BIOGRAPHICAL

Please answer the following questions about your background.

- 1. How do you best describe your agency/organization?
 - \odot State Health Department
 - City or County Health Department
 - \circ Coalition
 - Advocacy Group
 - \circ University
 - Community-Based Organization
 - Voluntary Health Organization
 - Other (please specify)
- 2. Though you may work in several capacities, which do you consider your primary position? (**Required**)
 - \circ Program Manager/Administrator/Coordinator
 - Health Educator
 - \circ Epidemiologist
 - \circ Statistician
 - Program Planner
 - Program Evaluator
 - \circ Division or Bureau Head/Division Deputy Director
 - Department Head
 - \circ Community Health Nurse, Social Worker, Dietitian, Nutritionist
 - Lay Health Worker
 - Other (please specify)
- 3. How long have you worked for this agency/organization?
 - ____ Years ____ Months
- 4. How long have you been in your current position?

____ Years ____ Months

5. How long have you been involved in public health overall?

____ Years ____ Months

- 6. Do you specialize in a single program area or do you manage multiple areas? (**Required**)
 - $\,\circ\,$ I specialize in a single program area
 - $\,\circ\,$ I manage multiple program areas
- 7. In what single program area do you specialize? (**Required**)
 - \circ Diabetes
 - Obesity
 - Physical Activity
 - Diet/Nutrition
 - $\circ\,$ Cancer Prevention and Control
 - \circ Tobacco
 - \circ Cardiovascular Health
 - \circ Arthritis
 - \circ Asthma
 - \circ School Health
 - \circ Women's Health, including Maternal and Child Health
 - \circ Vision Preservation
 - Healthy Aging
 - \circ Osteoporosis
 - Other (please specify)
- 8. In what other program areas do you specialize? (Check all that apply) (**Required**) □ Diabetes
 - □ Obesity
 - □ Physical Activity
 - □ Diet/Nutrition
 - □ Cancer Prevention and Control
 - 🗆 Tobacco
 - \Box Cardiovascular Health
 - □ Arthritis
 - 🗆 Asthma
 - □ School Health
 - □ Women's Health, including Maternal and Child Health
 - \Box Vision Preservation
 - □ Healthy Aging
 - □ Osteoporosis
 - □ Other (please specify)

- 9. Please indicate the size of the population your agency serves.
 - 0 24,999
 - 25,000 49,999
 50,000 74,999
 75,000 99,999
 100,000 149,999
 150,000 199,999
 200,000 299,999
 300,000 399,999
 - **400,000**+
- 10. Please indicate your gender.
 - Male
 - Female
- 11. What is the most advanced degree you have completed?
 - \Box High school or GED equivalent
 - Some college
 Bachelor's degree
 BSN/RN/LPN
 MPH or MSPH
 MS, MA, or other masters degree
 DrPH
 PhD
 MD
 Other (please specify)

EVIDENCE-BASED DECISION MAKING

The next set of questions asks about evidence-based decision making. For the purposes of this survey, we think that evidence-based decision making involves the development, implementation, and evaluation of effective programs and policies in public health through:

- The systematic use of data and information systems
- The application of principles of scientific reasoning coupled with community engagement
- The appropriate use of behavioral science theory and program planning models
- 12. Based on your experience and best judgment, what percentage of programs in your agency is evidence-based?

- 13. What are some of the barriers to using evidence-based interventions or making evidence-based decisions that you have encountered?
- 14. In your opinion, what is the one thing that most needs to happen in your agency to increase the use of evidence-based decision making?

Please indicate the extent to which you agree or disagree with the following statement. Use the scale below to respond to each item by filling in the circle that best represents your response.

15. I feel that I have the skills necessary for developing evidence-based chronic disease control programs.

Stro Disa	ngly gree									rongly Agree
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

IMPORTANCE AND AVAILABILITY OF EVIDENCE-BASED DECISION MAKING

Input from practitioners has led to the following definitions of skills needed to make evidence-based decisions to prevent chronic disease.

First, please use the blue scale to rate the importance of each skill.

Second, use the orange scale to rate how available you feel each skill is to you when you need it (either in your own skill set or in others').

16. Prioritizing Health Issues

Understand how to choose and implement appropriate criteria and processes for prioritizing program and policy options for chronic disease prevention.

	Very Unimportant or Unavailable							Ve	ry Importan or Available			
	0	1	2	3	4	5	6	7	8	9	10	
Level of importance	0	0	0	0	0	0	0	0	0	0	0	
Current level of availability	0 0 0 0 0 0 0							0	0	0	0	

17. Evaluation Designs

Understand the various designs useful in chronic disease program evaluation with a particular focus on quasi-experimental, non-randomized designs.

	Very Unimportant or Unavailable							Vei	ry Important or Available			
	0	1	2	3	4	5	6	7	8	9	10	
Level of importance	0	0	0	0	0	0	0	0	0	0	0	
Current level of availability	0 0 0 0 0 0 0							0	0	0	0	

18. Qualitative evaluation (this type of evaluation uses non-numerical observations, using approved methods such as participant observation, group interviews, or focus groups)

Understand the importance of qualitative evaluation approaches including the steps involved in conducting them.

