



## **COMMUNITY ENGAGED NEIGHBORHOODHELP™ INTERPROFESSIONAL QUESTIONNAIRE (CEPNIQ)**

CEPNIQ 2019 Part 1

Q1 Community Engaged Physician NeighborhoodHELP™ Interprofessional Questionnaire (CEPNIQ) (Adapted from the Readiness for Interprofessional Learning Scale (RIPLS) and Entry Level Interprofessional Questionnaire (ELIQ)). The purpose of this questionnaire is to examine the attitude of health and social care students towards interprofessional learning

Q2 Panther ID:

Q3 Gender:

- M (1)
- F (2)

Q4 Discipline:

- Medicine (1)
- Nursing (2)
- Social Work (3)
- P.A (4)

Q5 Have you completed the RIPLS questionnaire before?

- Yes (1)
- No (2)

Q6 Have you had previous experience in an interprofessional curricular setting? (Example: Workshops, interdisciplinary teams, household visits)

- Yes (1)
- No (2)

Q7 If you answered yes to the previous question please give a brief explanation of experience

Q8 Please complete the following questionnaire

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
1. I am not sure what my role will be as part of an interprofessional student team. (1)	<input type="radio"/>				
2. Patients would ultimately benefit if NHELP™ student teams worked together to address household concerns. (2)	<input type="radio"/>				
3. Collaborative learning with NHELP™ students from other professions will increase my ability to positively impact the household. (3)	<input type="radio"/>				
4. Collaborative learning will help me understand my own professional limitations. (4)	<input type="radio"/>				
5. Collaborative learning will help understand the value of other health professionals. (5)	<input type="radio"/>				
6. Collaborative learning with NHELP™ students from other professions will help me to communicate better with patients. (6)	<input type="radio"/>				

<p>7. Collaborative learning with NHELP™ students from other professions will help me to communicate better with other professionals. (7)</p>	<input type="radio"/>				
<p>8. Collaborative learning during home visits is likely to improve services for the households. (8)</p>	<input type="radio"/>				
<p>9. Collaborative learning with NHELP™ students from other professions improves interprofessional communication. (9)</p>	<input type="radio"/>				
<p>10. I would welcome the opportunity to work in small group settings or rounds with NHELP™ students from other professions. (10)</p>	<input type="radio"/>				
<p>11. I would welcome the opportunity to participate in lectures, tutorials, or workshops with NHELP™ students from other professions. (11)</p>	<input type="radio"/>				
<p>12. The main function of nurses and social workers is to provide support for doctors in order to improve patient health. (12)</p>	<input type="radio"/>				

<p>13. For improved patient care, trust and respect are needed (13)</p>	<input type="radio"/>				
<p>14. Learning with NHELP™ students from other professions will make me a more effective member of an interprofessional team. (14)</p>	<input type="radio"/>				
<p>15. Learning with NHELP™ students from other professions would further develop my teamwork skills. (15)</p>	<input type="radio"/>				

Q9 If you have any further comments regarding interprofessional education please enter them below.