



Survey Intro

The Prevention Research Center in St. Louis is working on a new project "LEAD Public Health (Local Evidence Affecting Decisions in Public Health)" funded by the Robert Wood Johnson Foundation. LEAD Public Health examines the use of, barriers to, and methods for enhancing Evidence Based Programs and Policies (EBPP) in local health departments. We are asking local health department staff to help us by completing this survey.

This survey will take about 14 minutes of your time. Please respond to each question.

In appreciation for your time, we are offering everyone who completes the survey a \$20 Amazon.com gift card. At the end of the survey, you will be redirected to a page instructing you to provide personal contact information so that we can send you the gift card.

*Some formatting is not compatible with the Internet browser Safari. Please take the survey using an alternative Internet browser. Thank you.

I understand that my participation in this survey is voluntary, and my answers are anonymous.

- YES, I would like to take this survey.
- NO, I prefer not to take this survey.

SECTION A: BIOGRAPHICAL

Please answer the following questions about your background:

Which one of the following best describes your position within your local health agency?

- Top executive, health director, health officer, commissioner, or equivalent in "Office of the Director"
- Administrator, deputy or assistant director
- Manager of a division or program
- Program coordinator
- Technical expert position (evaluator, epidemiologist, health educator)
- Other (please specify below)

How long have you worked in this position?

Years

How long have you worked in public health overall?

Years

Do you manage/direct a SINGLE program area or do you manage/direct MULTIPLE program areas?

- I manage/direct a single program area
- I manage/direct multiple areas
- I do not manage/direct single or multiple program areas

Are you...?

- Male
- Female

What is your age?

- 20-29
- 30-39
- 40-49
- 50-59
- 60 or older

Which degrees/credentials do you hold? (check all that apply)

- Associate degree
- BS/BA
- CHES
- LPN
- RN
- BSN
- ARNP (Advanced Registered Nurse Practitioner)
- RD
- MS or MSc
- MPH or MSPH
- MA
- Other Masters Degree
- MD or DO
- PhD, DrPH, or ScD in a public health field
- PhD or ScD in another field
- EdD
- RS (Registered Sanitarian)
- Other (please specify below)

SECTION B: ADMINISTRATIVE EVIDENCE-BASED PRACTICES

The next questions ask about your agency's support of the use of an evidence-based process to plan and carry out public health services, programs, and policies. Throughout the survey, such a process is referred to as evidence-based decision-making (EBDM). EBDM involves:

- Making decisions based on the best available scientific evidence;
- Applying program planning and quality improvement frameworks;
- Engaging the community in assessment and decision making;
- Conducting sound evaluation.

* Hover your mouse over blue text for definitions.

Please answer the next set of questions for your agency as a whole.

WORKFORCE DEVELOPMENT

The staff in my agency has access to training in (please indicate "yes", "no", or "don't know" for each option):

| | Yes | No | Don't know |
|-------|-----|----|------------|
| _____ | | | |

| | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|
| EBDM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality Improvement (QI) Processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Management Practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performance assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate how strongly you agree or disagree with the following statements.

| | Strongly Disagree | Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| The staff in my agency has access to current information that might improve EBDM processes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

LEADERSHIP

Please indicate how strongly you agree or disagree with the following statements.

| | Strongly Disagree | Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| I have the ability to lead efforts in EBDM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I encourage the use of EBDM to guide agency efforts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I foster participation of staff when making important decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to my agency to hire people with a public health degree. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to my agency to hire people with work experience in public health. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate how strongly you agree or disagree with the following statements.

| | Strongly Disagree | Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Leadership has the ability to lead efforts in EBDM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership encourages the use of EBDM to guide agency efforts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership fosters participation of staff when making important decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to my agency to hire people with a public health degree. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to my agency to hire people with work experience in public health. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ORGANIZATIONAL CULTURE AND CLIMATE

Please indicate how strongly you agree or disagree with the following statements.

| Strongly | Somewhat | Neither Agree nor | Somewhat | Strongly |
|----------|----------|-------------------|----------|----------|
|----------|----------|-------------------|----------|----------|

| | Disagree | Disagree | Disagree | Disagree | Agree | Agree | Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My agency has a culture that supports the processes necessary for EBDM . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My agency has access to current research evidence for EBDM . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My agency promotes life-long learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My agency has access to EBDM information that is relevant to community needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

RELATIONSHIPS AND PARTNERSHIPS

Please indicate how strongly you agree or disagree with the following statements.

| | Strongly Disagree | Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Our collaborative partnerships have missions that align with my agency. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important for my agency to have partners who share resources (money, staff time, space, materials). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important for my agency to develop partnerships with both health and other sectors to address population health issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

FINANCIAL

My agency is funded through a variety of sources.

- Yes
- No
- Don't know

My agency has allocated resources for quality improvement (QI).

- Yes
- No
- Don't know

SECTION C: DIFFUSION ATTRIBUTES

In this section, we continue to ask about your agency. The next set of questions asks about the process of evidence-based decision making ([EBDM](#)) and factors that may influence that process.

Please indicate how strongly you agree or disagree with the following statements.

| | Strongly Disagree | Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| EBDM fits with my agency's mission or goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Positive changes in my agency can occur as a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| result of EBDM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my agency, EBDM is easy to understand. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my agency, EBDM is easy to implement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| EBDM is consistent with what we were already doing as an agency. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Components of an EBDM process can be subdivided in order to implement them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| EBDM has minimal financial cost to implement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We would have to make many changes in my agency to implement EBDM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We would have to hire new staff or retrain staff to implement EBDM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Components of EBDM can be implemented or tried without fully committing to the entire process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SECTION D: YOUR VIEWS RELATED TO EVIDENCE-BASED DECISION MAKING

Earlier we asked about your agency as a whole. In this next section, we ask for your views as an individual. Using the scale next to each statement, please indicate the extent to which you agree or disagree with each item.

Please indicate how strongly you agree or disagree with the following statements.

| | Strongly Disagree | Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| I feel that I have the skills necessary for developing evidence-based interventions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I can effectively communicate information on evidence-based strategies to policy makers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I need to be an expert on many issues in order to effectively make evidence-based decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My fears about job security prevent me from using EBDM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel evidence-based interventions are packaged in a way that I can use them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel evidence-based interventions are designed in a way to be self-sustaining. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Which of the following would most encourage you to utilize EBDM in your work? (Using the list below, please rank the top three, where 1 is the most important.)

- Placing a high priority on EBDM by leaders in my agency
- Positive feedback or encouragement to use EBDM

- A performance evaluation that considers the use of [EBDM](#)
- Trainings on [EBDM](#)
- Professional recognition for use of [EBDM](#)
- Other

SECTION E: USE OF RESOURCES

In your job, do you make decisions about or participate in making decisions about programs or policies?

- I make decisions
- I participate in making decisions
- I do not make decisions or participate in making decisions

When you make decisions about such things as program planning, policy development, or funding, how important to you are the following? (Using the list below, please rank the top three, where 1 is the most important.)

- Success stories and lessons learned from peers
- Guidance from the state health agency
- Funding guidance (either from legislative authority or federal funding source)
- One or a few scientific studies
- General literature review articles
- Systematic reviews of the body of scientific literature (Guide to Community Preventive Services or Community Guide)
- Scientific reports (e.g., IOM reports, Surgeon General reports)
- Health planning tools (e.g., MAPP or Healthy People 2010)
- Perspectives or priorities of agency leadership
- Other

Do you personally use the Community Guide in your work?

- Yes, often
- Yes, sometimes
- No
- I'm not familiar with the Community Guide

Does your agency use the Community Guide in its work?

- Yes, often
- Yes, sometimes
- No
- I'm not sure
- I'm not familiar with the Community Guide

What methods allow you to learn about the current findings in public health research? (Using the list below please rank the top three, where 1 is the most important.)

