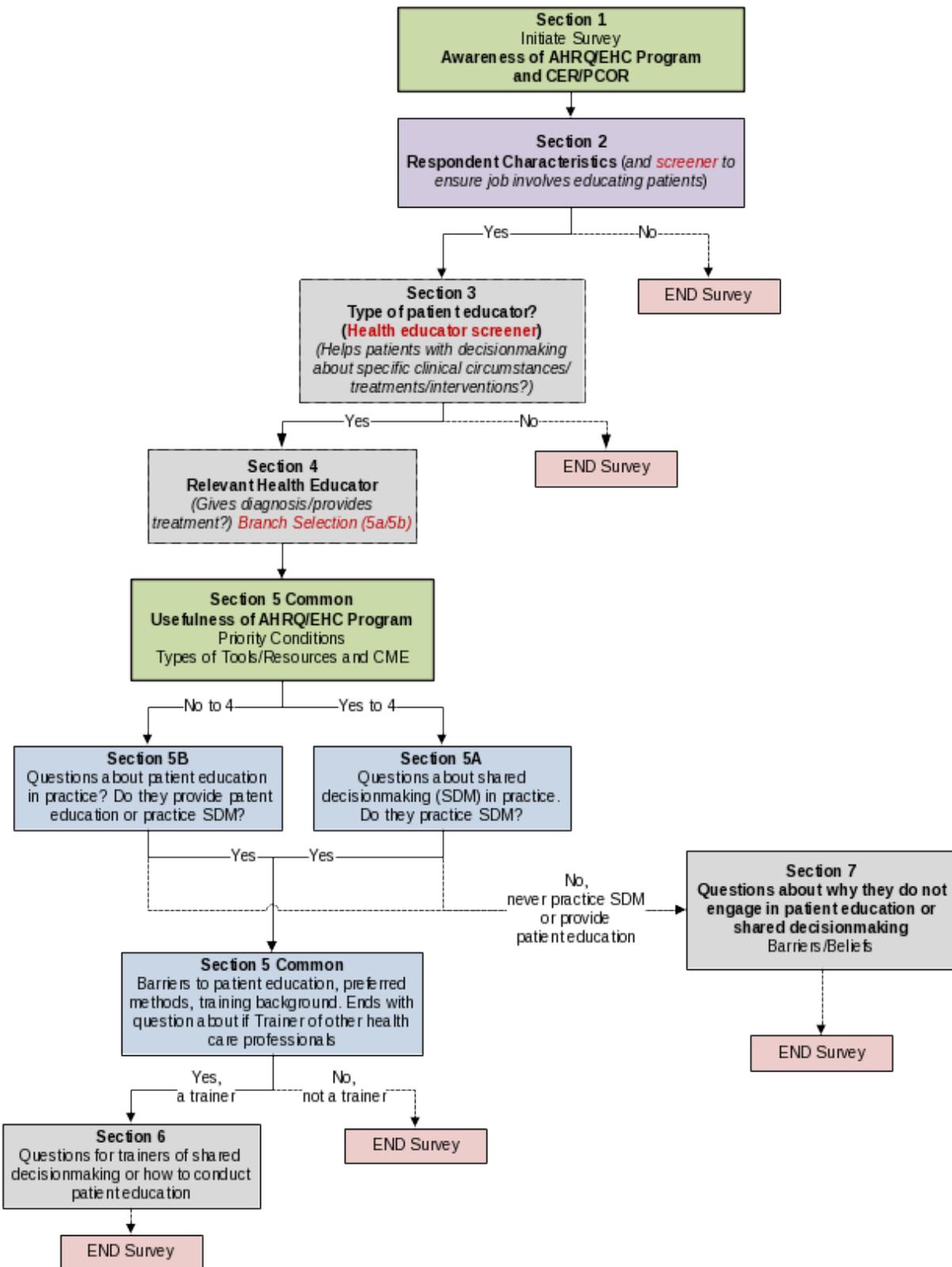


Form Approved  
OMB No. 0935-0179  
Exp. Date 7/31/2014

*Agency for Healthcare Research and Quality*  
**Healthcare Providers /  
Educators Customer  
Satisfaction and Needs  
Assessment**  
*Survey Questionnaire*  
Version 5

Public reporting burden for this collection of information is estimated to average 10 minutes per response, the estimated time required to complete the survey. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: AHRQ Reports Clearance Officer Attention: PRA, Paperwork Reduction Project (0935-XXXX) AHRQ, 540 Gaither Road, Room # 5036, Rockville, MD 20850.

