

**Concept Mapping Results:
Peer Support Outcomes Protocol Project**

**Report of the findings of a Concept
Mapping Project conducted by the
Missouri Institute of Mental Health under
subcontract to the University of Illinois
at Chicago, National Research and
Training Center on Psychiatric Disability**

(1997)

**Jean Campbell, Ph.D., Principal
Investigator, Missouri Institute of Mental
Health, 5400 Arsenal Street,
St. Louis, MO 63139**

Concept Mapping Results: Peer Support Outcomes Protocol Project

In 1997, Dr. Jean Campbell of the Missouri Institute of Mental Health, University of Missouri, convened a group of mental health consumers and nonconsumers in St. Louis to generate potential items for the *Peer Support Outcomes Protocol (POP)*. The development of the protocol and concept mapping session were funded as part of the 1995-2000 University of Illinois at Chicago's (UIC) National Research and Training Center (NRTC) on Psychiatric Disability. First, Dr. Campbell conducted an extensive review of the consumer program evaluation and outcome literature to generate a list of draft items. Subsequently, she led two-day concept mapping meetings at the Independence Center and the St. Louis Empowerment Center. Program members grouped items into conceptual domains, ranked them by importance, and finally analyzed the results to generate three-dimensional maps showing the relationships of items and domains to each other.

Concept mapping is a process that can be used to help a group describe its ideas on any topic of interest (Trochim, 1989a). The process typically requires the participants to brainstorm a large set of statements relevant to the topic of interest, individually sort these statements into piles of similar ones, rate each statement on some scale, and interpret the maps that result from the data analyses. The analyses typically include a two-dimensional multidimensional scaling (MDS) of the unstructured sort data, a hierarchical cluster analysis of the MDS coordinates, and the computation of average ratings for each statement and cluster of statements. The maps that result show the individual statements in two-dimensional (x,y) space with more similar statements located nearer each other, and show how the statements are grouped into clusters that partition the space on the map. Participants are led through a structured interpretation session designed to help them understand the maps and label them in a substantively meaningful way.

The concept mapping was first described by Trochim and Linton (1986). Trochim (1989a) delineates the process in detail and Trochim (1989b) presents a wide range of example projects. Concept mapping has received considerable use and appears to be growing in popularity. It has been used to address substantive issues in the social services (Galvin, 1989; Mannes, 1989), mental health (Cook, 1992; Kane, 1992; Lassegard, 1993; Marquart, 1988; Marquart, 1992; Marquart et al, 1993; Penney, 1992; Ryan and Pursley, 1992; Shern, 1992; Trochim, 1989a; Trochim and Cook, 1992; Trochim, Cook & Setze, 1994; in press; Valentine, 1992), health care (Valentine, 1989), education (Grayson, 1993; Kohler, 1992; Kohler, 1993), educational administration (Gurowitz et al, 1988), and theory development (Linton, 1989). Considerable methodological work on the concept mapping process and its potential utility has also been accomplished (Bragg and Grayson, 1993; Caracelli, 1989; Cooksy, 1989; Davis, 1989; Dumont, 1989; Grayson, 1992; Keith, 1989; Lassegard, 1992; Marquart,

1989; Mead and Bowers, 1992; Mercer, 1992; SenGupta, 1993; Trochim, 1985 , 1989c, 1990).

Concept Mapping begins with a structured brainstorming session (Osborn, 1948) guided by a specific focus prompt that limits the types of statements that are acceptable. Concept mapping participants were asked to generate a list of statements that asked individuals about aspects of their lives that would be enhanced by participating in peer support programs. The general rules of brainstorming applied. Participants were encouraged to generate as many statements as possible (an upper limit of 200 was imposed); no criticism or discussion of other's statements was allowed (except for purposes of clarification); and all participants were encouraged to take part. The group brainstormed 145 statements in approximately two hours. Next, participants were asked to rate the importance of each statement from each statement on a 5-point Likert-type response scale with the anchors of (1) relatively unimportant, (2) somewhat unimportant, (3) moderately important, (4) very important, and (5) extremely important. Because participants were unlikely to brainstorm statements that were completely unimportant, it was stressed that the ratings should be considered a relative judgment of the importance of each item in comparison to all the other items brainstormed. The complete list of brainstormed statements ranked in descending order of importance is provided in the Results section (see Appendix to this report) in a list entitled "Statements by Ratings-Descending." Inspection of this list reveals that participants generated a wide range of statements, covering diverse aspects of peer support programming such as recovery (e.g., how well do you understand your recovery process [#39]), employment (e.g., do you know what it takes to keep a job [#98]), program characteristics (e.g., is the location of the program convenient for you [#126]), independent living (do you get to choose where you live[#5]), and general well-being (do you feel spiritually in touch with life [#35]).

