



Using Family and Patient Input to Improve Consumer Health Information in Child & Youth Mental Health.

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Learning Objectives

At the conclusion of this presentation
you should know:

- What are choice-based conjoint surveys?
- What are the relative advantages of using this methodology?
- How can parent preferences improve the delivery of parent programs in child and youth mental health?

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Support and contributors

- EMA, Provincial Centre of Excellence for Child & Youth Mental Health
- Ontario Early Years Challenge Fund
- Research Development Fund, Hamilton Health Sciences
- Dr. Charles Cunningham, Jack Laidlaw Chair in Patient-Centred Health Care
- Ken Deal, McMaster University
- Our trusty crew of researchers

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How do we improve the delivery of parenting courses?

- A core principle of family centered care is listening to families and children's preferences.
- We often use surveys to ask about single qualities or attributes.
- This makes it difficult to understand the interaction of these attributes.

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Why is answering this question important?

- Parenting courses have been shown to be a cost-effective intervention.
- While waiting times for many services grow, parenting groups are often not full.
- In the absence of evidence, services tend to be designed to suit providers, not clients.

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The Perfect Doctor

- Has years of clinical experience.
- Just graduated and has up-to-date skills and knowledge.
- Always has time for my questions.
- Never runs behind schedule.
- Is available to me 24/7.
- Is never tired or cranky.

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What are Discrete Choice Experiments?

- A method for determining the relative importance (or utility) of specific qualities (or attributes) that consumers use to select a product.
- Developed in the marketing field to determine product features.
- Increasingly used in public policy decision-making

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Why Choice Methodology?

- Enables the evaluation of multi-attribute services, similar to the real world task.
- Choices prompt in depth reflection.
- Reduce social desirability biases.
- Allow for analysis of tradeoffs.
- Identification of latent preference segments.
- Allows simulation of optimal service design.

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Parent Preferences for Parenting Groups

- Sample of 300 parents with a child in kindergarten, with over-sampling in urban schools.
- Sampled in mid-sized industrial community.

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Attributes

- Course time and day
- Course location
- Course Duration
- Distance to meetings
- Child Care
- Learning process
- Positive worded program benefits
- Negative worded program benefits
- Leaders experience
- Evidence supporting the program

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Sample Choice Task

Please choose the program you would **most likely** attend:

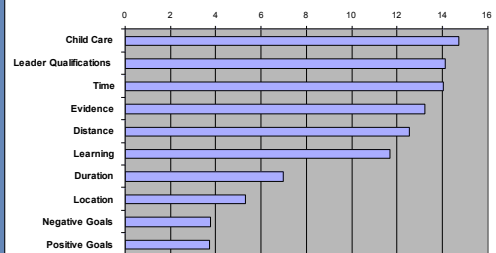
<i>Program 1</i>	<i>Program 2</i>	<i>Program 3</i>
<i>The course meets weekday morning</i>	<i>The course meets weekday evenings</i>	<i>The course meets Saturday morning</i>
<i>The course is 10 minutes from your home</i>	<i>The course is 30 minutes from your home</i>	<i>The course is 40 minutes from your home</i>
<i>The course will improve your parenting skills</i>	<i>The course will improve your relationship with your child</i>	<i>The course will improve your child's school success</i>

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Importance scores



Buchanan et al. 2004

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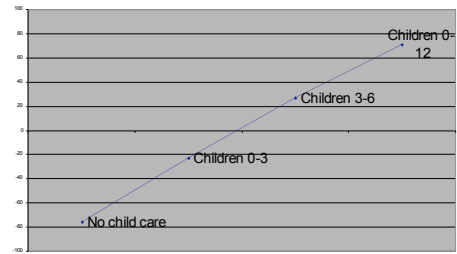
Child Care

- “there is no child care”
- “there is child care for children 0-3 years of age”
- “there is child care for children 3-6 years of age”
- “there is child care for children 0-12 years of age”

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Utility Values for Child Care



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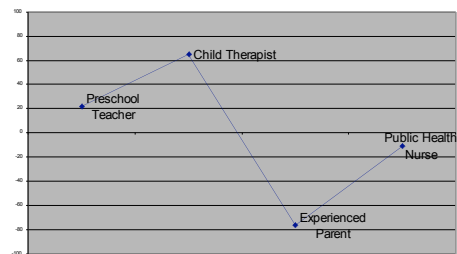
Leader Qualifications

- “the leader is a pre-school teacher”
- “the leader is a child therapist”
- “the leader is an experienced parent”
- “the leader is a public health nurse”

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Leader Qualification



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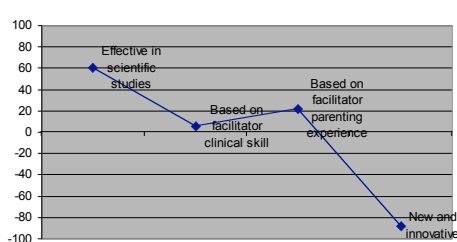
Evidence Base

- “the course is proven effective in scientific studies”
- “the course is based on the facilitators parenting experience”
- “the course is based on the facilitators clinical experience”
- “the course is new and innovative”

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Evidence base



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Segmentation

- Different groupings of clients have similar preferences.
- If there was a “right” way to sell cars, then Ford would only run one car ad.
- By segmenting our clients, using latent class analysis, we can identify specific attributes that will increase utilization of our services by those clients.