Figure 1: Schematic of the Health Educator Customer Satisfaction and Needs Assessment Survey Branch Pattern



SECTION 1:

#	Question	Measurement Scale	Skip Pattern
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Agency for Healthcare Research and Quality (AHRQ) Effective Health Care Program Web site



1.	How familiar are you with the following:	<table border="1"> <thead> <tr> <th></th> <th>Extremely familiar</th> <th>Moderately familiar</th> <th>Somewhat familiar</th> <th>Not at all familiar</th> </tr> </thead> <tbody> <tr> <td>Agency for Healthcare Research and Quality (AHRQ)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>AHRQ's Effective Health Care Program</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>		Extremely familiar	Moderately familiar	Somewhat familiar	Not at all familiar	Agency for Healthcare Research and Quality (AHRQ)	•	•	•	•	AHRQ's Effective Health Care Program	•	•	•	•	
	Extremely familiar	Moderately familiar	Somewhat familiar	Not at all familiar														
Agency for Healthcare Research and Quality (AHRQ)	•	•	•	•														
AHRQ's Effective Health Care Program	•	•	•	•														
2.	How familiar are you with	<ul style="list-style-type: none"> <li>Extremely familiar</li> </ul>	Options 1 & 2,															

	comparative effectiveness research (CER), also sometimes called patient-centered outcomes research (PCOR)?	<ul style="list-style-type: none"> <li>Moderately familiar</li> <li>Somewhat familiar</li> <li>Not at all familiar</li> </ul>	go to Q3. Option 3 & 4, skip to Q4																																																	
3.	How often do you use the following sources to obtain information about comparative effectiveness research or PCOR?	<table border="1"> <thead> <tr> <th></th> <th>Daily or almost daily</th> <th>At least once a week</th> <th>Two to three times a month</th> <th>About once a month</th> <th>A couple of times a year</th> <th>Never. I don't use this as a source</th> </tr> </thead> <tbody> <tr> <td>AHRQ Effective Health Care Program Web site</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Federal government agencies (other than AHRQ)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>General Web site searches</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Peer-reviewed published literature</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Private sector organizations</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Professional associations</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Please specify any specific sources/organizations you have found useful to you (e.g., journals, government agencies, etc.) _____</p>		Daily or almost daily	At least once a week	Two to three times a month	About once a month	A couple of times a year	Never. I don't use this as a source	AHRQ Effective Health Care Program Web site							Federal government agencies (other than AHRQ)							General Web site searches							Peer-reviewed published literature							Private sector organizations							Professional associations							
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**Section 2 - Respondent Characteristics and Health Educator Screener**

2. Question		Measurement Scale	Skip Pattern
4.	What type of health care practitioner are you? Select the option that best characterizes your role.	<ul style="list-style-type: none"> <li>Care manager/case manager</li> <li>Certified health education specialist (CHES)</li> <li>Clinical psychologist</li> <li>Clinical social worker</li> <li>Community health worker</li> <li>Diabetes educator</li> <li>Health care navigator/patient navigator</li> <li>Nurse</li> <li>Nurse practitioner</li> </ul>	

		<ul style="list-style-type: none"> <li>• Pharmacist</li> <li>• Physician assistant</li> <li>• Physician, generalist</li> <li>• Physician, specialist (Please specify specialty)</li> <li>• Physical Therapist</li> <li>• Registered dietician</li> <li>• Respiratory therapist</li> <li>• Other</li> </ul> <p>(Please specify specialty or other occupation category) _____</p>	
5.	How many years have you been in your current occupation?	<ul style="list-style-type: none"> <li>• Less than 2 years</li> <li>• 3 to 9 years</li> <li>• 10 to 19 years</li> <li>• 20 to 25 years</li> <li>• 26+ years</li> </ul>	
6.	In what kind of setting do you practice the majority of the time?	<ul style="list-style-type: none"> <li>• Ambulatory/office-based care setting</li> <li>• Behavioral health care setting</li> <li>• Community health care setting</li> <li>• Federally qualified health center/public</li> <li>• Home care</li> <li>• Hospital-based setting</li> <li>• Long term care facility</li> <li>• Pharmacy setting</li> <li>• Substance use/abuse treatment center</li> </ul> <p>Other (Please specify) _____</p>	
7.	Approximately what percentage of the patients in your practice setting has a chronic disease? (Estimating is fine)	<ul style="list-style-type: none"> <li>• 0-10%</li> <li>• 11-25%</li> <li>• 26-50%</li> <li>• 51-75%</li> <li>• &gt;75%</li> <li>• Do not know</li> </ul>	
8.	Is English your first language	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If no, what is your first language? _____</p>	
9.	Approximately what percentage of the patients you work with is	<ul style="list-style-type: none"> <li>• 0-10%</li> <li>• 11-25%</li> </ul>	

