> 20	3/6%
Unknown	8/16%
Father's education level	
Incomplete primary education (n/%)	6/12%
Complete primary education (n/%)	3/6%
Incomplete secondary education (n/%)	18/36%
Complete secondary education (n/%)	2/4%
Complete higher education (n/%)	18/36%
Incomplete higher education (n/%)	3/6%
Uneducated	2/4%
Mother's education level	
Incomplete primary education (n/%)	6/12%
Complete primary education (n/%)	2/4%
Incomplete secondary education (n/%)	1/2%
Complete secondary education (n/%)	17/34%
Complete higher education (n/%)	20/40%
Incomplete higher education (n/%)	4/8%

n = number of individuals; % = percentage; > = greater than; MW = minimum wage.

Table II - Analysis of intra- and inter-examiner reproducibility of the *Instrumento de Avaliação da Promoção da Saúde na Universidade - IAPSU* (Assessment Tool for Health Promotion at the University) through the Intraclass Correlation Coefficient. Fortaleza, Ceará, 2014.

Domains	ICC – Intra-examiner	ICC – Inter-examiner
Physical activity	0.89	0.90
Diet	0.81	0.91
Environmental factors	0.85	0.84
Psychosocial factors/ADU	0.86	0.84
Integrative and Complementary Practices	0.92	0.86

ICC = Intraclass Correlation Coefficient; ADU = alcohol and drug use.

Tabela III - Total score obtained in the applications of the *Instrumento de Avaliação da Promoção da Saúde na Universidade - IAPSU* (Assessment Tool for Health Promotion at the University) in university students. Fortaleza, Ceará, 2014.

Domains	Examiner 1	Examiner 2	Examiner 1.2
Physical activity (%)	39.8 ± 5.5	40.6 ± 5.5	40.7 ± 5.2
Diet (%)	37.4 ± 12.9	35.9 ± 13.3	37.2 ± 11.8
Environmental factors (%)	59.1 ± 13	59.7 ± 14.2	60.5 ± 15.2
Psychosocial factors/ADU (%)	51.1 ± 12.1	51.8 ± 10.6	51.4 ± 9.9
ICP (%)	29.6 ± 12.7	27.9 ± 11.6	27.9 ± 11.1

% = percentage; ± = standard deviation; ADU = alcohol and drug use; ICP = integrative and complementary practices; IAPSU = *Instrumento de Avaliação da Promoção da Saúde na Universidade* (Assessment Tool for Health Promotion at the University); Examiner 1.2 = reapplication by the same examiner.

The comparison of the total score obtained between the application and reapplication of the IAPSU by the same observer did not reveal significant differences. The same occurred when comparing the scores between the two study examiners ($p > 0.05$) (Table III).

Statistically significant difference was found between the average time of application of the instrument in the first two stages of the assessment: the average time of application of IAPSU was 11.3 ± 2.5 minutes in examiner 1 and 7.2 ± 2.1 minutes in examiner 2 ($p < 0.001$).

DISCUSSION

In the present study, it was developed the *Instrumento de Avaliação da Promoção da Saúde na Universidade - IAPSU* (Assessment Tool for Health Promotion at the University), which is considered reproducible and favors the identification of the characteristics of the university educational environment that interfere with present and future health of the academic community, providing, therefore, essential information for the development and implementation of health-promoting strategies.

The scarcity of international literature on this issue and the lack of research in the public health and health

promotion fields in Brazil, where there are no instruments like the IAPSU, should be highlighted. Its originality is due to its reproducibility feature in analyzing university environments; additionally, its adaptation might be considered for research in other fields of knowledge as validated instruments or those developed in Portuguese language assess only isolated aspects of health.

The development of an assessment tool for health promotion in higher education institutions has been held previously⁽¹⁰⁾ by means of a self-administered questionnaire to investigate health behaviors and lifestyle characteristics. Such tool included information on sociodemographic characteristics, nutrition, physical activity, restful sleep, tobacco use, illicit substance use, frequency of binge drinking and drinking problems. A Jordanian study used another self-administered instrument for collecting data on sociodemographic characteristics, height, weight, relationships with family and friends, and grade level⁽¹¹⁾.

The Health Promotion Life-style Profile- II (HPLP-II) questionnaire, available in Arabic and English, aims to measure health-promoting behaviors and lifestyle and consists of 52 items and six subscales: health responsibility, physical activity, nutrition, spiritual growth, interpersonal relations and stress management⁽¹²⁾.

The aforementioned questionnaires present significant similarities to the tool presented in the present study as they are mostly aimed to investigate aspects that involve the construction of supportive environments for healthy behaviors and their incorporation in the lifestyle of young people. Other tools that have been validated or translated into Portuguese propose the assessment of health-related aspects, but in an isolated way. They are: the International Physical Activity Questionnaire (IPAQ), originally developed to estimate the level of regular physical activity of populations of different countries⁽¹³⁾, and the *Questionário Semiquantitativo de Frequência Alimentar - QSFA* (Semi-quantitative Food Frequency Questionnaire), designed to estimate the food consumption of adolescents⁽¹⁴⁾.

With regard to the process of assessment of the reproducibility of the questionnaires, some authors do not report inter-examiner reproducibility^(15,16), a procedure that has been carried out in the present study. A previous study protocol⁽¹⁷⁾ was used to assess the reproducibility of the proposed questionnaire. Reproducibility refers to the comparison of the results obtained by more than one observer or in more than one occasion in one single sample of subjects⁽¹⁸⁾.

Developing reproducible instruments to inform the reality of academic environments is important because it allows the development of health promotion actions. Different studies allow to infer that universities should promote healthy environments, as researchers from the UK have concluded, in 2011⁽¹⁰⁾, that in seven universities in England, Wales and Northern Ireland, only a minority of students presented positive health practices in line with international recommendations with regard to the consumption of fruits and vegetables and physical activity. The study also highlighted that many of the students were involved in risky behaviors, such as excessive consumption of alcohol and illicit drug use.

In Jordan, research conducted with 340 students at a public university showed that students mainly engage in spiritual practices at the expense of physical activity⁽¹¹⁾. Other studies report that health is an important factor in academic performance; therefore, promoting health and well-being also means promoting effective learning⁽¹⁸⁻²²⁾.

School health programs generate positive impact on academic performance in higher education institutions⁽²¹⁾, with positive associations between health parameters such as physical activity in the educational environment, and academic outcomes⁽²²⁾.

Universities have the potential to contribute to health in three distinct areas: the development of a healthy environment for working, learning and living experiences for both students and staff; the expansion of the importance of

health, health promotion and public health in education and research; and the development of alliances and partnerships for health promotion and community participation⁽⁶⁾.

Given that university students constitute future decision-makers in organizations, communities and countries, and that years of academic life are a period in which students increasingly make choices about their lifestyle and health practices⁽²²⁾, this environment should emphasize health promotion and the development of potentially healthy educational environments.

In the present study, there was a statistical difference between the average time of application of the IAPSU in the first two stages of assessment. It is believed that this difference is a result of learning effects on the reapplication of the instrument, which was already known by the participant.

The literature⁽²³⁾ reports that an intraclass correlation coefficient of 0.75 is the minimum acceptable value to demonstrate the reliability of an instrument. The reason is that if this value is zero, there is a 50% chance of occurring the opposite. If the value is 0.5, the percentage decreases to 37%; 0.8 results in a 20% chance of occurring the inverse; 0.95 decreases the chances to 2.2%. In general, if the value is above 0.6, the result is accepted as a good correlation value. In the present study, the intraclass correlation coefficient values of the IAPSU were greater than 0.8 in all domains, demonstrating strong intra- and inter-examiner correlation.

The application of the IAPSU enables the identification of the health profile of university students and contributes to the identification of variables that interfere positively or negatively with the well-being and lifestyle of students. In addition, it supports the development and implementation of educational policies with a critical perspective aimed at changing beliefs, values and habits that make up the vicious circles for those that make up virtuous circles. However, there are limitations regarding the lack of possibility to validate the instrument through statistical treatment, as there are no other questionnaires published in Portuguese with the same research proposal. Therefore, the questionnaire should be adapted to other languages in order to facilitate health promotion studies in universities in other countries, as it is a viable alternative to studies on the subject.

It is important to conduct other studies aimed at knowing the academic environment in order to recognize its potential to determine lifestyle change and acquisition of healthy behaviors. The health promotion movement needs to deepen the discussion about the university as a health-promoting space and develop tools that enable more research in the academic community in order to know its weaknesses, strengths and successful experiences to support health strategies and actions in the field of education.

CONCLUSION

It is concluded that the IAPSU is a reproducible and reliable instrument for assessing health promotion at the university.

