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?


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


Background: Goal-Based Outcome Tool

- Goal-Based Outcome Tool (GBO)

Law (2019) [Link to the source]

[Image of GBO tool]

[Image of GBO rating sheet]

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[Version 2.0] www.goalsintherapy.com

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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)

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
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


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


## What goals are being set: Findings

### Most common themes:

<table>
<thead>
<tr>
<th>Child-led</th>
<th>Parent-led</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Managing negative mood</td>
<td>1. Better sleep routine</td>
</tr>
<tr>
<td>2. Confidence</td>
<td>2. “Inappropriate” behaviour</td>
</tr>
<tr>
<td>3. Personal growth</td>
<td>3. Strategies to manage behaviour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jointly agreed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Parent goals</td>
<td></td>
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<tr>
<td>2. Understanding, managing and expressing emotions</td>
<td></td>
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<tr>
<td>3. School and learning</td>
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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
• 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
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

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
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?


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

• 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
Thank you
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