Next, respondents were instructed to group the 145 statement strips into piles "in a way that makes sense to you." The only restrictions in this sorting task were that there could not be: (a) N piles (in this case 145 piles of one item each); (b) one pile consisting of all 145 items; or (c) a "miscellaneous" pile (any item thought to be unique was to be placed in its own separate pile).

After sorting the statements, the participants assigned to each of their piles a unique label that they felt accurately reflected the statements contained in that pile (such as "Basic Resources," "Safety Issues" or "Activities Away from Illness"). Each person then recorded the contents of each pile by listing the pile label and the statement identifying numbers on a sheet that was provided to them by the facilitators. Following that, each participant was asked to rate the importance of the pile using the same Likert scale described above. The clustered statements, names for clusters, and average cluster ratings are presented in the list entitled "Statements by Cluster." The following Cluster names were discussed and agreed to by the group:

1. Basic Resources
2. Safety Issues
3. Work in Everyday Life
4. Activities Away from Illness
5. Control Over Quality of Life
6. Knowledge and Understanding of Illness and Recovery
7. Program and Staff
8. Unsort 16-Satisfaction

Next, the project facilitators entered the sorting and rating data into the computer, conducted the MDS and cluster analyses, and produced materials for the group to utilize in the Interpretation step. These maps are shown in the Results section on the map labeled “Cluster Rating Map: 8 Clusters.” This is a three dimensional representation of each cluster’s overall importance as indicated by the number of value layers. As the number of layers increase on a cluster so does its value of importance as a group of important peer program outcomes for program members. The most highly valued clusters were Knowledge and Understanding of Mental Illness and Recovery; Basic Resources; Program and Staff; and Unsort16-Satisfaction.

Finally, graphs referred to as “pattern matches” were handed out to participants. These were based on participants’ self-definitions in terms of their gender (male vs. female) and the type of peer program they were representing (empowerment center vs. independence center), in the demographic survey they completed on the first day. These maps showed how the different groups rated the overall importance of each of the eleven clusters. For example, in the figure entitled “Pattern Match: Male to Female,” cluster labels on the left side of the map show how male participants ranked each cluster’s order of importance. Conversely, cluster labels on the right side show how female participants ranked each cluster’s order of importance. The lines indicate the level of agreement between males and females on cluster ratings. If the line goes down from the left to the right (as it does with the cluster “Basic Resources”), this means that males rated this cluster as being more important than females providers. Conversely, a line going down from the right to the left (as it did with the cluster “Work and Everyday Life) means that this cluster was rated higher by females than males

The correlation coefficient for this map is $r=.56$, indicating a fairly high agreement between males and females on their importance rankings of clusters. For example, the following three clusters received similar ranks of importance from both groups: Knowledge and Understanding of Illness and Recovery; Program and Staff; and Control Over Quality of Life. However, although the Knowledge and Understanding cluster has the same rank order (3rd most important for both groups), there is a slight variation in the level of agreement as depicted by the slight angle of the line. Agreement between groups also was demonstrated when considering the last three clusters shown on the map – both groups ranked

the same two clusters (Activities Away from Illness and Control Over Quality of Life) as being one of the three lowest in importance.

These clusters and the items that comprised them served as the initial set of items considered for inclusion in the POP. The concept mapping process successfully identified and verified the types of consumer outcomes that should be assessed among participants in peer programs. With appreciation and acknowledgment of the time and talent of the program members from the Independence Center and the St. Louis Empowerment Center, the investigators were provided with a solid foundation on which to base future work in developing a set of assessment items and the resulting POP protocol.