	Very Unimportant or Unavailable							Vei	ery Important or Available				
	0	1	2	3	4	5	6	7	8	9	10		
Level of importance	0	0	0	0	0	0	0	0	0	0	0		
Current level of availability	0 0 0 0 0 0 0							0	0	0	0		

19. Quantitative Evaluation (evaluation that uses data in numerical quantities, such as continuous measurements or counts)

Understand the value of quantitative evaluation approaches including the concepts of measurement validity and reliability.

18. Qualitative evaluation (this type of evaluation uses non-numerical observations, using approved methods such as participant observation, group interviews, or focus groups)

Understand the importance of qualitative approaches to chronic disease program evaluation.

	Very Unimportant								Very Important				
	or Unavailable								or A	able			
	0	1	2	3	4	5	6	7	8	9	10		
Level of importance	0	0	0	0	0	0	0	0	0	0	0		
Current level of availability	0 0 0 0 0 0 0							0	0	0	0		

20. Developing an Action Plan for Program/Policy

Understand the importance of developing a chronic disease plan of action, which describes how the goals and objectives will be achieved, what resources are required, and how responsibility for achieving objectives will be assigned.

	Very Unimportant or Unavailable									ry Important or Available			
	0	1	2	3	4	5	6	7	8	9	10		
Level of importance	0	0	0	0	0	0	0	0	0	0	0		
Current level of availability	0 0 0 0 0 0 0							0	0	0	0		

21. Translating Evidence-Based Interventions

Understand the importance of translating evidence-based interventions to prevent chronic disease in unique "real world" settings.

	Very Unimportant or Unavailable								ery Important or Available				
	$\begin{array}{cccc} \text{or Unavailable} \\ 0 & 1 & 2 & 3 & 4 & 5 & 6 \end{array}$								or A	able			
	0	1	2	3	4	5	6	7	8	9	10		
Level of importance	0	0	0	0	0	0	0	0	0	0	0		
Current level of availability	0 0 0 0 0 0 0							0	0	0	0		

22. Transmitting Research to Policy Makers

Understand the importance of using creative ways of transmitting what is known to work (evidence-based interventions for chronic disease prevention) to policy makers in order to gain interest, political support and/or funding.

	Very Unimportant or Unavailable							Ve		tant able	
	0	1	2	3	4	5	6	7	8	9	10
Level of importance	0	0	0	0	0	0	0	0	0	0	0
Current level of availability	0 0 0 0 0 0 0							0	0	0	0

23. Making Decisions Based on Economic Evaluation

Understand the importance of using economic data and strategies to evaluate costs and outcomes when making public health decisions related to chronic disease prevention.

	Very Unimportant or Unavailable							Ve	ery Important or Available			
	0	1	2	3	4	5	6	7	8	9	10	
Level of importance	0	0	0	0	0	0	0	0	0	0	0	
Current level of availability	0 0 0 0 0 0 0						0	0	0	0		

24. Multidisciplinary Partnerships

Understand the importance of developing traditional and non-traditional partnerships to address chronic disease with evidence-based strategies.

	Very Unimportant or Unavailable							Ve	ry Important or Available			
	0	1	2	3	4	5	6	7	8	9	10	
Level of importance	0	0	0	0	0	0	0	0	0	0	0	
Current level of availability	0 0 0 0 0 0 0						0	0	0	0		

The next questions ask about the use of data in public health assessment, program planning, and evaluation. We are referring to data sets like BRFSS, YRBSS, or CDC WONDER.

25. I am confident in my ability to *find* public health data and statistics on chronic disease risk factors.

Stro Disa	ngly gree									rongly Agree
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

26. I am confident in my ability to *use* data and statistics for public health program planning, grant writing, and community assessment.

Stroi Disa										rongly Agree
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

POTENTIAL RESOURCES FOR EVIDENCE-BASED DECISION MAKING

If the following resources were easily available to help with the adoption of evidence-based decision making, how likely would you be to use each of them?

Use the scale below to respond to each item by filling in the circle that best represents your response.

27. Policy briefs combining statistical and narrative communication to provide information to policy makers about the importance of funding for evidence-based chronic disease control efforts.

Leas	st likel	у		Most	likely					
to u	se									to use
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

28. Targeted workshops that would address significant barriers to using evidencebased interventions (e.g., economic evaluation, quantitative skills, translating evidence-based interventions).

Leas	nst likely Mos									likely
to u	se									to use
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

29. Individualized technical consultation that would address barriers to using evidencebased interventions (e.g., one-on-one phone consultation).

	Least likely to use									
0	1	2	3	4	5	6	7	8	9	to use 10
0	0	0	0	0	0	0	0	0	0	0

30. Distance training opportunities via Webinar or video conference.

Leas	Most likely									
to u	se									to use
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

31. Distance training opportunities via conference call or CD-ROM.

Leas	Most likely									
to u	se									to use
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

32. A peer-to-peer network where you could discuss issues and ideas with colleagues.

Leas	Most likely									
to u	se									to use
0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0

33. Are there other resources that you would find helpful in using evidence-based decision making? What are they?