

Module 5

Part D

Questionnaires

PART D : QUESTIONNAIRES

Please note:

If this is a module that your Trainers are going to use, it will be developed by them specifically around the questionnaires relevant to your study.

Trainers, please review the next pages as a guide to your own process of development for this module.

PART D : QUESTIONNAIRES

NOTE TO TRAINER:

We have not developed specific learning activities for this module. An alternative title for this might be “Getting to know our questionnaires”. There will be significant overlap with Part A of this module if the questionnaires or tools you are planning to use require an interview format.

If your questionnaires are self-report styled questionnaires that do not require the data collectors to interview or ‘guide’ the participants through the questions, many of the tasks both in Part A of this module and within the ‘Managing the Research Process’ in Module 7 will still apply and might usefully be drawn into this module.

Examining and getting to know the specific tools selected for your study with the trainees, is critical to the relevance and success of this module. We suggest that you spend time in this module ensuring that the team is well acquainted with the particular tools or questionnaires that you will be using. Learning Tasks should include a role play of the interview process (with trainees completing the questionnaires during the role play), followed by a relevant discussion.

We have also found that including a sample of other related and relevant questionnaires outside of those chosen for your study, is a valuable way of discussing their relative strengths, weaknesses and differences.

For example, a comparison of a recovery-oriented self-report questionnaire and a more medically oriented, clinician-rated questionnaire would provide an opportunity for the team to discuss and examine the relative values of each type.

Below is another **example structure** for this part of your module (although you might select different tools):

There are various types of questionnaires/ tools/ measures/ scales/ surveys:

1. Those that the expert clinician has to complete, rating the consumer.
2. Those that are self-report (the consumer completes it, rating themselves). Some of these have to be done by interview; others can be taken away and completed independently by the consumer.

Learning Task 1:

Have a look at the three tools we are discussing (HONOS, LSP and K10). These are the tools used to assess adults with a mental illness in NSW health services. For each tool, write your thoughts about the tool including who fills it out, what sort of information is sought and what your feelings are about its acceptability for consumers.

HONOS

a) Who rates it or fills it in?

b) What sort of information is it attempting to collect?

c) What are your personal feelings about its acceptability for consumers (would they find it okay, useful or offensive...) and why?

Life Skills Profile (LSP)

a) Who rates it or fills it in?

b) What sort of information is it attempting to collect?

c) What are your personal feelings about its acceptability for consumers (would they find it okay, useful or offensive...) and why?

Kessler – 10 (K10)

a) Who rates it or fills it in?

b) What sort of information is it attempting to collect?

c) What are your personal feelings about its acceptability for consumers (would they find it okay, useful or offensive...) and why?

Learning Task 2: Self-report Scales

We are going to be using two **self-report** (the consumer answers the questions, not us) questionnaires or 'scales'.

a) What could be some advantages of using a self-report scale?

b) What could be some disadvantages?

A discussion of the pros and cons of using an already developed and 'tested' tool versus developing one from scratch would also be of value in this module, particularly if the principles of Module 4 are revisited and applied.

The summary at the end of this module should be able to state that:

SUMMARY:

In this Module we have had the opportunity to get to know the specific questionnaire that we will be using in our study. We have practiced completing it and assisted others to complete it. We have also learnt about the differences between our questionnaire and some other questionnaires that we have not chosen to use.

REFERENCES AND FURTHER READING:

If your team feels they need to further develop their specific skills in this method of data collection there are many texts that you might select. The references below were used to develop Module 5 and we recommend reading them:

Denscombe, M. (2007). *The Good Research Guide for small-scale social research projects*. 3rd edition. Berkshire, England: McGraw Hill Open University Press.

Phan, T.T.; Fitzgerald, M.H. (1996). *Guide for the Use of Focus Groups in Health Research*. North Parramatta, NSW: Transcultural Mental Health Centre.

Wadsworth, Y. (1997). *Do It Yourself Social Research*. 2nd edition. St Leonards, NSW: Allen & Unwin Australia.

Polgar, S., Thomas, S.A. (2008). *Introduction to Research in the Health Sciences*. 5th edition. Edinburgh; London; New York; Oxford; Philadelphia; St Louis; Sydney; Toronto: Churchill Livingstone Elsevier.