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Mailing address:

Ana Maria Fontenelle Catrib
Universidade de Fortaleza
Programa de Pós-Graduação em Saúde Coletiva
Av. Washington Soares, 1321
Bairro: Edson Queiroz
CEP. 60811-905 - Fortaleza - CE - Brasil
E-mail: catrib@unifor.br

INSTRUMENTO DE AVALIAÇÃO DA PROMOÇÃO DA SAÚDE NA UNIVERSIDADE (IAPSU)

Estimado(a) estudante, esta pesquisa busca conhecer sua percepção sobre a promoção da saúde na universidade e, por meio de sua opinião, será possível compreender os elementos que ajudam a construir um ambiente universitário saudável. Suas respostas são absolutamente confidenciais e pedimos para exprimi-las com toda sinceridade.

Parte 1

Dados de identificação

Idade					
Sexo	<input type="checkbox"/> Feminino	<input type="checkbox"/> Masculino			
Raça ou cor	<input type="checkbox"/> Branco	<input type="checkbox"/> Negro	<input type="checkbox"/> Mulato/Pardo	<input type="checkbox"/> Amarelo	<input type="checkbox"/> Índio
Estado civil	<input type="checkbox"/> Solteiro(a)	<input type="checkbox"/> Casado(a)	<input type="checkbox"/> União Consensual	<input type="checkbox"/> Viúvo(a)	<input type="checkbox"/> Separado(a)
Religião/Crença	<input type="checkbox"/> Católica <input type="checkbox"/> Outra	<input type="checkbox"/> Protestante <input type="checkbox"/> Nenhuma	<input type="checkbox"/> Espírita	<input type="checkbox"/> Judaica	<input type="checkbox"/> Islâmica
Renda Familiar	<input type="checkbox"/> <1 SM <input type="checkbox"/> 11-14 SM	<input type="checkbox"/> 1 SM <input type="checkbox"/> 14-17 SM	<input type="checkbox"/> 2 a 5 SM <input type="checkbox"/> 17-20 SM	<input type="checkbox"/> 5-8 SM <input type="checkbox"/> + 20 SM	<input type="checkbox"/> 8-11 SM <input type="checkbox"/> NS

SM=Salário mínimo; NS=Não sei

Dados referentes aos pais

	Superior Completo	Superior Incompleto	Médio Completo	Médio Incompleto	Fundamental Completo	Fundamental Incompleto	Não alfabetizada(o)
Pai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mãe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Você trabalha atualmente?	<input type="checkbox"/> Sim	<input type="checkbox"/> Não				
Se sim,	<input type="checkbox"/> 10 a 20 h/semanais	<input type="checkbox"/> 21 a 30 h/semanais	<input type="checkbox"/> 31 a 40 h/semanais	<input type="checkbox"/> acima de 40 h/semanais		

Parte 2

Domínio 1- Atividade física

1. Você participa de atividades físicas promovidas pela universidade?	<input type="checkbox"/> Sim	<input type="checkbox"/> Não				
2. Se sim, qual atividade?	<input type="checkbox"/> Musculação <input type="checkbox"/> Handebol	<input type="checkbox"/> Natação <input type="checkbox"/> Tênis	<input type="checkbox"/> Futebol <input type="checkbox"/> Voleibol	<input type="checkbox"/> Atletismo <input type="checkbox"/> Basquete	<input type="checkbox"/> Outra	
3. Tem participado de atividades físicas recreativas na universidade?	<input type="checkbox"/> Sim	<input type="checkbox"/> Não				
4. Se sim,	<input type="checkbox"/> Gincanas <input type="checkbox"/> Corridas	<input type="checkbox"/> Ginástica <input type="checkbox"/> Outras	<input type="checkbox"/> Caminhadas	<input type="checkbox"/> Passeios Ciclísticos		

5. Para você, os espaços da universidade destinados a atividades físicas são? (1) Muito Ruim (2) Ruim (3) Regular (4) Bom (5) Muito Bom

6. A Universidade

(Marque todas as opções presentes na sua universidade)

	Sim	Não
Oferece espaço adequado para a prática de exercício físico	<input type="checkbox"/>	<input type="checkbox"/>
Oferece local de banho e troca de roupa	<input type="checkbox"/>	<input type="checkbox"/>
Disponibiliza bebedouro	<input type="checkbox"/>	<input type="checkbox"/>
Possui espaço para guardar bicicletas	<input type="checkbox"/>	<input type="checkbox"/>
Possui academia de ginástica	<input type="checkbox"/>	<input type="checkbox"/>
Possui quadra de esporte	<input type="checkbox"/>	<input type="checkbox"/>
Possui piscina	<input type="checkbox"/>	<input type="checkbox"/>
Possui pista de corrida	<input type="checkbox"/>	<input type="checkbox"/>
Possui campo de futebol	<input type="checkbox"/>	<input type="checkbox"/>
Outros:		