	uninsured, underinsured, or underserved?	<ul style="list-style-type: none"> <li>• 26-50%</li> <li>• 51-75%</li> <li>• &gt;75%</li> <li>• Do not know</li> </ul>								
10.	Do your job responsibilities include educating patients or providing health education to patients or their caregivers?	<ul style="list-style-type: none"> <li>• Yes – this is my primary job responsibility</li> <li>• Yes – this is part of my job responsibilities</li> <li>• No – not part of my job responsibilities</li> </ul>	<p>First two options skip to question 11.</p> <p>For “Not at all,” skip to end of survey.</p>							
<p><b>Section 3 – Screener about type of health education provided by respondent (e.g., helping patients with clinical decisionmaking or just general health promotion, etc.)? Note, this questions attempts to further target individuals who would potentially benefit from AHRQ PCOR/CER information.</b></p>										
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<p><b>Section 4 – Screener for the type of health educator (e.g., someone involved in diagnosing/treating or other). Used to determine which branch of the survey the respondent will take.</b></p>										
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<p><b>Section 5A/5B Common Path – AHRQ Health Educator Tools and Resources</b></p>										
<p>The Agency for Healthcare Research and Quality’s (AHRQ) is the lead Federal agency charged with improving the quality of health care for all Americans.</p>										

AHRQ conducts and synthesizes evidence on the effectiveness and comparative effectiveness of treatments and health care interventions for many health conditions. AHRQ also translates this information into tools and resources for clinicians and patients that can be used when making health care decisions.

### AHRQ Tools and Resources for Patients and Clinicians

**Patient Decision Aids**

These decision aids are designed for patients with certain conditions to help them think about what is important to them when talking with their clinician about treatment options.

If you would like to learn when new decision aids are added to this page, please join the E-mail list.

If you have a Web site or blog, you can share these decision aids with your visitors. Download the code for these buttons.

**Healthy Bones: A Decision Aid for Women After Menopause Now!**  
Learn more about this decision aid (PDF, 182 KB).  
Share information about this decision aid with your patients. Download this handout (PDF, 1.2 MB).

**Knowing Your Options: A Decision Aid for Men With Clinically Localized Prostate Cancer**  
Learn more about this decision aid (PDF, 183 KB).  
Share information about this decision aid with your patients. Download this handout (PDF, 995 KB).

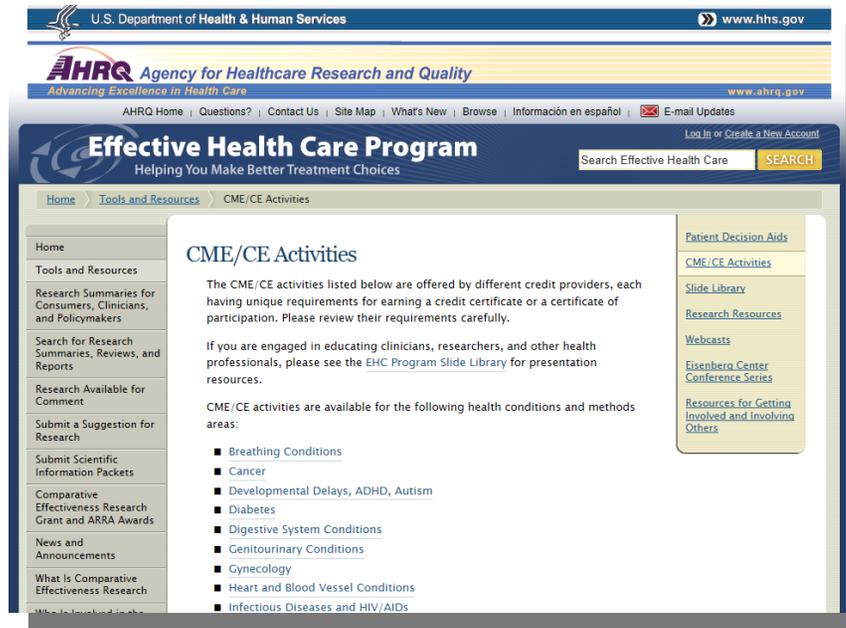
- Patient Decision Aids
- CME/CE Activities
- Slide Library
- Research Resources
- Webcasts
- Electronic Center Conference Series
- Resources for Geriatric Inpatient and Inpatient Outlets