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Results of Segmentation

- Segment 1.
 - Demographically lower risk.
 - Higher education levels.
 - Greater likelihood of employment.
- Segment 2.
 - Demographically higher risk.
 - Lower education levels.
 - Less likely to be employed.

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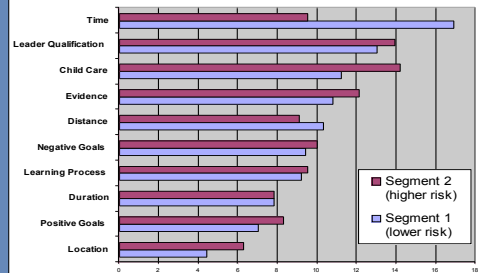
Applying This Knowledge

- The ranking of attributes was similar in both segments, i.e. logistical attributes were most important.
- By comparing differences in the utility values of some attributes, differences between the segments were found.

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Segmented Importance Scores



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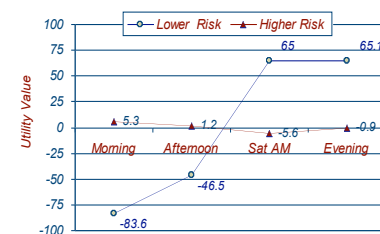
Targeting Clients

- The greatest difference was in the workshop time.
- Segment 1 clients had strong preferences for evening and Saturday mornings, while Segment 2 clients did not have strong preferences for a particular time.

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Utility Values for Workshop Time



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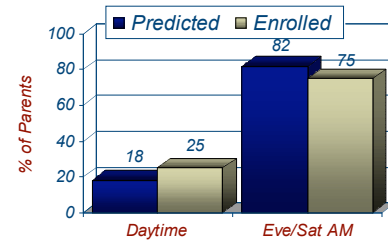
Market Simulation

- Market simulation predicted that Saturday morning courses would improve utilization by Segment 1 parents.
- When Saturday morning sessions were added, utilization increased as predicted.

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Predicted vs. Enrolled



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Parent Preferences for Information about CMH

- 1200 parents.
- On wait-list for children's mental health services at six large children's mental health agencies.
- Quantitative Consumer Preference Modelling using Discrete Choice Methods

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Qualitative Methods

- 6 focus groups, 3 fathers and 3 mothers, with a total of 43 parents
- Groups were videotaped and verbatim transcripts prepared.
- N6, a QSR qualitative research program was used to analyze the focus groups.

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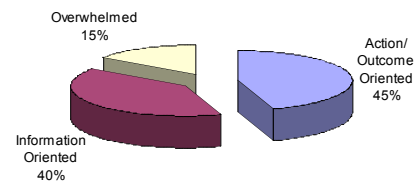
Quantitative Methods

- Choice-based conjoint survey.
- Attributes developed from themes identified in parent focus groups.
- Surveys available on-line and through paper and pencil versions.

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Parent Preferences



Cunningham et al. 2005

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21st Annual RTC Conference Presented in Tampa, February 2008



Anxiety



Background Information

1. **The Worried Child: Recognizing Anxiety in Children and Helping Them Heal**
By Paul Fisman, Hunter House Publishers (2004) ISBN: 0879546242
2. **Freeing Your Child from Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries, and Phobias** by Terrie E. Chanoff (Brooksley 2004) ISBN: 0757494793
3. **Your Anxious Child: Raising a Healthy Child in a Frantic World**
By Mary Ann Shaw, Tapscott Press, 2nd edition (2003) ISBN: 95308957X
4. **School Phobia, Panic Attacks, and Anxiety in Children**
By Marlene Gadi, Jessica Kingsley Publishers (August 2003) ISBN: 184508096

Step by Step Guides

5. **Helping Your Anxious Child: A Step-By-Step Guide for Parents**
By Ronald M. Rapee, New Haringer Publications (2004) ISBN: 075224948
6. **The Anxiety Cure for Kids: A Guide for Parents**
By Elizabeth Dufour Spencer, Wiley (2005) ISBN: 0471626683
7. **Your Anxious Child: How Parents and Teachers Can Reduce Anxiety in Children**
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8. **Help for Worried Kids: How Your Child Can Conquer Anxiety and Fear**
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9. **Seven Steps to Help Your Child Worry Less: A Family Guide**
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10. **Worried No More: Help and Hope for Anxious Children**
By Aileen Phipps Mager, Lighthouse Press, 2nd edition (2005) ISBN: 0967754787

Videos


Fighting Their Fears, Child and Youth Anxiety
By Marlene Gadi, National Film Board of Canada (2004)
NFB ID# 102304240

Websites


<http://www.usda.org/GettingHelp/Procedu/Children/Admstrvntn.asp>
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Questions?

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