7. Para você a prática de atividade física influencia na sua saúde e bem-estar? Sim Não

8. Por quê? Sinto mais disposição para as atividades diárias Melhora a minha integração social Melhora o meu bem-estar emocional Faz com que eu me sinta bem com o meu corpo

Outros:

9. Os membros da sua família participam de atividade física e/ou recreativa?

Pai	<input type="checkbox"/> Sim	<input type="checkbox"/> Não
Mãe	<input type="checkbox"/> Sim	<input type="checkbox"/> Não
Irmãos	<input type="checkbox"/> Sim	<input type="checkbox"/> Não

Domínio 2 – Alimentação

10. Os restaurantes e/ou lanchonetes da universidade oferecem alimentos saudáveis (pobres em gordura, ricos em fibra, vitaminas, minerais, proteínas e calorias)? Sim Não

11. Marque as opções que você considera ser alimentação saudável.

	Sim	Não
Fazer no mínimo três alimentações ao dia	<input type="checkbox"/>	<input type="checkbox"/>
Fazer esforço para comer alimentos sem gordura	<input type="checkbox"/>	<input type="checkbox"/>
Incluir fibras na alimentação	<input type="checkbox"/>	<input type="checkbox"/>
Beber pelo menos 1.5 litros de água por dia	<input type="checkbox"/>	<input type="checkbox"/>
Incluir proteínas, calorias, vitaminas e minerais nas refeições	<input type="checkbox"/>	<input type="checkbox"/>
Outros:		

12. Para você, a universidade oferece ambiente confortável para fazer sua alimentação? Sim Não

13. Por quê?

	Sim	Não
O ambiente é limpo	<input type="checkbox"/>	<input type="checkbox"/>
O ambiente é tranquilo	<input type="checkbox"/>	<input type="checkbox"/>
O ambiente tem clima agradável	<input type="checkbox"/>	<input type="checkbox"/>
O ambiente é silencioso	<input type="checkbox"/>	<input type="checkbox"/>
O ambiente é acolhedor	<input type="checkbox"/>	<input type="checkbox"/>
Outros:		

14. Em sua opinião, os membros da sua família têm uma alimentação saudável? Pai Mãe Irmão(s)

15. Você participou de atividades de alimentação saudável na universidade? Sim Não

Domínio 3 - Fatores ambientais

16. O uso consciente de água e energia é tratado em sua universidade? Sim Não

17. Em sua universidade as instalações sanitárias estão limpas e em funcionamento? Sim Não

18. Existem lixeiras com tampa nas salas de aula, pátios, banheiros e corredores? Sim Não

19. As salas de aula são adequadas em relação a:

	Sim	Não
Iluminação	<input type="checkbox"/>	<input type="checkbox"/>
Ventilação	<input type="checkbox"/>	<input type="checkbox"/>
Acústica	<input type="checkbox"/>	<input type="checkbox"/>
Mobiliário	<input type="checkbox"/>	<input type="checkbox"/>

20. Você se sente seguro(a) em sua universidade? (1) Nada seguro (2) Pouco seguro (3) Razoavelmente seguro (4) Seguro (5) Muito seguro

Domínio 4 - Fatores psicossociais e consumo de álcool e drogas

21. Você tem participado de atividades relacionadas aos temas abaixo? Sim Não

Atividades que promovem a convivência universitária

Atividades que abordam a autoestima e o autoconhecimento

Atividades reflexivas sobre o planejamento de vida

Atividades que incentivam comportamentos promotores de saúde

Atividades que promovem a participação social

Atividades sobre cidadania

Atividades sobre sexualidade

Atividades sobre afetividade e relacionamentos interpessoais

Atividades culturais (dança, teatro, pintura, folclore, outras)

Atividades recreativas e lazer

Outras

22. De quais atividades acadêmicas você participa? Sim Não

Centro acadêmico

Extensão universitária

Monitoria

Programas de iniciação científica

Atividades ecológicas

Atividades sobre cidadania

Outras

23. Em geral, como você se sente na universidade? (1) Muito mal (2) Mal (3) Regular (4) Bem (5) Muito Bem

24. Em geral, como os alunos se tratam na universidade?	(1) Muito mal <input type="checkbox"/>	(2) Mal <input type="checkbox"/>	(3) Regular <input type="checkbox"/>	(4) Bem <input type="checkbox"/>	(5) Muito Bem <input type="checkbox"/>
25. Em geral, como os alunos e os professores se relacionam?	(1) Muito mal <input type="checkbox"/>	(2) Mal <input type="checkbox"/>	(3) Regular <input type="checkbox"/>	(4) Bem <input type="checkbox"/>	(5) Muito Bem <input type="checkbox"/>
26. Em geral, como é a relação entre os alunos e a coordenação do curso?	(1) Muito mal <input type="checkbox"/>	(2) Mal <input type="checkbox"/>	(3) Regular <input type="checkbox"/>	(4) Bem <input type="checkbox"/>	(5) Muito Bem <input type="checkbox"/>
27. Existem situações de violência na universidade?				<input type="checkbox"/> Sim	<input type="checkbox"/> Não
28. Se sim, Violência física				Sim <input type="checkbox"/>	Não <input type="checkbox"/>
Violência psicológica				<input type="checkbox"/>	<input type="checkbox"/>
Violência de gênero				<input type="checkbox"/>	<input type="checkbox"/>
Violência sexual				<input type="checkbox"/>	<input type="checkbox"/>
29. Se você respondeu sim na questão 32, responda. Quem pratica a violência?				Sim	Não
Alunos				<input type="checkbox"/>	<input type="checkbox"/>
Professores				<input type="checkbox"/>	<input type="checkbox"/>
Funcionários				<input type="checkbox"/>	<input type="checkbox"/>
Pessoas externas à instituição				<input type="checkbox"/>	<input type="checkbox"/>
30. Em geral, como são tratados os estudantes obesos na universidade?	(1) Muito mal <input type="checkbox"/>	(2) Mal <input type="checkbox"/>	(3) Regular <input type="checkbox"/>	(4) Bem <input type="checkbox"/>	(5) Muito Bem <input type="checkbox"/>
31. Em geral, como são tratados os estudantes homoafetivos na universidade?	(1) Muito mal <input type="checkbox"/>	(2) Mal <input type="checkbox"/>	(3) Regular <input type="checkbox"/>	(4) Bem <input type="checkbox"/>	(5) Muito Bem <input type="checkbox"/>
32. Em geral, como são tratados os estudantes com deficiência física na universidade?	(1) Muito mal <input type="checkbox"/>	(2) Mal <input type="checkbox"/>	(3) Regular <input type="checkbox"/>	(4) Bem <input type="checkbox"/>	(5) Muito Bem <input type="checkbox"/>
33. O que é uma universidade saudável para você?				Sim	Não
Instituição que cuida da saúde e do bem-estar dos estudantes, professores, funcionários e da comunidade do seu entorno				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que oferece orientações e campanhas que incentivam um estilo de vida promotor de saúde				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que mantém parcerias com serviços de saúde para os estudantes, funcionários e a comunidade do seu entorno				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que proporciona interações sociais (festas culturais, calouradas, saraus)				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que disponibiliza espaço adequado para a realização das atividades físicas e condições para uma alimentação saudável				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que possui campus arborizado e bem cuidado				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que oferece orientações e palestras sobre administração do estresse				<input type="checkbox"/>	<input type="checkbox"/>
Instituição que envolve os alunos, professores e comunidade nas suas decisões estratégicas				<input type="checkbox"/>	<input type="checkbox"/>

34. Você já consumiu álcool, tabaco ou alguma droga ilícita na universidade? Sim Não

35. Se sim, qual (is)? Sim Não

Álcool

Tabaco

Outras drogas:

36. Seus familiares consomem álcool, tabaco, medicamento ou alguma droga ilícita? Sim Não

37. Se sim, assinale qual(is).

Membro	Álcool	Tabaco	Medicamento	Droga Ilícita
Pai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mãe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irmãos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Você tem participado de atividades de prevenção de consumo de álcool e droga na universidade? Sim Não

Domínio 5 – Práticas Integrativas e Complementares

39. Você sabe o que são as Práticas Integrativas e Complementares? Sim Não

40. Você acha que Prática Integrativa e Complementar na universidade pode promover ambiente saudável? Sim Não

41. Você sabe o que é e já usou alguma das práticas do quadro abaixo:

Prática	Você sabe o que é?		Usa ou já usou?	
	Sim	Não	Sim	Não
Acupuntura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aromaterapia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benzeção	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cristais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cromoterapia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dieta Qual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ervas Medicinais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hidroterapia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeopatia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iridologia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lian Gong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massagem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meditação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moxabustão	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musicoterapia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ortomolecular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiroterapia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflexologia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reiki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaxamento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outro Qual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Obrigado por responder ao questionário. Antes de finalizar, verifique se você respondeu a todas as perguntas.