- Academic journals
- Reports to funders
- Press releases
- Newsletters

- Policy briefs
- Email alerts
- Targeted mailings
- Academic conferences
- Other conferences
- Seminars or workshops (phone, webinars, or in-person)
- Face-to-face meetings with stakeholders
- Media interviews
- CD-ROMs
- Social Media (Facebook, Twitter)
- Professional associations
- Other (please give details)

Block 9

You reported that academic journals are not in your top three resources as a way you learn about current findings in public health research. What are the reasons that you do not utilize these journals? (Please choose all that apply.)

- Lack of access to scientific journals
- Journal subscriptions are too expensive
- Not pertinent to my work
- Other

Block 8

Which journals do you most often read to stay up-to-date on current findings in public health? (Please rank the top three, with one being the journal you most often read.)

- American Journal of Preventive Medicine (AJPM)
- American Journal of Public Health (AJPH)
- Annual Review of Public Health
- BMC Public Health
- Emerging Infectious Diseases (EID)
- Frontiers in Public Health Services and Systems Research (PHSSR)
- Health Affairs
- Implementation Science
- Journal of Public Health Management and Practice
- Journal of the American Medical Association (JAMA)
- Morbidity and Mortality Weekly Report (MMWR)
- New England Journal of Medicine (NEJM)
- Preventing Chronic Disease (PCD)
- Preventive Medicine
- Public Health Reports
- Other (please specify)

How does your agency gain access to academic journals? (Please choose all that apply.)

- Agency subscription
- Access through state health agency
- Academic partner
- Other
- Don't Know

SECTION F: IMPORTANCE AND AVAILABILITY OF EVIDENCE-BASED DECISION MAKING

Now, we would appreciate your help rating the importance and availability of each skill in the statements below. First, read the statements (skills in **EBDM**) below; then, use the first scale to rate the importance of each of the skills. Next, use the second scale to rate how available you feel each skill is to you when you need it (either in your own skill set or among others' in your agency).

Prioritizing health issues: Understand how to prioritize program and policy options.

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Adapting interventions: Understand how to modify programs and policies for different communities and settings.

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Evaluation designs: Understand the various designs useful in program or policy evaluation.

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Quantifying the issue: Understand the uses of descriptive epidemiology (e.g., concepts of person, place, time) in quantifying a public health issue.

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Quantitative evaluation: Understand the uses of quantitative evaluation approaches (e.g., surveillance or surveys).

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Qualitative evaluation: Understand the value of qualitative evaluation approaches (e.g., focus groups, key informant interviews) including the steps involved in conducting qualitative evaluations.

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Developing an action plan for a program/policy: Understand the importance of developing an action plan, which describes how the goals and objectives will be achieved, what resources are required, and how responsibility for achieving objectives will be assigned.

| | | |
|---------------|---|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Community assessment: Understand how to define the health issue according to the needs and assets of the population/community of interest.

Qualtrics Survey Software

| | | | | | | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Communicating research to policy makers: Understand the importance of coming up with creative ways of communicating what is known to work (e.g., evidence-based interventions) to policy makers in order to gain interest, political support, and/or funding.

| | | | | | | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Economic evaluation: Understand how to use economic data in the decision making process.

| | | | | | | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Unimportant | <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"/> | Very Important |
| Not Available | <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"/> | Very Available |

Block 7

We also may be interested in contacting some of your program staff/colleagues. If you have staff in the following areas we would appreciate it if you would provide their names, and email addresses when convenient.

Chronic disease control (e.g., tobacco, cancer, obesity, cardio-vascular disease)

Environmental Health

Infectious disease control

We would like to thank you once again for completing this survey. Your time, efforts, and responses are greatly appreciated by all of us here at the Prevention Research Center in St. Louis. We want you to know that your efforts today are going to help shape a clearer understanding of local public health departments which contributes greatly to the advancement of public health in general.

If you have questions, please call Katie Duggan at 314-362-9644 or email: kduggan@wustl.edu

If you would like to receive a copy of the findings from our study, please provide your email address. Again, all responses are confidential.

Please re-enter your email address for verification.

Email address: