

Survey #2: Immediate Post-Training Survey

(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)?

<input type="checkbox"/>	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.
<input type="checkbox"/>	CER/PCOR is an interdisciplinary approach to clinical practice that has been gaining ground following its formal introduction in 1992.
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	CER/PCOR is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients.
<input type="checkbox"/>	All of the above
<input type="checkbox"/>	None of the above

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

<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input type="checkbox"/>	All of the above
<input type="checkbox"/>	None of the above

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

<input type="checkbox"/>	The clinician makes a treatment recommendation to the patient and then carefully explains why the option is the best for the patient.
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The clinician engages the patient and/or their caregivers to clarify the patient's values or preferences for treatment.
<input type="checkbox"/>	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.
<input type="checkbox"/>	All of the above
<input type="checkbox"/>	None of the above

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

<input type="checkbox"/>	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.
<input type="checkbox"/>	Patient DAs describe where and why choice exists and they provide information about options, including the option of taking no action.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	All of the above
<input type="checkbox"/>	None of the above

Post-Training Self-Efficacy Questions

5. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using CER/PCOR to facilitate health care decisionmaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing CER/PCOR decision aids with patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing risks and benefits about health care options with patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging patients to learn their preferences and values for their health care. options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including patients in decisionmaking if they want to be involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using CER/PCOR to facilitate health care decisionmaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing CER/PCOR decision aids with patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing risks and benefits about health care options with patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging patients to learn their preferences and values for their health care. options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Including patients in decisionmaking if they want to be involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SDM quick reference guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample dialogue guide/Talking points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural awareness checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health literacy strategies summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation brief for interdisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrator brief about the benefits of implementing PCOR in SDM between providers and patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotional or marketing kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Quality of Training

8. Instructor (Please rate the following):

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

9. Materials (Please rate the following):

	Excellent	Very good	Good	Fair	Poor
Handouts used in the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual aids used in the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Workshop (Please rate the following):

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

Learning Style

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

- Yes
- Somewhat
- No

Other

12. _____ **What were the biggest strengths of the training?**

13. _____ **How could the training be improved?**