13.	Which of the following AHRQ Effective Health Care Tools have you used in the past year? (Select all that apply)	<ul style="list-style-type: none"> <li>• AHRQ Effective Health care Web site</li> <li>• Clinician summaries</li> <li>• CME modules</li> <li>• Consumer summaries</li> <li>• Faculty slide decks</li> <li>• Mobile applications from the AHRQ EHC Web site</li> <li>• Patient decision aids</li> <li>• Research reviews or syntheses</li> </ul>	
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		<ul style="list-style-type: none"> <li>Spanish language Consumer summaries</li> <li>Viewed or participated in the EHC Web conference series</li> <li>Web casts</li> </ul>																																																																															
14.	How useful would it be to you, considering the time you have to spend with patients, to have the following tools?	<table border="1"> <thead> <tr> <th></th> <th>Very useful</th> <th>Somewhat useful</th> <th>Not very useful</th> <th>Not at all useful</th> <th>I don't use these types of tools</th> </tr> </thead> <tbody> <tr> <td>Clinician summaries on specific topics of interest</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Mobile applications</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Patient summaries (in English) on specific topics of interest</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Patient summaries (in Spanish) on specific topics of interest</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Slide decks on specific topics of interest</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Patient decision aids (in print format) that I can print and share with patients</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Patient decision aids (in electronic format) that I can share with patients in my sessions on an electronic tablet or other handheld device</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Patient decision aids in Spanish</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Video shorts (stand-alone)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Video shorts (Web based)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Audio tapes/CDs (stand-alone)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Audio tapes/CDs (Web based)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>		Very useful	Somewhat useful	Not very useful	Not at all useful	I don't use these types of tools	Clinician summaries on specific topics of interest	•	•	•	•	•	Mobile applications	•	•	•	•	•	Patient summaries (in English) on specific topics of interest	•	•	•	•	•	Patient summaries (in Spanish) on specific topics of interest	•	•	•	•	•	Slide decks on specific topics of interest	•	•	•	•	•	Patient decision aids (in print format) that I can print and share with patients	•	•	•	•	•	Patient decision aids (in electronic format) that I can share with patients in my sessions on an electronic tablet or other handheld device	•	•	•	•	•	Patient decision aids in Spanish	•	•	•	•	•	Video shorts (stand-alone)	•	•	•	•	•	Video shorts (Web based)	•	•	•	•	•	Audio tapes/CDs (stand-alone)	•	•	•	•	•	Audio tapes/CDs (Web based)	•	•	•	•	•	
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15.	If you could have any other tools to share with patients, what would they be?	Open ended																																																																															
16.	Are there any other languages would you like to have tools translated into?	Open ended																																																																															
17.	The following is a list of																																																																																

<p>AHRQ's priority conditions.</p> <p>How useful to you would it be to have patient educational information or decisions aids on each of the following topics?</p>		Very useful	Somewhat useful	Not very useful	Not at all useful	Not a topic I address
	Breathing Conditions	•	•	•	•	•
	Cancer	•	•	•	•	•
	Developmental Delays, ADHD, Autism	•	•	•	•	•
	Diabetes	•	•	•	•	•
	Digestive System Conditions	•	•	•	•	•
	Genitourinary Conditions	•	•	•	•	•
	Gynecology	•	•	•	•	•
	Heart and Blood Vessel Conditions	•	•	•	•	•
	Infectious Disease and HIV/AIDs	•	•	•	•	•
	Mental Health	•	•	•	•	•
	Muscle, Bone, and Joint Conditions	•	•	•	•	•
	Nonclinical Topics	•	•	•	•	•
	Ophthalmologic Conditions	•	•	•	•	•
	Pediatrics	•	•	•	•	•
	Pregnancy and Childbirth	•	•	•	•	•
	Renal Disease	•	•	•	•	•
Other conditions/topics (please specify) _____	•	•	•	•	•	

**AHRQ - Effective Health Care Program Continuing Education**



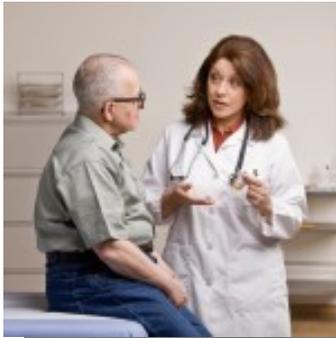
18.	Would you participate if accredited continuing education modules or workshops were available on how to use AHRQ decision aids and tools?	<ul style="list-style-type: none"> <li>• Definitely</li> <li>• Probably</li> <li>• Possibly</li> <li>• Probably not</li> <li>• Definitely not</li> </ul>	
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**Section 5A** – Questions for **clinicians who treat or diagnose patients** and are involved in education related to helping patients make decisions about the treatment or intervention options

**20. Question** **Measurement Scale** **Skip Pattern**

Shared decisionmaking is a process where both the patient and clinician share information, participate in the decisionmaking process, and agree on the best strategy for treatment.

The clinician provides personalized information, tools, and/or decision aids to help the patient understand available treatment options, and encourages the patient to consider his or her personal values in making treatment-related decisions.



19.	Using the definition above, how <u>often</u> do you involve your patients in a decisionmaking process regarding their care?	<ul style="list-style-type: none"> <li>• All the time</li> <li>• Most of the time</li> <li>• Occasionally</li> <li>• Rarely</li> <li>• Never</li> </ul>	Options 1-4 proceed to question 20.  Options 5 (Never), proceed to <b>section 7</b>
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New Page								
20.	For each of the following situations, how often do you involve patients in		All the time	Most of the time	Occasionally	Rarely	Never	
		Changing their lifestyle behaviors	•	•	•	•	•	

	decisionmaking or educational discussions related to their care:	Deciding on their medicines (e.g., blood pressure, cholesterol, depression)	•	•	•	•	•	
		Whether or not to undergo cancer screening tests (e.g., colon, breast, prostate)	•	•	•	•	•	
		Having surgery (e.g., back surgery, knee or hip replacements)	•	•	•	•	•	
		Choosing between various cardiac procedures	•	•	•	•	•	
		Managing chronic conditions	•	•	•	•	•	
		Having an MRI or CT Scan	•	•	•	•	•	
		Other (please specify) _____	•	•	•	•	•	
21.	When you engage in shared decisionmaking with patients, how do you typically do it?  Please select all that apply.	<ul style="list-style-type: none"> <li>• At the point of care, through one-on-one conversations with the patient</li> <li>• At the point of care with family or other caregivers present</li> <li>• By phone before their visit</li> <li>• Directing patients to a Web site that provides patient decision aids online prior to their visit</li> <li>• Directing patients to a Web site that provides patient decision aids online after their visit</li> <li>• In a group setting</li> <li>• Some other way (please specify) _____</li> </ul>						
Section 5B – Questions for <b>healthcare professionals who do NOT treat or diagnose patients</b> but are involved in education related to helping patients to understand their treatment or intervention options								
#	Question	Measurement Scale					Skip Pattern	
19.	How often do your interactions with patients include education to help them or their caregivers understand the options available for their care?  For example, helping them to understand technical information about their condition, the harms and benefits associated different medicines, or procedures they may be considering.	<ul style="list-style-type: none"> <li>• Always</li> <li>• Almost always</li> <li>• Occasionally</li> <li>• Almost never</li> <li>• Never</li> </ul>					Options 1-4 proceed to question 20.  Option 5, proceed to <b>section 7</b>	

20.	<p>How often do your decisionmaking or educational discussions with patients/caregivers relate to each of the following situations:</p> <p>Helping them to....</p>	<table border="1"> <thead> <tr> <th></th> <th>All the time</th> <th>Most of the time</th> <th>Occasionally</th> <th>Rarely</th> <th>Never</th> </tr> </thead> <tbody> <tr> <td>Change their lifestyle behaviors</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Better understand their medicines (e.g., blood pressure, cholesterol, depression)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Better understand the harms and benefits of various cancer screening tests (e.g., colon, breast, prostate)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Better understand the harms and benefits of having surgery (e.g., back surgery, knee or hip replacements)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Better understand the harms and benefits of various cardiac procedures</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Learn how to manage chronic conditions</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Better understand the harms and benefits of having various imaging procedures (e.g., MRI or CT Scan)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Other (please specify)</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>		All the time	Most of the time	Occasionally	Rarely	Never	Change their lifestyle behaviors	•	•	•	•	•	Better understand their medicines (e.g., blood pressure, cholesterol, depression)	•	•	•	•	•	Better understand the harms and benefits of various cancer screening tests (e.g., colon, breast, prostate)	•	•	•	•	•	Better understand the harms and benefits of having surgery (e.g., back surgery, knee or hip replacements)	•	•	•	•	•	Better understand the harms and benefits of various cardiac procedures	•	•	•	•	•	Learn how to manage chronic conditions	•	•	•	•	•	Better understand the harms and benefits of having various imaging procedures (e.g., MRI or CT Scan)	•	•	•	•	•	Other (please specify)	•	•	•	•	•	
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Learn how to manage chronic conditions	•	•	•	•	•																																																				
Better understand the harms and benefits of having various imaging procedures (e.g., MRI or CT Scan)	•	•	•	•	•																																																				
Other (please specify)	•	•	•	•	•																																																				
21.	<p>When you engage in educational discussions with patients, how do you do it?</p> <p>Please select all that apply.</p>	<ul style="list-style-type: none"> <li>• Through one-on-one conversations with the patient in my practice setting</li> <li>• In the clinic during their regular visits, with family or other caregivers present</li> <li>• In a group setting</li> <li>• In a community setting</li> <li>• In the patients home</li> <li>• By phone before an office visit</li> <li>• By phone after an office visit</li> <li>• Directing patients to a Web site that provides patient decision aids online prior to their visit</li> <li>• Directing patients to a Web site that provides patient decision aids online after their visit</li> <li>• Some other way (please specify)</li> </ul>																																																							
<p><b>Section 5A/5B Common Path - Shared Decision Making/Patient Education Questions</b></p>																																																									
22.	<p>Which of the following elements</p>	<ul style="list-style-type: none"> <li>• Assessing factors that might influence the patient’s decisionmaking</li> </ul>																																																							

