

OUTCOME MEASURES RATING FORM
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To be used with: Outcome Measures Rating Form Guidelines (CanChild,2004)

Name and initials of measure: _____

Author(s): _____

Source and year published: _____

Date of review: _____

Name of Reviewer: _____

1. FOCUS

- a. Focus of measurement – Using the ICF framework
 - Body Functions..... are the physiological functions of body systems(includes psychological functions)
 - Body Structures..... are anatomical parts of the body such as organs, limbs, and their components
 - Activities and Participation.... Activity is the execution of a task or action by an individual. Participation is involvement in a life situation.
 - Environmental Factors..... make up the physical, social and attitudinal environment in which people live and conduct their lives.

- b. Attribute(s) being measured – Check as many as apply.
This list is based on attributes cited in the ICF, 2001: WHO.

Body Functions

Global Mental Functions

- consciousness
- orientation
- sleep
- intellectual
- global psychosocial
- temperament and personality
- energy and drive

Specific Mental Functions

- attention
- memory
- psychomotor
- calculation
- thought
- higher level cognitive
- perceptual
- mental functions of language
- experience of self and time
- mental function of sequencing complex measurements

Sensory Functions and Pain

- seeing and related
- hearing and vestibular

Voice and Speech Functions

- voice
- articulation
- fluency and rhythm of speech
- alternative vocalization

Functions of the Cardiovascular, Hematological, Immunological and Respiratory Systems

- cardiovascular
- haematological and immunological systems
- respiratory system
- additional functions and sensations of the cardiovascular and respiratory systems

Functions of the Digestive, Metabolic and Endocrine Systems

- related to the digestive system
- related to metabolism and the endocrine system

Genitourinary and Reproductive Functions

- urinary
- genital and reproductive

Neuromuscular and Movement-Related Functions

- Joint and Bones
 - mobility of joint
 - stability of joint
 - mobility of bone
- Muscle
 - muscle power
 - muscle tone
 - muscle endurance
- Movement
 - motor reflex
 - involuntary movement reaction
 - control of voluntary movement
 - involuntary movement
 - sensations related to muscle and movement
 - gait patterns

Functions of the Skin and Related Structures

- | | | |
|-------|--|---|
| Skin | <input type="checkbox"/> protection
<input type="checkbox"/> repair | <input type="checkbox"/> other functions
<input type="checkbox"/> sensations |
| Hair | <input type="checkbox"/> function of the hair | |
| Nails | <input type="checkbox"/> function of nails | |

Body Structures

Structures of the Nervous System

- | | |
|---|---|
| <input type="checkbox"/> brain | <input type="checkbox"/> spinal cord and related structures |
| <input type="checkbox"/> meninges | <input type="checkbox"/> sympathetic nervous system |
| <input type="checkbox"/> parasympathetic nervous system | |

The Eye, Ear and Related Structures

- | | | |
|-------------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> eye socket | <input type="checkbox"/> around eye | <input type="checkbox"/> middle ear |
| <input type="checkbox"/> eyeball | <input type="checkbox"/> external ear | <input type="checkbox"/> inner ear |

Structures Involved in Voice and Speech

- | | |
|--------------------------------|----------------------------------|
| <input type="checkbox"/> nose | <input type="checkbox"/> pharynx |
| <input type="checkbox"/> mouth | <input type="checkbox"/> larynx |

Structures of the Cardiovascular, Immunological and Respiratory Systems

- | | | |
|-----------------------|---|---|
| Cardiovascular System | <input type="checkbox"/> heart
<input type="checkbox"/> arteries | <input type="checkbox"/> veins
<input type="checkbox"/> capillaries |
| Immune System | <input type="checkbox"/> lymphatic vessels
<input type="checkbox"/> thymus
<input type="checkbox"/> bone marrow | <input type="checkbox"/> lymphatic nodes
<input type="checkbox"/> spleen |
| Respiratory System | <input type="checkbox"/> trachea
<input type="checkbox"/> thoracic cage | <input type="checkbox"/> lungs
<input type="checkbox"/> muscles of respiration |

