

Want to “Measure Up?” How to Select and Use Validated Assessment Tools in Integrated Primary Care Research and Evaluation

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Faculty Disclosure

The presenters of this session have NOT had any relevant financial relationships during the past 12 months.

The views expressed in this presentation are those of the authors and do not reflect the views or official policy of the Department of Veteran Affairs or other departments of the US Government.

Conference Resources

Slides and handouts shared by our conference presenters are available on the CFHA website at https://www.cfha.net/page/Resources_2019 and on the conference mobile app.



Learning Objectives

- Describe the importance of using validated, evidence-based assessments in research and program evaluation
- Learn indicators of psychometric validation
- Identify and locate appropriate outcome measures to use.
- Learn to use a decision making tool to aid in that process

Background

- Empirically based assessments are vital
- These tools are used to draw conclusions that guide diagnosis and treatment
- However, the literature shows diversity in the measures used
 - Many people use homegrown measures when validated measures were available



Veterans With Depression in Primary Care: Provider Matching, and Care Satisfaction

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Arkansas Department of Veterans Affairs, North
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Annotate Highlight

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Washington State University Vancouver

Veterans Aff

Andrew B. Lanto, MA
Veterans Affairs Greater Los Angeles, Los
Angeles, California

Univer

Psychosocial Interventions for Use in Primary Care: An Examination of Providers' Attitudes and Beliefs

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University of Maryland and Pace University

Shar
ar

Lawrence Wissow,
Johns Hopkins Unive

Introduction: The integration of psychosocial interventions into primary care is a mechanism to increase access to mental health services. As an example of this integration, research indicates that barriers to delivery of psychosocial interventions by primary care providers (PCPs) exist. With the goal of informing a range of treatments amenable to PCP practice, the authors examined factors that might influence a PCP's intention to use a given intervention. Using survey methodology, 49 PCPs ranked the barriers to delivery and applicability to their patient population. Results found the following characteristics most important to multiple disorders, ease of use, and ease of implementation. Negative beliefs and attitudes toward addressing mental health issues were more likely to see certain criteria, such as ease of use, as most important. **Discussion:** The authors illustrate the potential application of these findings to the development of interventions that address the barriers to delivery of psychosocial interventions in primary care.

BRIEF REPORT

Please Break the Silence: Parents' Views on Communication Between Pediatric Primary Care and Mental Health Providers

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and Julian D. Ford, PhD
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Barbara Ward-Zimmerman, PhD
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Dana Foster, JD, MBA
University of Hartford

Introduction: The purpose of this study was to gain a better understanding of parents' preferences regarding the sharing of information between their children's primary care and mental health providers. **Method:** Fifty-five parents with a child who was actively engaged in mental health treatment completed an anonymous survey while accompanying their child to either a primary care or mental health clinic appointment. This brief report measures parents' experiences with and preferences for treatment coordination across their children's primary care and mental health providers, with a focus on communication practices. **Results:** Parents consistently described communication among their children's primary care and mental health providers as important, yet frequently reported that such communication was not currently taking place. Further,

Is the Questionnaire Measuring What I want?

- **Example: Heart Continuity of Care Questionnaire—33 items**

I feel I was provided with all of the information I needed to know about my heart condition

I feel my healthcare providers communicated well with each other in planning my move from hospital to my current residence

I was given consistent information about the symptoms that should lead me to seek health from my healthcare providers.



Measurement Selection Tool

START HERE:

Identify what are you trying to assess (e.g., symptom, functioning, satisfaction)?
Do you have a measure you are already using or do you know of one you think might be good?

COLLECT INFORMATION ON EXISTING MEASURES

Visit a free, open-source directory for measures AND/OR
Check library database (or Google scholar) for any previous research examining similar topics or existing information on measure already using or think might be good

Does the measure(s) you found or are already using assess what you want them to?
Ask yourself: What am I assessing and **why**?

Where to Find Measures?

Your facility may have a repository of measures or a library

University libraries/online databases

GOOGLE SCHOLAR!

