

Evaluating the Knowledge and Educational Needs of Students of Health Professions on Patient-Centered Outcomes Research

Student Survey

Welcome.

This survey is assessing students' needs and preferences for integrating Patient-Centered Outcomes Research (PCOR) into the health professions' curricula, learning environment, and other training opportunities.

Your perspective on this topic is valuable to the Agency for Healthcare Research and Quality. If you would like the opportunity to provide further input (for example, through participation in a mini-forum or webinar) to help create a Roadmap for integrating PCOR into health care education, please specify your willingness below.

I would like to be contacted for possible future participation in a webinar or mini-forum related to PCOR:

- Yes
- No

Completion of the survey will take approximately 10 minutes and is voluntary. The confidentiality of your responses is protected by Section 944(c) of the Public Health Service Act. 42 U.S.C. 299c-3(c). We will protect your data by ensuring that your name does not appear in any written reports, and your name is not associated with any comments you choose to make about the program. Data will be presented only in aggregate form. You may decline to participate without penalty. To begin the survey, click on "Next" at the bottom of this screen. You may exit and return to the survey at any time before your response is submitted. All responses will be saved. To exit: simply close your browser. To resume the survey: click on the survey link in your email invitation. If you no longer have your email invitation or need assistance re-accessing the survey, please contact us at pcor@jbassoc.com. Thank you in advance for your participation.

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.

Please tell us about your program of study:

Q1 What health profession program are you currently enrolled in:

- Nursing
- Physician Assistant
- Nurse practitioner
- Medicine (allopathic/osteopathic)
- Medical residency
- Pharmacy

Q2 What degree (s) are you currently pursuing? Check all that apply.

- Bachelors
- Masters
- PhD
- DNP
- MD
- DO
- PharmD
- Other (please specify) _____

Q3 How long is your program in total? (if attended full-time)

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- Other (please specify) _____

Q4 What year of your program are you in?

- 1st
- 2nd
- 3rd
- 4th
- 5th
- Other (please specify) _____

Q5 Do you take your courses:

- In-person/in the classroom
- On-line
- In a clinical setting
- Combination of different formats
- N/A

Q6 Have you completed any clinical rotations, or had clinical work experience (including preceptorships) in your field?

- Yes
- No

Q7 Are you a National Health Service Corps (NHSC) scholarship recipient?

- Yes
- No

Q8 What is the highest degree or level of school you completed prior to your current program? (Check all that apply)

- High school graduate or GED
- Some college credit, no degree
- Associate's degree (for example: AA, AS, LPN)
- Bachelor's degree (for example: BA, AB, RN)
- Master's degree (for example: MA, MS, MSN, MPH, MEd, MSW, MBA)
- Professional degree (for example: MD, DO, DDS, DVM, LLB, JD)
- Doctorate degree (for example: PhD, EdD)
- Other (Please specify) _____

If High school graduate/GED OR Some college credit, no degree is selected, SKIP TO Please read the following definition about Patient-Centered Outcomes Research

Q9 Please identify your major (s):

- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree
- Other- _____

Please read the following definition about Patient-Centered Outcomes Research:

Patient Centered Outcomes Research (PCOR) is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.

Q10 Based on the definition of PCOR just presented (you can see this definition at any time by hovering over any presentation of the term PCOR), please mark the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know
<p>PCOR is included in my current curriculum. .</p> <p>(POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know
<p>PCOR has the potential to improve quality of care for patients. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p> <p>PCOR puts patients at risk of increased rationing of health care. . (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know
<p>make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p> <p>I intend to implement PCOR into my daily clinical practice. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>PCOR does not take into account the limitations of a practicing clinician's day-to-day work.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>PCOR should be part of the</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know
<p>formal curriculum for my program. .</p> <p>(POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>						

Q11 Have you had any training in: Check all that apply. (Hover over text choices for definitions).

- Evidence-based practice (POP-UP)** Applying the best available research results (evidence) when making decisions about health care. Health care professionals who perform evidence-based practice use research evidence along with clinical expertise and patient preferences.
- Comparative effectiveness research (POP-UP)** A type of health care research that compares the results of one approach for managing a disease to the results of other approaches. Comparative effectiveness usually compares two or more types of treatment, such as different drugs, for the same disease
- General Research methods (POP-UP)** Includes research design, statistics, epidemiology, biostatistics, etc.
- Meta-analysis and systematic reviews (POP-UP)** Meta-analysis: The use of statistical techniques in a systematic review to integrate the results of included studies. Systematic reviews: A critical assessment and evaluation of all research studies that address a particular clinical issue.
- Patient/clinician communication skills (POP-UP)** Communication that includes mutual respect, harmonized goals, a supportive environment, appropriate decision partners, the right information, full disclosure, and continuous learning.
- Shared decision-making (POP-UP)** Decisions that are shared by doctors and patients, informed by the best evidence available, and weighted according to the specific characteristics and values of the patient.
- PCOR (POP-UP)** PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.

Q12 Was this training curriculum-based (i.e., part of the prescribed set of courses) or non-curriculum-based (i.e., not part of the required courses)? Check all that apply. (Hover over text choices for definitions).

	Curriculum-based	Non-curriculum based	Don't Know
<p>Evidence-based practice Applying the best available research results (evidence) when making decisions about health care. Health care professionals who perform evidence-based practice use research evidence along with clinical expertise and patient preferences."></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comparative effectiveness research A type of health care research that compares the results of one approach for managing a disease to the results of other approaches. Comparative effectiveness usually compares two or more types of treatment, such as different drugs, for the same disease</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>General Research methods Includes research design, statistics, epidemiology, biostatistics, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Meta-analysis and systematic reviews Meta-analysis: The use of statistical techniques in a systematic review to integrate the results of included studies. Systematic reviews: A critical assessment and evaluation of all research studies that address a particular clinical issue.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Patient/clinician communication Communication that includes mutual respect, harmonized goals, a supportive environment, appropriate decision partners, the right information, full disclosure, and continuous learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Shared decision-making Decisions that are shared by doctors and patients, informed by the best evidence available, and weighted according to the specific characteristics and values of the patient.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Curriculum-based	Non-curriculum based	Don't Know
<p>PCOR PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Don't Know is selected for all choices, SKIP to Q15.

Q13 How many hours of curriculum-based (i.e., part of the prescribed set of courses) training? Check all that apply. (Hover over text choices for definitions).

	Regular Coursework (greater than 20 hours)	Short Course/Lecture (less than 20 hours)	Special Lectures or Grand Rounds	Don't Know
<p>Evidence-based practice Applying the best available research results (evidence) when making decisions about health care. Health care professionals who perform evidence-based practice use research evidence along with clinical expertise and patient preferences."></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comparative effectiveness research A type of health care research that compares the results of one approach for managing a disease to the results of other approaches. Comparative effectiveness usually compares two or more types of treatment, such as different drugs, for the same disease</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>General Research methods Includes research design, statistics, epidemiology, biostatistics, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Meta-analysis and systematic reviews Meta-analysis: The use of statistical techniques in a systematic review to integrate the results of included studies. Systematic reviews: A critical assessment and evaluation of all research studies that address a particular clinical issue.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Patient/clinician communication Communication that includes mutual respect, harmonized goals, a supportive environment, appropriate decision partners, the right information, full disclosure, and continuous learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Regular Coursework (greater than 20 hours)	Short Course/Lecture (less than 20 hours)	Special Lectures or Grand Rounds	Don't Know
<p>Shared decision-making Decisions that are shared by doctors and patients, informed by the best evidence available, and weighted according to the specific characteristics and values of the patient.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>PCOR PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 What non-curriculum-based methods (i.e., not part of the required courses) did you use? Check all that apply. (Hover over text choices for definitions).

	Personal Reading	Capstones	Conferences	Brown Bags	Journal Clubs	Mentoring	Professional Association Activities	Other	Don't Know
<p>Evidence-based practice Applying the best available research results (evidence) when making decisions about health care. Health care professionals who perform evidence-based practice use research evidence along with clinical expertise and patient preferences."></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comparative effectiveness research A type of health care research that compares the results of one approach for managing a disease to the results of other approaches. Comparative effectiveness usually compares two or more types of treatment, such as different drugs, for the same disease</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>General Research methods Includes research design, statistics, epidemiology, biostatistics, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Personal Reading	Capstones	Conferences	Brown Bags	Journal Clubs	Mentoring	Professional Association Activities	Other	Don't Know
<p>Meta-analysis and systematic reviews Meta-analysis: The use of statistical techniques in a systematic review to integrate the results of included studies. Systematic reviews: A critical assessment and evaluation of all research studies that address a particular clinical issue.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Patient/clinician communication Communication that includes mutual respect, harmonized goals, a supportive environment, appropriate decision partners, the right information, full disclosure, and continuous learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Shared decision-making Decisions that are shared by doctors and patients, informed by the best evidence available, and weighted according to the specific characteristics and values of the patient.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>PCOR PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Personal Reading	Capstones	Conferences	Brown Bags	Journal Clubs	Mentoring	Professional Association Activities	Other	Don't Know
survival, function, symptoms, and health related quality of life.									

Q15 Please mark the extent to which you agree or disagree with the following statements (you can see the PCOR definition at any time by hovering over any presentation of the term PCOR):

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know/Not applicable
I would like to learn more about PCOR. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know/Not applicable
<p>I have access to faculty/experts who value PCOR. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I have access to faculty/experts who are familiar with the latest PCOR research. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people,</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know/Not applicable
<p>such as survival, function, symptoms, and health related quality of life.</p> <p>Peers within my program value PCOR. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that matter to people, such as survival, function, symptoms, and health related quality of life.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Peers within my program want to learn about PCOR. (POP-UP) PCOR is research that assesses the benefits and harms of preventive, diagnostic, therapeutic, palliative or health delivery system interventions. This research helps clinicians, patients and other caregivers make decisions about health care choices by highlighting comparisons and outcomes that</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't know/Not applicable
matter to people, such as survival, function, symptoms, and health related quality of life.						

Q16 Please rate your current ability to do the following tasks:

	I cannot do this task independently	I can do this task with extensive written/verbal guidance	I can do this task with minimal guidance	I can do this task on my own	I am an expert in this task
Find relevant guidelines or other evidence to address a specific problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically assess quantitative evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically assess qualitative evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate relevant research findings directly to patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the benefits and harms of interventions for patients on an individualized basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicit patient's (and their caregivers) preferences on their care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately include patients' preferences, autonomy, and needs into clinical decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the relevance of research that optimizes outcomes while addressing other factors (e.g., burden to individuals, availability of services, technology, and personnel).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 When making a clinical decision, what percent of the time do you look up guidelines to help guide your decision?

_____ Percent (Slide scale)

Q18 When making a clinical decision, what percent of the time do you look up other clinical evidence to help guide your decision?

_____ Percent(Slide scale)

Use of PCOR and Other Evidence Sources

Q19 How often have you used any of the following specific evidence sources?

	Very Often	Often	Occasionally	Seldom	Never	Don't know
Clinical Summaries (e.g., UpToDate, ClinicalEvidence (CE), Essential Evidence Plus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Textbooks (e.g., AccessMedicine, MD Consult, Current Medical Diagnosis and Treatment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handbooks (e.g., Pocket Medicine, Harriet Lane Handbook, Washington Manual of Medical Therapeutics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Literature (e.g., Individual journals, PUBMED, CINAHL, Dynamed, Web of Knowledge, Medscape, POEMs, PsycINFO, ACP Journal Club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Literature (e.g., Cochrane Reviews, Database of Reviews of Effects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidelines (e.g., Agency for Healthcare Research and Quality Evidence Reports, US Preventive Service Task Force Recommendations, National Guidelines Clearinghouse)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 How often do you use any of the following social media to look for or find out about guidelines?

	Very often	Often	Occasionally	Seldom	Never	Don't Know
Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Wikis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Does your school formally sponsor the use of any social media for dissemination of evidence?

	Yes	No	Don't know
Newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Wikis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Please rank the characteristics of a source which increase your likelihood to use it for accessing evidence. Place your mouse over the text to drag them into a list from 1 (most likely) to 7 (least likely).

- _____ Speed of access
- _____ Thoroughness of source
- _____ Trustworthiness of source
- _____ Source is made available/recommended through my program/school
- _____ Pertinence of information
- _____ Source is made available/recommended through my professional association
- _____ Other (please specify) _____

Q23 Please rank how you usually access sources. Place your mouse over the text to drag them into a list from 1 (most frequently) to 7 (least frequently)

- _____ Manually (e.g., hardcopy journals, Pocket Medicine)
- _____ Mobile devices (e.g., Apps on iPhone, iPad)
- _____ Email
- _____ Listservs
- _____ Web search
- _____ Institutional homepage website (e.g., University library website, clinical rotation website)
- _____ Other (please specify) _____

Q24 Please mark the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
The available sources of evidence meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are not enough sources of evidence that I trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know which evidence sources to go to in order to address an immediate need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are not enough evidence sources that address my profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It takes too much time to sift through the various sources for evidence to find an answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sources I need cost too much to access regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us about yourself.

Q25 In what year were you born?

_____ Year

Q26 Are you:

- Male
 Female

Q27 Are you Hispanic or Latino/Latina?

- No
 Yes

Q28 What is your race? Mark one or more races.

- American Indian or Alaska Native
 Asian
 Native Hawaiian or Other Pacific Islander
 Black or African American
 White

If YES is selected to "I would like to be contacted for possible future participation in a webinar or mini-forum related to PCOR:"

Thanks for your input!

You have helped the Agency for Healthcare Research and Quality shape the future of the education of health professions students.

If NO is selected to "I would like to be contacted for possible future participation in a webinar or mini-forum related to PCOR:"

Thanks for your input!

You have helped the Agency for Healthcare Research and Quality shape the future of the education of health professions students.

We would like to offer you once again the opportunity to provide further input for example, through participation in a mini-forum or webinar to help AHRQ create a Roadmap for integrating PCOR into health care education. If you are willing, you will have the opportunity to provide additional information about what you are currently being taught about emerging research, what you would like to know, and how you would prefer to receive this information now and as you move into your clinical practice.

I would like to be contacted for possible future participation in a webinar or mini-forum related to PCOR.

- Yes
 No