	<p>would you say are part of your role in helping patients who are confronted with options regarding their care?</p> <p>Please select all that are relevant to you.</p>	<ul style="list-style-type: none"> <li>• Assessing the patient's understanding of options and evidence</li> <li>• Clarifying the patient's preferred option</li> <li>• Discussing the patient's decision support needs and resources</li> <li>• Determining the patient's preferred role</li> <li>• Providing educational resources, including patient decision aids</li> <li>• Encouraging the patient to select their preferred option</li> <li>• Coaching patients to discuss their preferences with their clinicians/health care providers</li> <li>• Screening or planning for barriers to implementation of possible care options</li> </ul>																																																	
23.	<p>How much time per visit are you able to spend with individual patients educating them or discussing options related to medical treatments, procedures, or medicines?</p>	<ul style="list-style-type: none"> <li>• 3 minutes or less</li> <li>• 4 to 5 minutes</li> <li>• 6 to 10 minutes</li> <li>• 11 to 15 minutes</li> <li>• More than 15 minutes</li> </ul>																																																	
24.	<p>To what extent are you encouraged by your organization to educate patients or to help them better understand their options for treatments or interventions related to their clinical care?</p>	<ul style="list-style-type: none"> <li>• To a great extent</li> <li>• Neither encouraged nor discouraged</li> <li>• Not at all</li> </ul>																																																	
25.	<p>How often do the following situations prevent you from fully engaging patients as much as you would like in the decisionmaking process or educating them about health care options?</p>	<table border="1"> <thead> <tr> <th data-bbox="688 937 1157 1008"></th> <th data-bbox="1157 937 1262 1008">All the time</th> <th data-bbox="1262 937 1367 1008">Most of the time</th> <th data-bbox="1367 937 1524 1008">Occasionally</th> <th data-bbox="1524 937 1629 1008">Rarely</th> <th data-bbox="1629 937 1722 1008">Never</th> </tr> </thead> <tbody> <tr> <td data-bbox="688 1008 1157 1073">Not having enough time for detailed discussions with patients</td> <td data-bbox="1157 1008 1262 1073">•</td> <td data-bbox="1262 1008 1367 1073">•</td> <td data-bbox="1367 1008 1524 1073">•</td> <td data-bbox="1524 1008 1629 1073">•</td> <td data-bbox="1629 1008 1722 1073">•</td> </tr> <tr> <td data-bbox="688 1073 1157 1138">Patients/caregivers having difficulty understanding the information</td> <td data-bbox="1157 1073 1262 1138">•</td> <td data-bbox="1262 1073 1367 1138">•</td> <td data-bbox="1367 1073 1524 1138">•</td> <td data-bbox="1524 1073 1629 1138">•</td> <td data-bbox="1629 1073 1722 1138">•</td> </tr> <tr> <td data-bbox="688 1138 1157 1235">Not having access to trusted sources of information that can be used in this process</td> <td data-bbox="1157 1138 1262 1235">•</td> <td data-bbox="1262 1138 1367 1235">•</td> <td data-bbox="1367 1138 1524 1235">•</td> <td data-bbox="1524 1138 1629 1235">•</td> <td data-bbox="1629 1138 1722 1235">•</td> </tr> <tr> <td data-bbox="688 1235 1157 1300">Patients not being interested or confident in participating in this process</td> <td data-bbox="1157 1235 1262 1300">•</td> <td data-bbox="1262 1235 1367 1300">•</td> <td data-bbox="1367 1235 1524 1300">•</td> <td data-bbox="1524 1235 1629 1300">•</td> <td data-bbox="1629 1235 1722 1300">•</td> </tr> <tr> <td data-bbox="688 1300 1157 1341">Coming from a different culture</td> <td data-bbox="1157 1300 1262 1341">•</td> <td data-bbox="1262 1300 1367 1341">•</td> <td data-bbox="1367 1300 1524 1341">•</td> <td data-bbox="1524 1300 1629 1341">•</td> <td data-bbox="1629 1300 1722 1341">•</td> </tr> <tr> <td data-bbox="688 1341 1157 1373">Not speaking the same language</td> <td data-bbox="1157 1341 1262 1373">•</td> <td data-bbox="1262 1341 1367 1373">•</td> <td data-bbox="1367 1341 1524 1373">•</td> <td data-bbox="1524 1341 1629 1373">•</td> <td data-bbox="1629 1341 1722 1373">•</td> </tr> <tr> <td data-bbox="688 1373 1157 1408">Other reasons(Please specify other</td> <td data-bbox="1157 1373 1262 1408">•</td> <td data-bbox="1262 1373 1367 1408">•</td> <td data-bbox="1367 1373 1524 1408">•</td> <td data-bbox="1524 1373 1629 1408">•</td> <td data-bbox="1629 1373 1722 1408">•</td> </tr> </tbody> </table>		All the time	Most of the time	Occasionally	Rarely	Never	Not having enough time for detailed discussions with patients	•	•	•	•	•	Patients/caregivers having difficulty understanding the information	•	•	•	•	•	Not having access to trusted sources of information that can be used in this process	•	•	•	•	•	Patients not being interested or confident in participating in this process	•	•	•	•	•	Coming from a different culture	•	•	•	•	•	Not speaking the same language	•	•	•	•	•	Other reasons(Please specify other	•	•	•	•	•	
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27.	How useful have you found the following types of tools when educating patients or caregivers, or when helping them to make decisions about their care?	<table border="1"> <thead> <tr> <th></th> <th>Very useful</th> <th>Some-what useful</th> <th>Not very useful</th> <th>Not at all useful</th> <th>Don't use this type of tool</th> </tr> </thead> <tbody> <tr> <td>Culturally-appropriate materials</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Interactive Web-based decision aids</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Pamphlets/print decision aids</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Plain language pamphlets/print</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>		Very useful	Some-what useful	Not very useful	Not at all useful	Don't use this type of tool	Culturally-appropriate materials	•	•	•	•	•	Interactive Web-based decision aids	•	•	•	•	•	Pamphlets/print decision aids	•	•	•	•	•	Plain language pamphlets/print	•	•	•	•	•																																				
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		Web sites	•	•	•	•	•	
		Other (please specify)	•	•	•	•	•	
28.	How often do you use the following approaches to obtain information about, or gain access to, patient decision aids?		All the time	Most of the time	Occasionally	Rarely	Never	
		My organization purchases the tools from a commercial vendor	•	•	•	•	•	
		I access the tools from my own searches of information on the Web and order them	•	•	•	•	•	
		I receive email alerts from government Agencies or Professional Societies about their availability and share them with my practice staff for their consideration	•	•	•	•	•	
		Someone else in my organization obtains this information	•	•	•	•	•	
		Other (please specify)	•	•	•	•	•	
29.	What is your preferred way for learning about available tools and resources that you can share with patients about specific treatments or interventions?	<ul style="list-style-type: none"> <li>• Email alerts from a trusted source</li> <li>• Text message alerts from a trusted sources on my handheld device</li> <li>• Searching for information only when I need it</li> <li>• Through evidence based clinical practice guidelines</li> <li>• Other (please specify) _____</li> </ul>						
<b>Section 5A/B Previous training questions</b>								
30.	What types of training, if any, have you received regarding patient education or shared	<ul style="list-style-type: none"> <li>• I took a course while still in school</li> <li>• I have taken one continuing education (CE) modules that pertained to this topic</li> <li>• I have taken multiple CE modules that pertain to this topic</li> </ul>						

	decisionmaking?	<ul style="list-style-type: none"> <li>• My organization has provided training to relevant staff</li> <li>• On-the-job training</li> <li>• I have had no formal training</li> <li>• Other (please specify) _____</li> </ul>																															
31.	Based on the training you have received for providing patient education or shared decisionmaking, how often would you say that you apply what you learned in practice?	<ul style="list-style-type: none"> <li>• All the time</li> <li>• Most of the time</li> <li>• Occasionally</li> <li>• Rarely</li> <li>• Never</li> </ul>	<p>First three option move to question 18</p> <p>Later two option move to question 17</p>																														
32.	If you answered rarely or never to the previous question, please explain why.	Open ended																															
33.	What about your training did you find valuable in helping you to apply shared decisionmaking approaches in practice?	Open ended																															
34.	How valuable would you find each of the following topics in a training course on educating patients about their health care options	<table border="1"> <thead> <tr> <th></th> <th>Very valuable</th> <th>Some-what valuable</th> <th>Not very valuable</th> <th>Not valuable at all</th> </tr> </thead> <tbody> <tr> <td>How to communicate technical information about health care options with patients</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>How to discuss harms and benefits of various health care options</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>How to address different cultural sensitivities of my patients</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>How to convey information to patients with who speak little English</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>How to convey information about likely outcomes of different health care options</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>		Very valuable	Some-what valuable	Not very valuable	Not valuable at all	How to communicate technical information about health care options with patients	•	•	•	•	How to discuss harms and benefits of various health care options	•	•	•	•	How to address different cultural sensitivities of my patients	•	•	•	•	How to convey information to patients with who speak little English	•	•	•	•	How to convey information about likely outcomes of different health care options	•	•	•	•	
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		How to engage patients to better understand their preferences and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Where I can find and access information that would be useful to me in my practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other topics that would be valuable (Please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35.	Are you involved in training other health care professionals about how to communicate or educate patients or their caregivers?	<ul style="list-style-type: none"> <li>• Yes, frequently</li> <li>• Yes, sometimes</li> <li>• No, this is not part of my job responsibilities</li> </ul>					<p>If yes, go to question 36.</p> <p>If no, end survey</p>
<b>Section 6: Questions for trainers of other health care professionals or others about shared decisionmaking</b>							
36.	In your training of other health care professionals related to patient education and/or shared decisionmaking, how important are the following competencies:		Very important	Somewhat important	Not very important	Not important at all	Don't know
		Communicating technical information about health care conditions with patients	<input type="checkbox"/>				
		Communicating harms and benefits of various health care options	<input type="checkbox"/>				
		Communicating information about likelihoods of outcomes for different health care options	<input type="checkbox"/>				
		Cultural sensitivity	<input type="checkbox"/>				
		Delivering messages using clear health communication (health literacy/plain language)	<input type="checkbox"/>				
		Patient engagement strategies to better understand their preferences and values	<input type="checkbox"/>				
		Knowing how to find trusted sources	<input type="checkbox"/>				

