PACER Module #3: Stewardship - Pre-evaluation

Start of Block: Demographic Data

Q29 Welcome to PACER Module 3: Stewardship. Before beginning this evaluation, please review the statement below and answer accordingly.

Q1 *By answering yes to this question, I agree to give*consent for the data in this survey to be included in the HRSA Accelerating Primary Care Transformation Wright  ACT-Wright research study. Data may also be used in future research studies. No personal identifiable information is shared.

* Yes (1)
* No (2)

Q2 First Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q3 Last Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q27 Email address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q4 Gender

* Male (1)
* Female (2)

Q6 Please indicate which discipline applies to you:

* Family Medicine (1)
* Internal Medicine (2)
* Nurse Practitioner (3)
* Pediatrics (4)
* Pharmacy (5)
* Physician Assistant (6)
* School of Professional Psychology (7)
* Faculty (8)
* Other (Type in box below) (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q16 How many PACER Modules have you attended PRIOR to this Module?

* 0 (1)
* 1 (2)
* 2 (3)

End of Block: Demographic Data

Start of Block: Interprofessional Learning and Collaboration

Q10 **Please provide a response to the following statements.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Agree** (1) | **Agree** (2) | **Disagree** (3) | **Strongly Disagree** (4) |
| My skills in communicating with patients/clients would be improved through learning with individuals from other healthcare professions. (1) |  |  |  |  |
| My skills in communicating with other healthcare professionals would be improved through learning with individuals from other healthcare professionals. (2) |  |  |  |  |
| I would prefer to learn only with peers from my own profession. (3) |  |  |  |  |
| Learning with individuals from other healthcare professions is likely to facilitate subsequent working professional relationships. (4) |  |  |  |  |
| Learning with individuals from other healthcare professions would be more beneficial to improving teamwork skills than learning only from my peers. (9) |  |  |  |  |
| Collaborative learning would be a positive learning experience for all healthcare individuals. (5) |  |  |  |  |
| Learning with individuals from other healthcare professions is likely to help overcome stereotypes that are held about the different professions. (6) |  |  |  |  |
| I would enjoy the opportunity to learn with individuals from other healthcare professions. (7) |  |  |  |  |
| Learning with individuals from other healthcare professions is likely to improve the service for the patient/client. (8) |  |  |  |  |

Q12 **Please provide a response to the following statements.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly Agree** (1) | **Agree** (2) | **Disagree** (3) | **Strongly Disagree** (4) |
| I am confident in defining stewardship as it relates to my discipline. (1) |  |  |  |  |
| I can explain different approaches to analyzing the cost and cost-effectiveness of healthcare interventions and procedures. (2) |  |  |  |  |
| I am able to describe the role of my own profession in promoting just allocations of limited resources (5) |  |  |  |  |
| I am able to describe the role of other professions in promoting just allocations of limited resources. (6) |  |  |  |  |
| I can communicate in a manner that engages the interprofessional team to promote just allocations of limited resources. (7) |  |  |  |  |
| I can describe collaborative approaches to appropriate just allocations of limited resources. (8) |  |  |  |  |

End of Block: Interprofessional Learning and Collaboration

Start of Block: End

Q14   
**Thank you for your participation!**  
     
Pollard, K., Miers, M.E., & Gilchrist, M. (2005). Second year scepticism: Pre-qualifying health and social care students' midpoint self-assessment, attitudes and perceptions concerning interprofessional learning and working. J Interprofess Care, 19(3): 251-268

End of Block: End