Structures Related to the Digestive, Metabolic and Endocrine Systems

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> salivary glands | <input type="checkbox"/> pancreas | <input type="checkbox"/> intestines |
| <input type="checkbox"/> oesophagus | <input type="checkbox"/> liver | <input type="checkbox"/> endocrine glands |
| <input type="checkbox"/> stomach | <input type="checkbox"/> gall bladder | |

Structures Related to the Genitourinary and Reproductive Systems

- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> urinary system | <input type="checkbox"/> pelvic floor | <input type="checkbox"/> reproductive system |
|---|---------------------------------------|--|

Structures Related to Movement

- head and neck
- upper extremity
- additional musculoskeletal structures related to movement
- shoulder region
- trunk
- lower extremity
- pelvic region

Skin and Related Structures

- skin
- nails
- skin and glands
- hair

Activities and Participation

Learning and Applying Knowledge

- Purposeful Sensory Experiences
 - watching
 - listening
 - other purposeful sensing

- Basic Learning
 - copying
 - learning to read
 - learning to calculate
 - rehearsing
 - learning to write
 - acquiring skills

- Applying Knowledge
 - focusing attention
 - thinking
 - reading
 - writing
 - calculating
 - solving problems
 - making decisions

General Tasks and Demand

- undertaking a single task
- carrying out daily routine
- undertaking multiple tasks
- handling stress and other psychological demands

Communication

- receiving (verbal, nonverbal, written, formal sign language)
- producing (verbal, nonverbal, written, formal sign language)
- conversation and use of communication devices and techniques

Mobility

- changing and maintaining body position
- walking and moving
- carrying, moving and handling objects
- moving around using transportation

Self-Care

- washing oneself
- caring for body parts
- toileting
- dressing
- eating
- drinking

- Looking after one's health
 - ensuring oneself physical comfort
 - managing diet and fitness
 - maintaining one's health

Domestic Life

- | | | |
|----------------------------|--|--|
| Acquisition of Necessities | <input type="checkbox"/> acquiring a place to live | <input type="checkbox"/> acquisition of goods and services |
| Household Tasks | <input type="checkbox"/> preparing meals
<input type="checkbox"/> caring for household objects and assisting others | <input type="checkbox"/> doing housework |

Interpersonal Interactions and Relationships

- | | | |
|--|---|--|
| General | <input type="checkbox"/> general interpersonal interactions (basic and complex) | |
| Particular Interpersonal Relationships | <input type="checkbox"/> informal social relationships
<input type="checkbox"/> formal relationships | <input type="checkbox"/> relating with strangers
<input type="checkbox"/> family relationships
<input type="checkbox"/> intimate relationships |

Major Life Areas

- | | |
|---------------------|--|
| Education | <input type="checkbox"/> informal
<input type="checkbox"/> preschool
<input type="checkbox"/> school |
| Work and Employment | <input type="checkbox"/> apprenticeship
<input type="checkbox"/> acquiring, keeping and terminating a job
<input type="checkbox"/> remunerative employment
<input type="checkbox"/> non-remunerative employment |
| Economic Life | <input type="checkbox"/> basic economic transactions
<input type="checkbox"/> complex economic transactions
<input type="checkbox"/> economic self-sufficiency |

Community, Social and Civic Life

- | | | |
|------------------------|---|---|
| Community | <input type="checkbox"/> community life | |
| Recreation and Leisure | <input type="checkbox"/> play
<input type="checkbox"/> sports
<input type="checkbox"/> arts and culture | <input type="checkbox"/> crafts
<input type="checkbox"/> hobbies
<input type="checkbox"/> socializing |
| Civic | <input type="checkbox"/> religion and spirituality
<input type="checkbox"/> human rights | <input type="checkbox"/> political life and citizenship |