		of information						
		How to respect patients' decisions	•	•	•	•	•	
		Maximizing patients opportunities to make decisions	•	•	•	•	•	
		How to listen to patients	•	•	•	•	•	
		Sharing the right information to help patients make more informed decisions	•	•	•	•	•	
		Other competency (Please specify and rate importance) _____	•	•	•	•	•	
		Other competency (Please specify and rate importance) _____	•	•	•	•	•	
		Other competency (Please specify and rate importance) _____	•	•	•	•	•	
37.	In your training of other health care professionals related to patient education and/or shared decisionmaking, how useful have you found the following tools to be:		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know. I don't use this type of tool	
		Personal stories	•	•	•	•	•	
		Role-playing scenarios	•	•	•	•	•	
		Short videos of example scenarios	•	•	•	•	•	
		Slides	•	•	•	•	•	
		Worksheets	•	•	•	•	•	
		Other	•	•	•	•	•	
		Other (Please specify)_____						
<b>SECTION 7: Health care professionals whose job includes patient education/shared decisionmaking, but who do not currently practice it.</b>								
<b>#</b>	<b>Questions</b>	<b>Measurement Scale</b>						<b>Skip Pattern</b>
19.	In your own opinion, how important is shared decisionmaking in medical decisions with patients	<ul style="list-style-type: none"> <li>• Very important</li> <li>• Somewhat important</li> <li>• Not very important</li> </ul>						

20.	<p>You noted that your interactions with patients “never” include education to help them or their caregivers understand the options available for their care.</p> <p>Which of the following best characterizes the reasons for your response (select all the apply)</p>	<ul style="list-style-type: none"> <li>• Not important at all</li> <li>• My patients/caregivers expect me to provide them with the best recommendation based on my knowledge, experience, and medical training</li> <li>• My patients/caregivers have difficulty understanding the information</li> <li>• Not having enough time for detailed discussions with patients</li> <li>• Not having access to trusted sources of information that can be used in this process</li> <li>• My patients are not interested or confident in participating in this process</li> <li>• Most of my patients come from a different culture</li> <li>• Most of my patients don’t speak English</li> <li>• I don’t believe that patients are able to make the best choice if given the option</li> <li>• I worry about legal issues if patients don’t follow my recommendations and then blame me later on if their condition worsens</li> <li>• I don’t feel comfortable having these kinds of discussions with my patients</li> <li>• My organization does not encourage or support this type of activity</li> <li>• I don’t have the training or knowledge about how to do this well.</li> <li>• I don’t have access to useful patient decision aids that I could use to assist in this process</li> </ul>	
<p>END SURVEY - Thank you for taking time to complete this survey.</p>			