

A3: Subscales of the pre and post questionnaires, with allocation of items, median values and range values

Pre questionnaire on self-evaluation			
Subscale	Item	Median	Range
Single item	Item 1: My prior knowledge on the subjects of prevention and health promotion is extensive.	2.0	3.0
Factual knowledge on the subjects of prevention and health promotion	Item 2: I can name the contents of the Ottawa Charter for Health Promotion.	4.0	3.0
	Item 3: I can describe the Model of Salutogenesis.	2.0	4.0
	Item 4: I can name the fields of action and guiding principles of health promotion.	3.0	3.0
	Item 5: I can outline the (community-) setting approach.	3.0	3.0
	Item 6: I can discern target groups and points of time for intervention in the realm of prevention.	2.0	3.0
	Item 7: I can describe chains of events in prevention and desired outcomes in health promotion.	3.0	3.0
	Item 8: I can name the data sources of the Information System of Health Monitoring (Federal and Bavarian).	3.0	3.0
	Item 9: I can outline direct and indirect means of conveying public prevention messages.	3.0	3.0
	Item 10: I can describe different media uses as a basis for conveying public prevention messages.	3.0	3.0
	Item 11: I can name different forms of approach via mass communication and personnel communication.	3.0	3.0
	Item 12: I can name the fundamental principles of physician-patient communication.	2.0	4.0
	Item 13: I can name the core contents of communicating prevention information in physician-patient direct consultation.	2.0	3.0
	Item 14: I can describe strategies of communicating prevention information in physician-patient direct consultation.	3.0	3.0
	Item 15: I can name the steps in project planning.	3.0	4.0
	Item 16: I can name the criteria of Good Practice.	4.0	3.0
Scientific work (application of factual knowledge, elaboration of the scientific project)	Item 17: I can use the data sources of the Information System of Health Monitoring (Federal and Bavarian) for project work.	3.0	3.0
	Item 18: I can use the steps of project planning to design my own project.	3.0	3.0
	Item 19: I can use the criteria of Good Practice in designing my own project.	4.0	3.0
	Item 20: I am able to formulate a well-founded scientific problem statement.	3.0	3.0
	Item 21: I can elaborate a scientific project report according to specific guidelines.	2.0	3.0
	Item 22: I can elaborate a scientific project presentation according to specific guidelines.	2.0	2.0
Interprofessional work	Item 23: My public presentation skills are good.	2.0	3.0
	Item 24: I can elaborate a project together with a tandem partner.	2.0	3.0
	Item 25: I can conduct interprofessional exchange with a tandem partner.	2.0	2.0
	Item 26: I can conduct interprofessional exchange with peers (entire group of students).	2.0	2.0

Post questionnaire			
Subscale	Item	Median	Range
Organization of the seminar and practical assignments	Item 1: The events in the framework of the theoretical module were well-structured.	2.0	2.0
	Item 2: The events in the framework of the theoretical module were well-suited to each other.	2.0	3.0
	Item 3: The contents of the theoretical module and the practical module were well-suited to each other.	2.0	3.0
	Item 4: My practical assignment was well-organized by the medical practice/public health office/Helmholtz Zentrum.	1.0	3.0
	Item 5: The conference attendance event was well-organized by the project coordinators.	1.0	1.0
Supervision during the seminar and practical assignment	Item 6: My tandem's mentor took enough time for the supervision.	1.0	1.0
	Item 7: The supervision of my practical assignment (rural medical practice/public health office/Project Risikolotse) was good.	1.0	3.0
	Item 8: My supervisor provided a topic area for me in which I was able to develop a well-founded scientific problem statement.	2.0	4.0
Didactics of the seminar and practical assignment	Item 9: A pleasant working atmosphere prevailed during the seminar events.	1.0	1.0
	Item 10: I was given the opportunity to ask questions.	1.0	1.0
	Item 11: I was given the opportunity to collaborate actively.	2.0	3.0
	Item 12: The teaching content was illustrated using images, examples and cases.	2.0	3.0
	Item 13: I was encouraged to critically analyze the teaching content.	2.0	3.0
	Item 14: During my practical assignment (rural medical practice/public health office/Risikolotse), I became familiar with the practical implementation of prevention and health promotion.	2.0	3.0
	Item 15: If appropriate, please assess the practical assignment in a rural medical practice: I gained insight into the physician's function in a general practice in a rural setting.	1.0	3.0
	Item 16: If appropriate, please assess the practical assignment in a public health office: I was involved in the daily work within a prevention project.	3.0	3.0
	Item 17: If appropriate, please assess the practical assignment Risikolotse: I was involved in the project work in the form of workshops.	2.0	3.0
	Item 18: The exchange with my mentor helped me to develop a problem statement.	2.0	3.0
Item 19: The interprofessional exchange with my peers (entire group of students) helped me to develop a problem statement.	2.0	3.0	
Single item	Item 20: My knowledge on the subjects of prevention and health promotion is extensive.	2.0	2.0

Self-evaluation			
Factual knowledge on the subjects of prevention and health promotion	Item 21: I can name the contents of the Ottawa Charter for Health Promotion.	3.0	4.0
	Item 22: I can describe the Model of Salutogenesis.	2.0	3.0
	Item 23: I can name the fields of action and guiding principles of health promotion.	2.0	4.0
	Item 24: I can outline the (community-) setting approach.	2.0	3.0
	Item 25: I can discern target groups and points of time for intervention in the realm of prevention.	1.0	4.0
	Item 26: I can describe chains of events in prevention and desired outcomes in health promotion.	2.0	4.0
	Item 27: I can name the data sources of the Information System of Health Monitoring (Federal and Bavarian).	2.0	2.0
	Item 28: I can outline direct and indirect means of conveying public prevention messages.	2.0	4.0
	Item 29: I can describe different media uses as a basis for conveying public prevention messages.	2.0	2.0
	Item 30: I can name different forms of approach via mass communication and personnel communication.	1.0	2.0
	Item 31: I can name the fundamental principles of physician-patient communication.	2.0	3.0
	Item 32: I can name the core contents of communicating prevention information in physician-patient direct consultation.	2.0	3.0
	Item 33: I can describe strategies of communicating prevention information in physician-patient direct consultation.	2.0	3.0
	Item 34: I can name the steps in project planning.	1.0	1.0
	Item 35: I can name the criteria of Good Practice.	2.0	2.0
Scientific work (application of factual knowledge, elaboration of the scientific project)	Item 36: I can use the data sources of the Information System of Health Monitoring (Federal and Bavarian) for project work.	2.0	2.0
	Item 37: I can use the steps of project planning to design my own project.	1.0	1.0
	Item 38: I can use the criteria of Good Practice in designing my own project.	2.0	2.0
	Item 39: I am able to formulate a well-founded scientific problem statement.	2.0	2.0
	Item 40: I can elaborate a scientific project report according to specific guidelines.	1.0	2.0
	Item 41: I can elaborate a scientific project presentation according to specific guidelines.	1.0	2.0
	Item 42: My public presentation skills are good.	2.0	2.0
Interprofessional work	Item 43: I can elaborate a project together with a tandem partner.	1.0	2.0
	Item 44: I can conduct interprofessional exchange with a tandem partner.	1.0	2.0
	Item 45: I can conduct interprofessional exchange with peers (entire group of students).	1.0	2.0
Overall assessment of learning results	Item 46: The interprofessional exchange with my peers (entire group of students) during the Summer University contributed to a deeper understanding of the teaching contents.	2.0	4.0
	Item 47: The module topics were of interest to me.	2.0	2.0
	Item 48: The learning objectives became clear during the course of the Summer University.	2.0	4.0
	Item 49: I can give a summary of the content of the theoretical module.	2.0	2.0
	Item 50: Attending the theoretical module made preparation for the practical module easier.	2.0	4.0
Item 51: I was able to appropriate content in the theoretical module that made me well-prepared for the	2.0	3.0	

	formulation of a relevant scientific problem statement.		
	Item 52: I was able to formulate a well-founded scientific problem statement on the subject of prevention and health promotion in the framework of my project.	2.0	4.0
	Item 53: Presenting the project helped to improve my presentation skills.	2.0	3.0
	Item 54: Attending the Summer University enhanced my understanding of prevention and health promotion.	2.0	3.0
	Item 55: Overall, I learned a great deal by participating in the Summer University.	2.0	3.0
	Item 56: I find the topics of the Summer University relevant in regard to my future profession.	2.0	3.0
Motivation for future participation in the Summer University	Item 57: I attended the Summer University because... A...the topic interested me. B...the Summer University counts as credit in my compulsory curriculum. C...friends attended the Summer University. D...I wanted to enhance my knowledge on the subject of prevention and health promotion. E...I wanted to familiarize myself with the rural medical profession. F...I wanted to familiarize myself with professions in the public health office. G...I wanted to familiarize myself with the operations of the prevention project "Risikolotse". H...other reasons.	not calculable; absolute frequency: A: N=16; B: N=7; C: N=1; D: N=8; E: N=5; F: N=10; G: N=5; H: N=2	not calculable

Median with decimal value (five-level Likert scale of 1.0="fully agree" to 5.0="fully disagree" regarding improvement in the corresponding subscale of self-evaluation).