Free, open-source options
(some included on your
handout)



Finding Measure Resources



Resource Name	Organization	Website	Includes
<i>Measuring Mental Health Outcomes in Built Environment Research</i>	The Center for Urban Design and Mental Health	www.urbandesignmentalhealth.com/how-to-measure-mental-health.html	-List of validated assessment tools and their features for mental health outcomes
<i>Validated Measures for Research with Vul-</i>	University of California San Francisco Clinical	consult.ucsf.edu/guidance/special	-Measures designed for use across several domains, including social factors, healthcare experience, disability, and IPV

Questions to Consider

Overall, what is the purpose of assessment?

Clinical? Evaluation? Research?

Are you planning to publish your findings in a journal?

And what are you really trying to measure and in whom?

- Symptoms?
- Functioning?
- Change over time?
- Screening v. diagnosis?
- Feasibility (e.g., satisfaction, barriers, facilitators?)



	Measure Name _____	Measure Name _____	Measure Name _____	Measure Name _____
What does it assess?				
Reliability Statistics				
Validity Statistics				
Setting/Population				
Number of Questions/Time to Implement				
Time to Score				
Copyrighted?				

**COLLECT
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AND/OR Check library
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measure already using or think
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Does the measure(s) you found
or are already using assess
what you want them to?

Ask yourself: What am I
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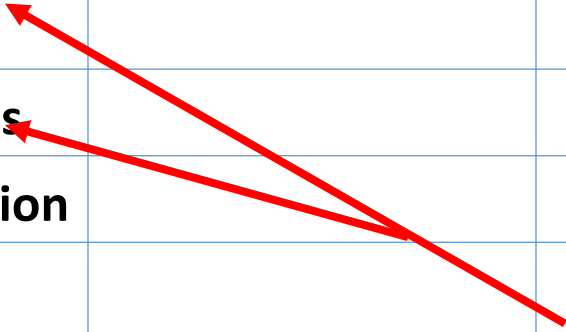
NO

YES

Identify if there is reliability/validity
statistics available on the measures in the
existing
literature?

Hint: If directory doesn't have them, then
search the measure name with word
psychometric

	Measure Name _____	Measure Name _____	Measure Name _____	Measure Name _____
What does it assess?				
Reliability Statistics				
Validity Statistics				
Setting/Population				
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Some Terms and Definitions

Reliability: consistency of a measure

Internal consistency: are the different items on the measure consistent with each other?

- Sometimes called split-half reliability
- Usually measured by **Cronbach's α**

Test-retest, interrater reliability: do patients answer consistently over time and do raters agree ?

- Consider if you are expecting change!
- Usually measured by **intraclass correlation**

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Intraclass correlation	Reliability
$ICC < 0.5$	Poor
$0.5 > ICC < 0.75$	Moderate
$0.75 > ICC < 0.9$	Good
$ICC > 0.9$	Excellent

Some Terms and Definitions

Validity: does your tool measure what it's supposed to?

Convergent validity: does your measure correlate with other measures of the construct?

- Look for: significant Pearson's correlations

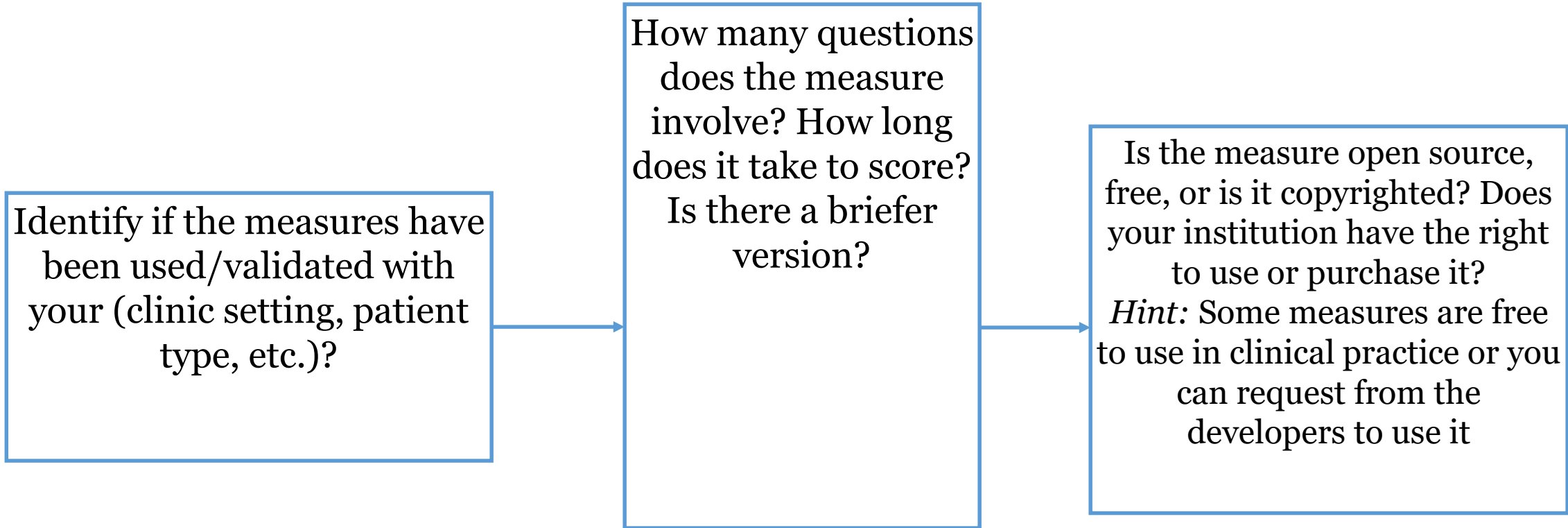
Sensitivity: ability of a test to correctly detect "Hits" (it finds the right people)

- Look for $\geq 70\%$ -ish

Specificity: ability of a test to correctly detect "valid negatives" (it misses the right people)

- Look for $\geq 70\%$ -ish

Identify if the measures have been used/validated with your (clinic setting, patient type, etc.)?

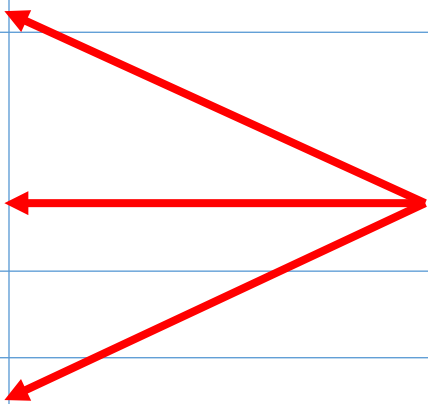


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graph LR; A[Identify if the measures have been used/validated with your (clinic setting, patient type, etc.)?] --> B[How many questions does the measure involve? How long does it take to score? Is there a briefer version?]; B --> C[Is the measure open source, free, or is it copyrighted? Does your institution have the right to use or purchase it? Hint: Some measures are free to use in clinical practice or you can request from the developers to use it];
```

How many questions does the measure involve? How long does it take to score?
Is there a briefer version?

Is the measure open source, free, or is it copyrighted? Does your institution have the right to use or purchase it?
Hint: Some measures are free to use in clinical practice or you can request from the developers to use it

	Measure Name _____	Measure Name _____	Measure Name _____	Measure Name _____
What does it assess?				
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Time to Score				
Copyrighted?				



Keep a few things in mind...

Has the tool been validated in your population?

- Particularly important if you're planning to PUBLISH your research
- Exercise caution when using adult measures with children
- Language – look for validated translations before translating on your own

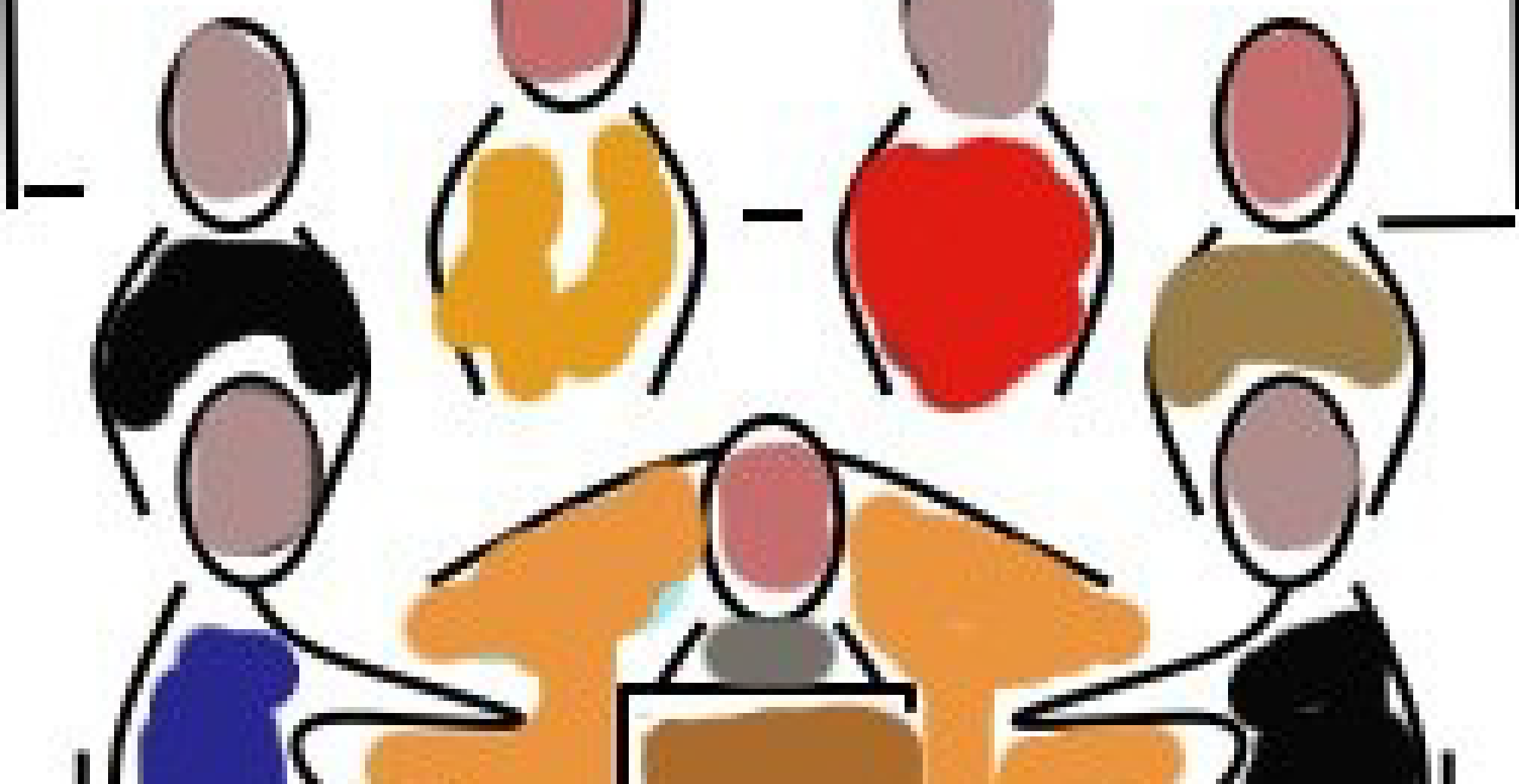
In your setting or presenting concern?

- Has it ever been used in a _____ clinic?
- Has it been used with _____ people?

Garbage in Garbage **OUT**



When You Implement a Measure to Assess Something,
Make Sure You Know How to Use It & Teach Staff



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Divide into groups of 4-6
Activity 1: ~10 minutes
Activity 2: ~5 minutes

Bibliography / Reference

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Learning Assessment

A learning assessment is required for CE credit.

A question and answer period will be conducted at the end of this presentation.

Session Evaluation

Use the CFHA mobile app to complete the evaluation for this session.

Thank you!