References

- Bragg, L.R. and Grayson, T.E. (1993). Reaching consensus on outcomes: Lessons learned about concept mapping. Paper presented at the Annual Conference of the American Evaluation Association, Dallas, TX.
- Caracelli, V. (1989). Structured conceptualization: A framework for interpreting evaluation results. *Evaluation and Program Planning*. 12, 1, 45-52.
- Cook, J. (1992). Modeling staff perceptions of a mobile job support program for persons with severe mental illness. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.
- Cooksy, L. (1989). In the eye of the beholder: Relational and hierarchical structures in conceptualization. *Evaluation and Program Planning*. 12, 1, 59-66.
- Davis, J. (1989). Construct validity in measurement: A pattern matching approach. *Evaluation and Program Planning*. 12, 1, 31-36.
- Dumont, J. (1989). Validity of multidimensional scaling in the context of structured conceptualization. *Evaluation and Program Planning*. 12, 1, 81-86.
- Everitt, B. (1980). *Cluster Analysis*. 2nd Edition, New York, NY: Halsted Press, A Division of John Wiley and Sons.
- Galvin, P.F. (1989). Concept mapping for planning and evaluation of a Big Brother/Big Sister program. *Evaluation and Program Planning*. 12, 1, 53-58.
- Grayson, T.E. (1992). Practical issues in implementing and utilizing concept mapping. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Grayson, T.E. (1993). Empowering key stakeholders in the strategic planning and development of an alternative school program for youth at risk of school behavior. Paper presented at the Annual Conference of the American Evaluation Association, Dallas, TX.

Gurowitz, W.D., Trochim, W. and Kramer, H. (1988). A process for planning. *The Journal of the National Association of Student Personnel Administrators*, 25, 4, 226-235.

Kane, T.J. (1992). Using concept mapping to identify provider and consumer issues regarding housing for persons with severe mental illness. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Keith, D. (1989). Refining concept maps: Methodological issues and an example. *Evaluation and Program Planning*. 12, 1, 75-80.

Kohler, P.D. (1992). Services to students with disabilities in postsecondary education settings: Identifying program outcomes. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Kohler, P.D. (1993). Serving students with disabilities in postsecondary education settings: Using program outcomes for planning, evaluation and empowerment. Paper presented at the Annual Conference of the American Evaluation Association, Dallas, TX.

Lassegard, E. (1993). Conceptualization of consumer needs for mental health services. Paper presented at the Annual Conference of the American Evaluation Association, Dallas, TX.

Linton, R. (1989). Conceptualizing feminism: Clarifying social science concepts. *Evaluation and Program Planning*. 12, 1, 25-30.

Mannes, M. (1989). Using concept mapping for planning the implementation of a social technology. *Evaluation and Program Planning*. 12, 1, 67-74.

Marquart, J.M. (1988). A pattern matching approach to link program theory and evaluation data: The case of employer-sponsored child care. Unpublished doctoral dissertation, Cornell University, Ithaca, New York.

Marquart, J.M. (1989). A pattern matching approach to assess the construct validity of an evaluation instrument. *Evaluation and Program Planning*. 12, 1, 37-44.

Marquart, J.M. (1992). Developing quality in mental health services: Perspectives of administrators, clinicians, and consumers. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Marquart, J.M., Pollak, L. and Bickman, L. (1993). Quality in intake assessment and case management: Perspectives of administrators, clinicians and consumers. In R. Friedman et al. (Eds.), *A system of care for children's mental health: Organizing the research base*. Tampa: Florida Mental Health Institute, University of South Florida.

Mead, J.P. and Bowers, T.J. (1992). Using concept mapping in formative evaluations. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Mercer, M.L. (1992). Brainstorming issues in the concept mapping process. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Osborn, A.F. (1948). *Your Creative Power*. New York, NY: Charles Scribner.

Penney, N.E. (1992). Mapping the conceptual domain of provider and consumer expectations of inpatient mental health treatment: New York Results. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Romney, A.K., Weller, S.C. and Batchelder, W.H. (1986). Culture as consensus: A theory of culture and informant accuracy. *American Anthropologist*, 88, 2, 313-338.

Ryan, L. and Pursley, L. (1992). Using concept mapping to compare organizational visions of multiple stakeholders. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

SenGupta, S. (1993). A mixed-method design for practical purposes: Combination of questionnaire(s), interviews, and concept mapping. Paper presented at the Annual Conference of the American Evaluation Association, Dallas, TX.

Shern, D.L. (1992). Documenting the adaptation of rehabilitation technology to a core urban, homeless population with psychiatric disabilities: A concept mapping approach. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Shern, D.L., Trochim, W. and LaComb, C.A. (1993). The use of concept mapping for assessing fidelity of model transfer: An example from psychiatric

rehabilitation. Unpublished manuscript. New York State Office of mental health, Albany, NY..

Trochim, W. (1985). Pattern matching, validity, and conceptualization in program evaluation. *Evaluation Review*, 9, 5, 575-604.

Trochim, W. (1989a). An introduction to concept mapping for planning and evaluation. *Evaluation and Program Planning*, 12, 1, 1-16.

Trochim, W. (1989a). An introduction to concept mapping for planning and evaluation. *Evaluation and Program Planning*, 12, 1, 1-16.

Trochim, W. (1989b). Concept mapping: Soft science or hard art? *Evaluation and Program Planning*, 12, 1, 87-110.

Trochim, W. (1989b). Concept mapping: Soft science or hard art? *Evaluation and Program Planning*, 12, 1, 87-110.

Trochim, W. (1989c). Outcome pattern matching and program theory. *Evaluation and Program Planning*, 12, 4, 355-366.

Trochim, W. (1990). Pattern matching and program theory. In H.C. Chen (Ed.), *Theory-Driven Evaluation. New Directions for Program Evaluation*, San Francisco, CA: Jossey-Bass.

Trochim, W. (1993). The reliability of concept mapping. Paper presented at the Annual Conference of the American Evaluation Association, Dallas, Texas, November 6, 1993.

Trochim, W. and Cook, J. (1992). Pattern matching in theory-driven evaluation: A field example from psychiatric rehabilitation. in H. Chen and P.H. Rossi (Eds.) *Using Theory to Improve Program and Policy Evaluations*. Greenwood Press, New York, 49-69.

Trochim, W. and Linton, R. (1986). Conceptualization for evaluation and planning. *Evaluation and Program Planning*, 9, 289-308.

Trochim, W., Cook, J. and Setze, R. (1994) Using concept mapping to develop a conceptual framework of staff's views of a supported employment program for persons with severe mental illness. *Consulting and Clinical Psychology*, 62 (4), 766-775.

Valentine, K. (1989). Contributions to the theory of care. *Evaluation and Program Planning*. 12, 1, 17-24.

Valentine, K. (1992). Mapping the conceptual domain of provider and consumer expectations of inpatient mental health treatment: Wisconsin results. Paper presented at the Annual Conference of the American Evaluation Association, Seattle, WA.

Appendix: Concept Mapping Results

Statements By Ratings - Descending

2/13/97

<u>#</u>	<u>Statement</u>	<u>Rating</u>
63)	Do you lack good food and a decent place to live?	4.74
92)	How safe or unsafe do you feel talking about personal matters with staff working with you at this program?	4.68
136)	Are people here generally warm, considerate, and concerned about you?	4.68
1)	Do you feel safe in and around your home?	4.63
40)	Do you have hope that you will recover from mental illness?	4.63
4)	Are you homeless?	4.58
19)	Do you know where to turn if you need help or support?	4.58
109)	If you have a complaint, do you feel program staff will take your recommendations seriously?	4.58
137)	Do you feel safe when you are here?	4.58
41)	Do you feel like you have a valuable contribution to make?	4.53
117)	Do you feel empowerment is a goal at this program?	4.53
124)	Would you recommend this program to other people?	4.53
125)	In general, how knowledgeable and competent do you feel staff are here?	4.53
55)	Do you feel that your basic needs are being met?	4.47
60)	Do you lack an adequate income?	4.47
131)	In general, do you feel this program respects your rights?	4.47
15)	How often do you feel lonely or isolated from other people?	4.42
31)	How often can you do something about psychological or emotional problems before they become severe?	4.42
39)	How well do you understand your recovery process?	4.42
45)	Do you feel you are maintaining your recovery?	4.42
66)	Do you lack safety in your everyday life?	4.42
68)	Do you lack adequate resources in your everyday life?	4.42
71)	How much control do you feel you have over your own well being?	4.42
96)	Are you able to put your personal problems aside temporarily when you have to work?	4.42
105)	Overall, are you satisfied with this program?	4.42
111)	How useful do you feel the program services are for you?	4.42
128)	Do you like the services you receive at this program?	4.42
129)	In general, how qualified do you feel staff are to work with program members?	4.42
134)	Do you feel this program helps you to cope better with emotional upsets and crises?	4.42
44)	Do you believe you can grow, change, and lead a pretty normal life?	4.37
48)	Do you feel that you are dealing more effectively with problems in your life because of this program?	4.37