Environmental Factors

Products and Technology

- | | | |
|---|--|--|
| <input type="checkbox"/> communication | <input type="checkbox"/> education | <input type="checkbox"/> employment |
| <input type="checkbox"/> culture, recreation and sport | <input type="checkbox"/> products or substances for personal consumption | <input type="checkbox"/> products and technology for personal use in daily living |
| <input type="checkbox"/> design, construction, and buildings for public use | <input type="checkbox"/> design, construction, and buildings for private use | <input type="checkbox"/> for personal indoor and outdoor mobility and transportation |
| <input type="checkbox"/> religion and spirituality | <input type="checkbox"/> land development | <input type="checkbox"/> assets |

Natural Environment and Human-Made Changes to Environment

- physical geography
- flora and fauna
- natural events
- light
- sound
- air quality
- population
- climate
- human events
- time-related changes
- vibration

Support and Relationships

- immediate family
- health professionals
- people in positions of authority
- acquaintances, peers, colleagues, neighbors and community members
- extended family
- other professionals
- people in subordinate positions
- domesticated animals
- friends
- strangers
- personal care providers and personal assistants

Attitudes

- of immediate family
- of strangers
- of people in positions of authority
- of acquaintances, peers, colleagues, neighbors and community members
- of extended family
- of health professionals
- of people in subordinate positions
- societal attitudes
- of friends
- of health-related professionals
- of personal care providers and personal assistants
- social norms, practices and ideologies

Services, Systems and Policies

- production of consumer goods
- open space planning
- utilities
- transportation
- legal
- media
- architecture and construction
- social security
- health
- labour and employment
- housing
- communication
- associations and organizations
- civil protection
- economic
- general social support
- education and training
- political

c. Does this measure assess a single attribute or multiple attributes?

- Single
- Multiple

d. Check purposes that apply and indicate (*) primary purpose of the measure

- To describe or discriminate
- To predict
- To evaluative

Comments: _____

- e. Perspective - Indicate possible respondents:
- Client
 - Other professional
 - Caregiver/parent
 - Other
 - Service provider

f. Population measure designed for:

Age: Please specify all applicable ages if stated in the manual

- Infant (birth - < 1 year)
- Adult (> 18 years - <65 years)
- Child (1 year - < 13 years)
- Senior (> 65 years)
- Adolescent (13 - < 18 years)
- Age not specified

Diagnosis:

List the diagnostic group(s) for which this measure is designed to be used:

g. Evaluation context - Indicate suggested/possible environments for this assessment

- Home
- Education setting
- Community
- Workplace
- Community agency
- Rehabilitation centre/
health care setting
- Other _____

2. CLINICAL UTILITY

a. Clarity of Instructions: (check one of the ratings)

- Excellent: clear, comprehensive, concise, and available
- Adequate: clear, concise, but lacks some information
- Poor: not clear and concise or not available

Comments: _____

b. Format (check applicable items)

- Interview
 - Task performance
 - Naturalistic observation
 - Other _____
- Questionnaire: Self completed
 Interview administered
 Caregiver completed

- Physically invasive: Yes No
- Active participation of client: Yes No
- Special Equipment Required: Yes No

c. Time to complete assessment: _____ minutes

- Administration: Easy More complex
 - Scoring: Easy More complex
 - Interpretation: Easy More complex
- (Consider time, amount of training and ease)*

- d. Examiner Qualifications: Is formal training required for administering and/or interpreting?
- Required Recommended Not required Not addressed
- e. Cost (Cdn. Funds)
- manual: \$ _____
- score sheets: \$ _____ for _____ Sheets
- Indicate year of cost information: _____
- Source of cost information: _____

3. SCALE CONSTRUCTION

- a. Item Selection (check one of the ratings)
- Excellent: included all relevant characteristics of attribute based on comprehensive literature review and survey of experts
- Adequate: included most relevant characteristics of attribute
- Poor: convenient sample of characteristics of attribute
- Comments: _____
- _____
- _____

- b. Weighting
- Are the items weighted in the calculation of total score? Yes No
- If yes, are the items weighted: Implicitly Explicitly

- c. Level of Measurement Nominal Ordinal Interval Ratio
- Scaling method (Likert, Guttman, etc.): _____
- Number of items: _____
- Indicate if subscale scores are obtained: Yes No
- If yes, can the subscale scores be used alone: Administered: Yes No
- Interpreted: Yes No

List subscales:	Number of Items:

4. STANDARDIZATION

a. Manual (check one of the ratings)

- Excellent: published manual which outlines specific procedures for administration; scoring and interpretation; evidence of reliability and validity
- Adequate: manual available and generally complete but some information is lacking or unclear regarding administration; scoring and interpretation; evidence of reliability and validity
- Poor: no manual available or manual with unclear administration; scoring and interpretation; no evidence of reliability and validity

b. Norms available (N/A for instrument whose purpose is only evaluative)

- Yes No N/A

Age: Please specify all applicable ages for which norms are available

- Infant (birth - < 1 year)
- Child (1 year - < 13 years)
- Adolescent (13 - < 18 years)
- Adult (> 18 years - <65 years)
- Senior (> 65 years)

Populations for which it is normed:

Size of sample: n = _____

5. RELIABILITY

a. Rigor of standardization studies for reliability (check one of the ratings)

- Excellent: more than 2 well-designed reliability studies completed with adequate to excellent reliability values
- Adequate: 1 to 2 well-designed reliability studies completed with adequate to excellent reliability values
- Poor: reliability studies poorly completed, or reliability studies showing poor levels of reliability
- No evidence available

Comments: _____

b. Reliability Information

Type of Reliability	Statistic Used	Value	Rating (excellent, adequate or poor)

* guidelines for levels of reliability coefficient (see instructions)

Excellent: >.80 Adequate: .60 - .79 Poor: <.60

6. VALIDITY

a. Rigor of standardization studies for validity (check one of the ratings)

- Excellent: more than 2 well-designed validity studies supporting the measure's validity
- Adequate: 1 to 2 well-designed validity studies supporting the measure's validity
- Poor: validity studies poorly completed or did not support the measure's validity
- No evidence available

Comments:

b. Content Validity (check one of the ratings)

- Excellent: judgmental or statistical method (e.g. factor analysis) was used and the measure is comprehensive and includes items suited to the measurement purpose
Method: judgmental statistical
- Adequate: has content validity but no specific method was used
- Poor: instrument is not comprehensive
- No evidence available

c. Construct Validity (check one of the ratings)

- Excellent: more than 2 well-designed studies have shown that the instrument conforms to prior theoretical relationships among characteristics or individuals
- Adequate: 1 to 2 studies demonstrate confirmation of theoretical formulations
- Poor: construct validation poorly completed, or did not support measure's construct validity
- No evidence available

Strength of Association: _____

d. Criterion Validity (check ratings that apply)

- Concurrent Predictive

- Excellent: more than 2 well-designed studies have shown adequate agreement with a criterion or gold standard
- Adequate: 1 to 2 studies demonstrate adequate agreement with a criterion or gold standard measure
- Poor: criterion validation poorly completed or did not support measure's criterion validity
- No evidence available

Criterion Measure(s)used: _____

Strength of Association: _____

e. Responsiveness (check one of the ratings)

- Excellent: more than 2 well-designed studies showing strong hypothesized relationships between changes on the measure and other measures of change on the same attribute.
- Adequate: 1 - 2 studies of responsiveness
- Poor: studies of responsiveness poorly completed or did not support the measure's responsiveness
- N/A
- No evidence available

Comments:

7. OVERALL UTILITY (based on an overall assessment of the quality of this measure)

- Excellent: adequate to excellent clinical utility, easily available, excellent reliability and validity
- Adequate: adequate to excellent clinical utility, easily available, adequate to excellent reliability and adequate to excellent validity
- Poor: poor clinical utility, not easily available, poor reliability and validity

Comments/Notes/Explanations:

MATERIALS USED FOR REVIEW/RATING

Please indicate the sources of information used for this review/rating:

- Manual
- Journal articles: (attach or indicate location)
 - by author of measure
 - by other authors

List sources:

- Books - provide reference
- Correspondence with author – attach
- Other sources:
