Measuring what matters: learning from goal-based outcomes data analysis

CORC Regional Seminar Series: April 2019

Plan for this talk

- Background
- Research questions:
  - What goals are being set?
  - How to measure with rigour
  - How to consider goals alongside standardised measures
- How we addressed the research gap
- Implications
- Discussion

Background

- Mental health is a latent construct, no "hard" outcomes (Wolpert et al., 2014)

- Range of measures available

- Standardised measures might not capture all aspects of care, e.g. coping, resilience
  - Important especially when symptoms not expected to improve (Batty et al., 2013)

- Challenge of idiographic measures
  - How to analyse the data
  - How do they fit with standardised measurement?

Wolpert, M., Deighton, J., De Francesco, D., Martin, P., Fonagy, P., & Ford, T. (2014). From 'reckless' to 'mindful' in the use of outcome data to inform service-level performance management: perspectives from child mental health. BMJ Quality & Safety, 23(4), 272-276.

Batty, M. J., Moldavsky, M., Foroushani, P. S., Pass, S., Marriott, M., Sayal, K., & Hollis, C. (2013). Implementing routine outcome measures in child and adolescent mental health services: from present to future practice. Child and Adolescent Mental Health, 18(2), 82-87.

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Background: Value of tracking goals

- Good face validity (Toto et al., 2015; Levack et al., 2015; Moran et al., 2012)

- Most people want to set goals (Cooper & Norcross, 2016)

- Increased communication and shared agreement

- Motivates patients to participate in care discussions

- Parents of children with goals are more likely to be satisfied with care (Jacob et al., 2015)

- Person centred
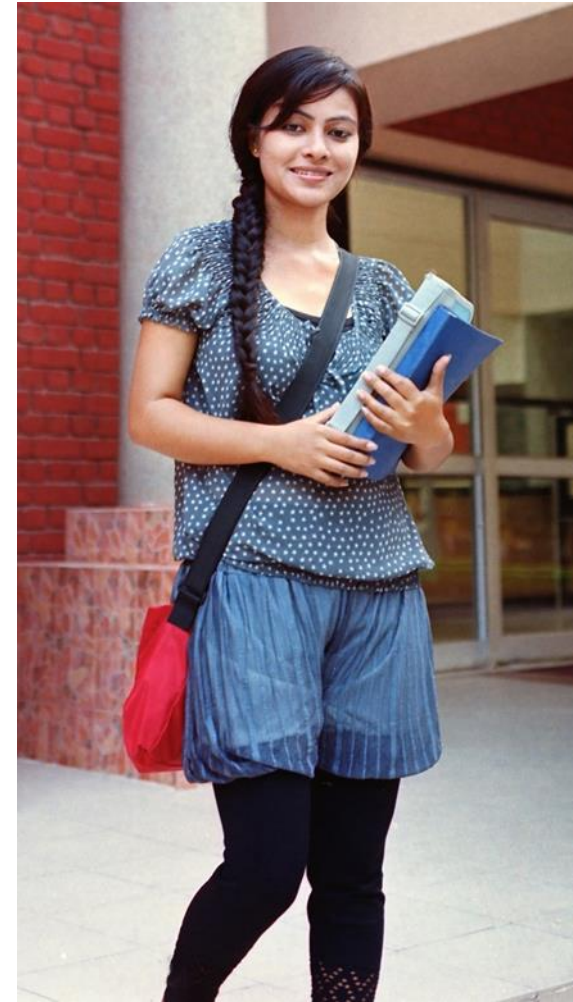
Toto, P. E., Skidmore, E. R., Terhorst, L., Rosen, J., & Weiner, D. K. (2015). Goal Attainment Scaling (GAS) in geriatric primary care: a feasibility study. Archives of gerontology and geriatrics, 60(1), 16-21.

Levack, W. M., Weatherall, M., Hay-Smith, E. J. C., Dean, S. G., McPherson, K., & Siegert, R. J. (2015). Goal setting and strategies to enhance goal pursuit for adults with acquired disability participating in rehabilitation. Cochrane Database of Systematic Reviews, 7.

Moran, P., Kelesidi, K., Guglani, S., Davidson, S., & Ford, T. (2012). What do parents and carers think about routine outcome measures and their use? A focus group study of CAMHS attenders. Clinical Child Psychology and Psychiatry, 17(1), 65-79.

Cooper, M., & Norcross, J. C. (2016). A brief, multidimensional measure of clients' therapy preferences: The Cooper-Norcross Inventory of Preferences (C-NIP). International Journal of Clinical and Health Psychology, 16(1), 87-98.

Jacob, J., De Francesco, D., Deighton, J., Law, D., Wolpert, M., & Edbrooke-Childs, J. (2017). Goal formulation and tracking in child mental health settings: when is it more likely and is it associated with satisfaction with care?. European child & adolescent psychiatry, 26(7), 759-770.

Background: Goal-Based Outcome Tool

- Goal-Based Outcome Tool (GBO)

What goals are being set: Background

- Need to know what goals are set at the outset of therapy

- No other published taxonomies based on GBO

- Adult taxonomies e.g. (Grosse Holtforth & Grawe, 2002)

Grosse Holtforth, M. & Grawe, K. (2002). Bern inventory of treatment goals: part 1. development and first application of a taxonomy of treatment goal themes. Psychotherapy Research, 12, 79–99.

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What goals are being set: Findings

- Three taxonomies: child-led goals, parent-led goals, jointly agreed goals

- Child led:
  - 3 Overarching themes:
    - Relationship/interpersonal: listening and understanding
    - Coping with specific problems and symptoms
    - Personal growth & functioning: understanding and improving self
  - 25 goal categories within these themes

Bradley, J., Murphy, S., Fugard, A. J., Nolas, S. M., & Law, D. (2013). What kind of goals do children and young people set for themselves in therapy? Developing a goals framework using CORC data. Child and Family Clinical Psychology Review, 1, 8-18.

Jacob, J., Edbrooke-Childs, J., Holley, S., Law, D., & Wolpert, M. (2016). Horses for courses? A qualitative exploration of goals formulated in mental health settings by young people, parents, and clinicians. Clinical child psychology and psychiatry, 21(2), 208-223.

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What goals are being set: Findings

- Three taxonomies: child-led goals, parent-led goals, jointly agreed goals
- Parent led:
  - 4 overarching themes:
    - Listening, talking, understanding and relationships
    - Managing specific difficulties
    - Improving self or life
    - Parent-specific goals
  - 19 subthemes within these themes

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What goals are being set: Findings

- Jointly agreed:

  - 5 overarching themes:

    - Managing specific issues

    - Talking and listening; communication with family and peers

    - Self-confidence and understanding; hopes for the future

    - Parent-specific goals

    - Hobbies

  - 19 sub themes within these themes

Bradley, J., Murphy, S., Fugard, A. J., Nolas, S. M., & Law, D. (2013). What kind of goals do children and young people set for themselves in therapy? Developing a goals framework using CORC data. Child and Family Clinical Psychology Review, 1, 8-18.

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What goals are being set: Findings

- ## Most common themes:

Child-led
1. Managing negative mood
2. Confidence
3. Personal growth

Jointly agreed
1. Parent goals
2. Understanding, managing and expressing emotions
3. School and learning

Parent-led
1. Better sleep routine
2. "Inappropriate" behaviour
3. Strategies to manage behaviour

Bradley, J., Murphy, S., Fugard, A. J., Nolas, S. M., & Law, D. (2013). What kind of goals do children and young people set for themselves in therapy? Developing a goals framework using CORC data. Child and Family Clinical Psychology Review, 1, 8-18.

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What goals are being set: Implications

- Taxonomies that can be used for data analysis
- Comparisons highlight the importance of ensuring the voice of the young person is heard and included in goal setting
- Further taxonomies created since, e.g. Rupani et al., 2013
- Recovery means different things to different people – goal setting provides opportunity for people to express what this looks like

How to measure with rigour: Background

- Bespoke nature of goals = difficult to aggregate

- Goals not been used for aggregate data analysis to date

- Need to consider a way to rigorously analyse goal data in line with standardised measures of outcome

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How to measure with rigour: Findings

- Found more movement in goal change scores than in standardised measures of symptomology (SDQ) and global functioning (CGAS)

- Internal consistency .71 (T1) and .73 (T2) found

- Proxy of reliable change 2.45 points

Edbrooke-Childs, J., Jacob, J., Law, D., Deighton, J., & Wolpert, M. (2015). Interpreting standardized and idiographic outcome measures in CAMHS: what does change mean and how does it relate to functioning and experience?. Child and Adolescent Mental Health, 20(3), 142-148.

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How to measure with rigour: Implications

- More movement in goals because focus on patient's perception of recovery?

- Proxy of reliable change (3 points to be conservative) "measurable change" to be trialled nationally by NHS England

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How to consider: Background

- Recovery is bespoke to the individual

- Use of idiographic measures alongside standardised measures is encouraged (Edbrooke-Childs, et al., 2015; Wolpert, et al., 2014; Sales, et al., 2007; Green, 2016)

- What does that look like?

Edbrooke-Childs, J., Jacob, J., Law, D., Deighton, J., & Wolpert, M. (2015). Interpreting standardized and idiographic outcome measures in CAMHS: what does change mean and how does it relate to functioning and experience? Child and Adolescent Mental Health, 20(3), 142-148.

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Sales, C., Goncalves, S., Fragoeiro, A., Noronha, S., & Elliott, R. (2007). Psychotherapists openness to routine naturalistic idiographic research? Mental Health and Learning Disabilities Research and Practice, 4(2), 145-161.

Green, D. (2016a). Making the case for using personalised outcome measures to track progress in psychotherapy. European Journal of Psychotherapy & Counselling, 18(1), 39-57.

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How to consider: Findings
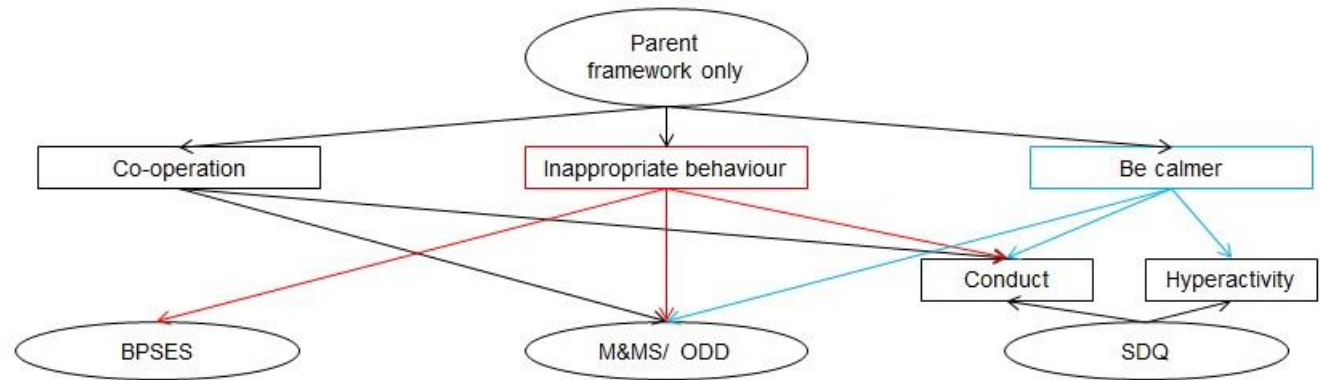
- Mapped

goal themes

to items on commonly used standardised measures

- Majority overlapped, some differences: existential factors, understanding, thinking and future planning

- Consider using goal theme to select standardised measure

Jacob, J., Edbrooke-Childs, J., Law, D., & Wolpert, M. (2017). Measuring what matters to patients: Using goal content to inform measure choice and development. Clinical child psychology and psychiatry, 22(2), 170-186.

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How to consider: Implications

- Gain useful insight into what change might look like for the individual (e.g. 'good enough')

- May be helpful to track goals especially where symptoms are not expected to improve

- Could use goal content to choose measures for individualised outcome tracking

- Consider goals as both useful clinical feedback tools and as outcome measurement alongside other standardised outcome measures to ensure a breadth of information

Summary

- Important to think about purpose of using of goals and how to analyse data (e.g. by theme for individual/ team change or aggregate at higher level)

- Goal-based outcomes have a unique position alongside standardised measures

- Created taxonomies of child-led, parent-led and jointly agreed goals for data analysis

- Suggested a way to more rigorously analyse aggregate goal analysis (measurable change)

- To consider perceived recovery and how goals can help explore and measure it

Questions/comments

https://goals-in-therapy.com/goals-and-goals-based-outcomes-gbos/

Thank you

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