Statements By Ratings - Descending

2/13/97

#	Statement	Rating
79)	Do you feel that the services you are receiving or the groups you are participating in help you to manage your life better?	4.37
85)	Do you feel you can change many of the important things in your life if you want to?	4.37
91)	Do you feel you are becoming more self-sufficient and independent in your daily life?	4.37
98)	Do you know what it takes to keep a job?	4.37
110)	Do you want to remain in this program for the time being?	4.37
112)	Are you getting what you came here for?	4.37
121)	Do you feel staff respects your wishes regarding confidentiality of information?	4.37
14)	Overall, do you have relationships with your family members that you want?	4.32
30)	Do you know when you are beginning to have psychological or emotional problems?	4.32
72)	Do you have enough money to cover your basic expenses?	4.32
77)	In general, do you feel that your opinions and ideas don't count?	4.32
83)	In general, do you trust your own decisions?	4.32
50)	How often do you feel hopeful about life?	4.26
76)	Do you feel uncomfortable asking staff to listen to you and taking you seriously in this program?	4.26
86)	In general, do you feel you can handle life's ups and downs?	4.26
106)	Are you satisfied with the services at this program?	4.26
118)	At this program can you get information that you need when you need it?	4.26
138)	Do staff and peers help you to obtain the information you need to manage your illness?	4.26
139)	Do staff and peers discourage you from speaking out about things you don't like at this program?	4.26
140)	At this program are your recovery goals discounted when you discuss them with staff and peers?	4.26
34)	In general, do you feel uncomfortable asking for help or support when you need it?	4.21
78)	Do you know who to go to when you are not receiving good service at this program?	4.21
97)	Do you know what it takes to look for a job?	4.21
127)	Is the program open when you want it to be?	4.21
132)	In general, do you feel this program actively promotes your rights?	4.21
18)	Are you getting the support of others that you need?	4.16
29)	Do you worry about having or continuing to have adequate food, clothing, shelter, or income?	4.16

Statements By Ratings - Descending

2/13/97

#	Statement	Rating
38)	Do you feel that you are aware of and respect the feelings of others?	4.16
49)	How often do you do things that are enjoyable or fun?	4.16
52)	How would you describe your own state of psychological and emotional health these days?	4.16
65)	Do you lack basic human freedoms in your everyday life?	4.16
67)	Do you lack meaningful work and achievement in your everyday life?	4.16
107)	Do you feel this program is a supportive social and physical environment?	4.16
115)	How responsive do you feel that staff and members are to your specific cultural requests?	4.16
120)	At this program are you provided with information which helps you to understand the recovery process?	4.16
122)	At this program have you been disencouraged to act more independently?	4.16
126)	Is the location of the program convenient for you?	4.16
130)	How clear or unclear is this programs vision of what it is trying to achieve?	4.16
3)	Do you live with people you want to live with or do you live alone by choice?	4.11
21)	Do you have friends who will help you or provide you with support if you ask?	4.11
56)	Do you feel safe from abuse and neglect in your life?	4.11
73)	In general, if you complain about the how things are going, are you listened to?	4.11
75)	Do you feel you have a right to approve or reject all services you receive at this program?	4.11
84)	Do you feel you can do just about anything you set your mind to?	4.11
87)	In general, how much choice do you have about what social services are appropriate for you?	4.11
95)	Do you feel your job is contributing to your emotional problems?	4.11
102)	Do you feel you are involved in meaningful work or activities?	4.11
141)	Do you feel you can you change the things you dont like about this program?	4.11
16)	Do you have the kind of social life you want?	4.05
33)	Do you feel in control of your habits?	4.05
53)	Do you feel that your quality of life is something you can control?	4.05
93)	In general, do you feel that thepeople that are important to you respect you?	4.05
100)	If you do not have a job, would you like to be working?	4.05
142)	Do you feel you could become a leader in this program if you want to?	4.05
12)	Are you familiar with your neighborhood and what is available nearby	4.00

