



Appendices

Appendix 1 – Data collection for this report

The questionnaire reproduced below was sent to all IUPS member organisations, with the collected responses forming the basis of this report:

IUPS-BGA Questionnaire for all IUPS Adhering Bodies, Supporting Societies, Regional Members, Associate Members, Affiliated Societies for inputs¹

[Questionnaire to be sent to President/General Secretary/Finance Secretary, Executive Editor of journal, and any other responsible executive members of the Organisation]

1 Background Information:

(Please provide written information as requested and indicate as applicable)

1.1 Name of the organisation²:

1.2 Position of the signatory in the organisation:

1.3 Category of membership of your organisation in the IUPS (tick the most appropriate box):

<input type="checkbox"/> Adhering Body	<input type="checkbox"/> Supporting Society	<input type="checkbox"/> Regional Member
<input type="checkbox"/> Associate Member	<input type="checkbox"/> Affiliated Society	<input type="text"/>

1.4 Geographical location³ of your organisation (please select the correct one from the following list and mention the name of the country of its location):

<input type="checkbox"/> Africa –	<input type="checkbox"/> European Union –
<input type="checkbox"/> The Americas –	<input type="checkbox"/> Middle East –
<input type="checkbox"/> Asia –	<input type="checkbox"/> Oceania –
<input type="checkbox"/> Europe –	

1.5 Total number of members in your organisation:

<input type="text"/> Student	<input type="text"/> Professional	<input type="text"/> Supporting (e.g. Institutional, Industrial)
------------------------------	-----------------------------------	--

1.6 Specialisation⁴ of your organisation as based on the overall genres of physiological sciences sub-speciality (tick appropriate boxes as applicable):

<input type="checkbox"/> Circulation and Respiration	<input type="checkbox"/> Locomotion
<input type="checkbox"/> Comparative: Evolution, Adaptation, and Environment	<input type="checkbox"/> Molecular and Cellular Physiology
<input type="checkbox"/> Education	<input type="checkbox"/> Neurobiology
<input type="checkbox"/> Endocrinology, Reproduction, and Development	<input type="checkbox"/> Physiome
<input type="checkbox"/> Ethics	<input type="checkbox"/> Secretion and Absorption
<input type="checkbox"/> Genomics and Biodiversity	<input type="text"/> Any other (Please mention)

Physiology – Current Trends and Future Challenges

2 Current challenges in Physiological Sciences (please write briefly under each category)

2.1 Research in physiological sciences:

Funding situation
Technical expertise
Experimental models
Regulatory sanctions
Expertise in the use of <i>in silico</i> models
Effective links with other national/international research institutions for collaborative research
Effective links with industry for collaborative research
Social challenges in the pursuance of basic research
Governmental support
General perception of need for basic research

2.2 Policies in physiology teaching as a subject at undergraduate and postgraduate levels (please write briefly under each category):

Physiology as a subject in Universities
Physiology as a subject in Medical course programmes
Physiology as a subject in Veterinary course programmes
Physiology as a subject in Dentistry course programmes
Physiology as a subject in Nursing course programmes
Physiology as a subject in other course programmes (e.g. laboratory medicine, medical technician courses, etc.)



2.3 Methods in physiology learning-teaching and assessment at undergraduate and postgraduate levels (please write briefly under each category):

Learning tools (e.g. didactic lecture, problem-based learning, case-based learning, etc.)

Computer-aided learning

Educational films

Modules for learning assessment (e.g. formative and summative assessments; long/short answer questions, multiple choice questions, reasoning assertion, etc.)

Experimental modules for practical exercises using animals (e.g. frog, mouse, rat, rabbit, cat, dog, etc.)

Experimental modules for practical exercises using human volunteers

Modules for practical assessment (e.g. objective structured practical examination, long and short practical, viva voce, etc.)

Continuing Medical Education (CME) programmes and the award of credit hours to presenting students and faculty members in meetings

2.4 Career options for physiologists (please write briefly under each category):

In academic setting for teaching/research in university, medical, dental, nursing, and veterinary colleges/institutions

In other organisation (e.g. bio-pharmaceutical, complementary medicine, natural medicine, government health care programmes, non-government organisation for social and medical support, biomedical equipment related, health policy matter related, science journalism, bioinformatics, etc.)

Physiology – Current Trends and Future Challenges

3 Research Publication, Technical Workshop/Symposia/Conference in Physiological Sciences

3.1 Total number of peer-reviewed publications by members during the last five years (e.g. <50, >50, >100, etc.)

3.2 Categorise and enumerate the annual, semi-annual scientific conference/symposium/technical/educational workshop organisation by your organisation in the last five years at national and international levels.

3.3 International/national journal(s) in Physiology published by your organisation. Name of the journal(s) published and the year from which its publication started. Provide website link(s).

4 Highlights of Physiological Sciences in your geographical location (please write briefly under each category):

4.1 Achievements

4.2 Prospects

5 Any other issue(s) your organisation would like to address to the IUPS:

Signature:

Name:

Place:

Date: