# Survey #2: Immediate Post-Training Survey

Form Approved  
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**(Pen or Paper Survey Administered to Primary Trainees Immediately Following the Training)**

## Post-Training Knowledge

1. Which of the following statements most accurately defines comparative effectiveness research (CER), also sometimes called patient-centered outcomes research (PCOR)?

|  |  |
| --- | --- |
|  | CER/PCOR is the process by which health professionals and others impart information to patients and their caregivers that will alter their health behaviors or improve their health status. |
|  | CER/PCOR is an interdisciplinary approach to clinical practice that has been gaining ground following its formal introduction in 1992. |
|  | CER/PCOR is research that compares the available evidence on the effectiveness, benefits, and harms of different treatments and interventions for specific health conditions. CER/PCOR takes into consideration outcomes that matter to patients, such as mortality and quality of life. |
|  | CER/PCOR is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. |
|  | All of the above |
|  | None of the above |

1. Which of the following statements accurately describes the purpose of the Agency for Healthcare Research and Quality’s (AHRQ’s) Effective Health Care Program?

|  |  |
| --- | --- |
|  | AHRQ’s Effective Health Care Program funds individual researchers, research centers, and academic organizations to produce effectiveness and comparative effectiveness research for clinicians, consumers, and policymakers. |
|  | AHRQ’s Effective Health Care Program funds individual researchers, research centers, and academic organizations to protect America from health and safety threats. Whether diseases start at home or abroad, are chronic or acute, are curable or preventable, or are based on human error or deliberate attack, AHRQ fights diseases and supports communities and citizens to do the same. |
|  | AHRQ’s Effective Health Care Program funds individual researchers, research centers, and academic organizations to seek fundamental knowledge about the nature and behavior of living systems and the application of that knowledge to enhance health, lengthen life, and reduce illness and disability. |
|  | All of the above |
|  | None of the above |

1. Which of the following statements accurately describes a process that is critical for conducting shared decisionmaking (SDM)?

|  |  |
| --- | --- |
|  | The clinician makes a treatment recommendation to the patient and then carefully explains why the option is the best for the patient. |
|  | The clinician weighs the evidence of available treatment options and selects the most appropriate option for the patient to minimize risks and costs for the patient. |
|  | The clinician engages the patient and/or their caregivers to clarify the patient’s values or preferences for treatment. |
|  | The clinician discusses the pros/cons (benefits/risks/costs) of available treatment options with the patient and/or their caregivers and then selects the option with the lowest cost or risk. |
|  | All of the above |
| Public reporting burden for this collection of information is estimated to average 15 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. | None of the above |

1. Which of the following definitions best describes the purpose of patient decision aids (DAs)?

|  |  |
| --- | --- |
|  | Patient DAs are tools that help people become involved in decisionmaking by making explicit the decision that needs to be made, providing information about the options and outcomes, and by clarifying personal values. |
|  | Patient DAs describe where and why choice exists and they provide information about options, including the option of taking no action. |
|  | Patient DAs help people deliberate, independently or in collaboration with others, about their options by considering how they might feel about short, intermediate, and long-term outcomes which have relevant consequences. |
|  | Patient DAs 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. |
|  | All of the above |
|  | None of the above |

## Post-Training Self-Efficacy Questions

1. Please rate how important you believe the following topics are in providing patient care:

|  | Very confident | Moderately confident | Slightly confident | Not at all confident |
| --- | --- | --- | --- | --- |
| Locating trusted CER/PCOR resources. |  |  |  |  |
| Using CER/PCOR to facilitate health care decisionmaking. |  |  |  |  |
| Sharing CER/PCOR decision aids with patients. |  |  |  |  |
| Discussing risks and benefits about health care options with patients |  |  |  |  |
| Engaging patients to learn their preferences and values for their health care. options |  |  |  |  |
| Including patients in decisionmaking if they want to be involved. |  |  |  |  |

1. Please rate your confidence in training others on the following topics:

|  | Very confident | Moderately confident | Slightly confident | Not at all confident |
| --- | --- | --- | --- | --- |
| Locating trusted CER/PCOR resources. |  |  |  |  |
| Using CER/PCOR to facilitate health care decisionmaking. |  |  |  |  |
| Sharing CER/PCOR decision aids with patients. |  |  |  |  |
| Discussing risks and benefits about health care options with patients |  |  |  |  |
| Engaging patients to learn their preferences and values for their health care. options |  |  |  |  |
| Including patients in decisionmaking if they want to be involved. |  |  |  |  |

1. How likely are you to use each of the following tools presented in the workshop in the future?

|  | Definitely | Probably | Possibly | Probably not | Definitely not | Not applicable to me |
| --- | --- | --- | --- | --- | --- | --- |
| SDM toolbox Web page on the AHRQ Web site |  |  |  |  |  |  |
| SDM quick reference guide |  |  |  |  |  |  |
| Sample dialogue guide/Talking points |  |  |  |  |  |  |
| Cultural awareness checklist |  |  |  |  |  |  |
| Health literacy strategies summary |  |  |  |  |  |  |
| Implementation brief for interdisciplinary teams |  |  |  |  |  |  |
| Administrator brief about the benefits of implementing PCOR in SDM between providers and patients |  |  |  |  |  |  |
| Promotional or marketing kit |  |  |  |  |  |  |

## Quality of Training

1. Instructor (Please rate the following):

|  | Excellent | Very good | Good | Fair | Poor |
| --- | --- | --- | --- | --- | --- |
| The instructors’ subject matter knowledge about the topic |  |  |  |  |  |
| The instructors’ ability to answer questions |  |  |  |  |  |
| The instructors’ presentation style |  |  |  |  |  |
| The instructors’ effectiveness as a communicator |  |  |  |  |  |
| The instructors’ effectiveness in using tools (visual aids/activities/illustrations) to impart the knowledge needed for the course |  |  |  |  |  |
| The instructors’ effectiveness in motivating, inspiring, and instilling confidence in everyone in the class |  |  |  |  |  |

1. Materials (Please rate the following):

|  | Excellent | Very good | Good | Fair | Poor |
| --- | --- | --- | --- | --- | --- |
| Handouts used in the training |  |  |  |  |  |
| Audiovisual aids used in the training |  |  |  |  |  |

1. Workshop (Please rate the following):

|  | Excellent | Very good | Good | Fair | Poor |
| --- | --- | --- | --- | --- | --- |
| How well did the training program meet your expectation? |  |  |  |  |  |
| **Please rate how well the module objectives were met:** | | | | | |
| Module 1 – CER/PCOR |  |  |  |  |  |
| Module 2 – SDM |  |  |  |  |  |
| Module 3 – Communication |  |  |  |  |  |
| Module 4 – Changing the Practice Culture |  |  |  |  |  |
| Module 5 – Strategies for Training Others |  |  |  |  |  |
| **Please rate modules for content and completeness:** | | | | | |
| Module 1 – CER/PCOR |  |  |  |  |  |
| Module 2 – SDM |  |  |  |  |  |
| Module 3 – Communication |  |  |  |  |  |
| Module 4 – Changing the Practice Culture |  |  |  |  |  |
| Module 5 – Strategies for Training Others |  |  |  |  |  |
| **Please rate how appropriate the length of time allotted to teach the module was:** | | | | | |
| Module 1 – CER/PCOR |  |  |  |  |  |
| Module 2 – SDM |  |  |  |  |  |
| Module 3 – Communication |  |  |  |  |  |
| Module 4 – Changing the Practice Culture |  |  |  |  |  |
| Module 5 – Strategies for Training Others |  |  |  |  |  |
| Rate the length of the overall training program |  |  |  |  |  |
| Rate the program schedule, including start time, breaks, and end time |  |  |  |  |  |
| Rate the relevance of the program to your current or future work |  |  |  |  |  |

## Learning Style

1. Did the training session accommodate your personal learning style?

 Yes

 Somewhat

 No

## Other

1. What were the biggest strengths of the training?

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1. How could the training be improved?

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