Statements By Ratings - Descending

2/13/97

#	<u>Statement</u>	<u>Rating</u>
	for you?	
27)	All in all do you feel more or less mentally healthy than you have felt in the past?	4.00
47)	Do you feel an increase in self-respect as a direct result of this program?	4.00
133)	What kind of a job is this program doing at educating you about your rights as a consumer?	4.00
143)	Are you involved in planning for the future of this program?	4.00
36)	How well can you focus on tasks at hand, whatever they may be?	3.95
51)	How would you describe your physical health these days?	3.95
57)	In your life, how often is violence occurring?	3.95
81)	Do you know what to do if you feel discriminated against?	3.95
99)	If given the opportunity, do you think you could work or work at a higher skilled job?	3.95
108)	Do you feel that program participants are adequately involved in designing, implementing and monitoring this program?	3.95
114)	Do you feel this program is not right for you?	3.95
116)	Do you feel staff and program participants are respectful of your ethnicity or sexual orientation?	3.95
17)	Do you have the kind of intimate relationships you want?	3.89
22)	In general, do you have time, space, and opportunities for privacy when you need it?	3.89
54)	Are you dissatisfied with your personal life situation?	3.89
103)	Is this program helpful to you in choosing and keeping a job?	3.89
2)	Do you live where you want to live?	3.84
5)	Did you get to choose where you live?	3.84
35)	In general, do you feel spiritually in touch with life?	3.84
37)	In recent times, has your self-confidence decreased?	3.84
70)	Do you lack warmth and intimacy in your everyday life?	3.84
94)	In general, Do you feel that work makes or would make you a healthier, happier person?	3.84
113)	How often do you feel there are opportunities to develop leadership skills here?	3.84
144)	Do you feel staff ignore your individual problems or concerns?	3.84
59)	Do you lack happiness in your everyday life?	3.79
82)	Are you inclined to think you are a success?	3.79
135)	How often do you feel disrespected by staff and peers at this program?	3.79
20)	Do you sometimes help or provide support to other people when they need it?	3.74
58)	Do you feel that the quality of your life is not improving?	3.74

Statements By Ratings - Descending

2/13/97

#	Statement	Rating
80)	How knowledgeable about mental health issues do you feel you are?	3.74
6)	Did you get to choose with whom you want to live?	3.68
88)	In general, do you choose your own personal goals?	3.68
104)	Do you know how to exercise your ADA rights?	3.68
24)	Do you have friends that you see regularly?	3.63
9)	Do you have regular activities not related to your status as a mental health consumer?	3.58
42)	Can you sleep as much as you need or want to?	3.58
43)	Do you feel as creative as you want to be?	3.58
145)	In general, do you feel people don't get along here?	3.58
61)	Do you lack comfort in your everyday life?	3.53
119)	Do you feel that the services here promote your involvement in the St. Louis community?	3.53
123)	At this program have you been disencouraged in any efforts to develop helping relationships with peers?	3.53
10)	Do you have friends nearby who are also mental health consumers	3.47
28)	Do you feel that your life is fragile?	3.47
46)	Are there negative changes in your life that are a direct result of this program?	3.47
62)	Do you lack a satisfying spiritual life?	3.47
90)	In general, how much control do you feel you have over your daily routine?	3.47
13)	In general, do you feel like you are a respected member of your community?	3.42
23)	Do you have the number of friends that you want?	3.42
7)	How often do you participate in activities in your neighborhood and the community?	3.37
32)	Do you feel frustrated with irritations in daily living?	3.37
69)	Do you lack creativity in your everyday life?	3.37
89)	In general, how much choice do you feel you have about how to spend your free time?	3.37
25)	Do you have friends that you have known for a very long time?	3.32
64)	Do you lack a satisfying sexual life?	3.32
101)	Are you involved in competitive employment?	3.32
26)	Do you spend less time in the hospital than you used to?	3.26
74)	In general, do you decide when to share personal information?	3.26
11)	DO you have friends who are not mental health consumers?	3.16
8)	How well do you know your neighbors?	3.11

Average	73.00
SD	0.38

Statements By Ratings - Descending

2/13/97

<u>#</u>	<u>Statement</u>			<u>Rating</u>
		N	145	
		Minimum	3.11	
		Maximum	4.74	

Statements By Cluster

2/13/97

Cluster 1: Basic Resources

1) Do you feel safe in and around your home?	4.63
2) Do you live where you want to live?	3.84
3) Do you live with people you want to live with or do you live alone by choice?	4.11
4) Are you homeless?	4.58
5) Did you get to choose where you live?	3.84
6) Did you get to choose with whom you want to live?	3.68
8) How well do you know your neighbors?	3.11
29) Do you worry about having or continuing to have adequate food, clothing, shelter, or income?	4.16
60) Do you lack an adequate income?	4.47
63) Do you lack good food and a decent place to live?	4.74
72) Do you have enough money to cover your basic expenses?	4.32
Average Rating:	4.13

Cluster 2: Safety Issues

14) Overall, do you have relationships with your family members that you want?	4.32
17) Do you have the kind of intimate relationships you want?	3.89
21) Do you have friends who will help you or provide you with support if you ask?	4.11
25) Do you have friends that you have known for a very long time?	3.32
42) Can you sleep as much as you need or want to?	3.58
51) How would you describe your physical health these days?	3.95
56) Do you feel safe from abuse and neglect in your life?	4.11
57) In your life, how often is violence occurring?	3.95
61) Do you lack comfort in your everyday life?	3.53
65) Do you lack basic human freedoms in your everyday life?	4.16
66) Do you lack safety in your everyday life?	4.42
68) Do you lack adequate resources in your everyday life?	4.42
85) Do you feel you can change many of the important things in your life if you want to?	4.37
Average Rating:	4.01

Cluster 3: Work in Everyday Life

7) How often do you participate in activities in your neighborhood and the community?	3.37
13) In general, do you feel like you are a respected member of your	3.42

Statements By Cluster

2/13/97

	community?	
91)	Do you feel you are becoming more self-sufficient and independent in your daily life?	4.37
92)	How safe or unsafe do you feel talking about personal matters with staff working with you at this program?	4.68
93)	In general, do you feel that the people that are important to you respect you?	4.05
94)	In general, Do you feel that work makes or would make you a healthier, happier person?	3.84
95)	Do you feel your job is contributing to your emotional problems?	4.11
96)	Are you able to put your personal problems aside temporarily when you have to work?	4.42
97)	Do you know what it takes to look for a job?	4.21
98)	Do you know what it takes to keep a job?	4.37
99)	If given the opportunity, do you think you could work or work at a higher skilled job?	3.95
100)	If you do not have a job, would you like to be working?	4.05
101)	Are you involved in competitive employment?	3.32
102)	Do you feel you are involved in meaningful work or activities?	4.11
103)	Is this program helpful to you in choosing and keeping a job?	3.89
104)	Do you know how to exercise your ADA rights?	3.68
	Average Rating:	3.99

Cluster 4: Activities away from Illness

	9) Do you have regular activities not related to your status as a mental health consumer?	3.58
10)	Do you have friends nearby who are also mental health consumers	3.47
11)	DO you have friends who are not mental health consumers?	3.16
12)	Are you familiar with your neighborhood and what is available nearby for you?	4.00
18)	Are you getting the support of others that you need?	4.16
19)	Do you know where to turn if you need help or support?	4.58
20)	Do you sometimes help or provide support to other people when they need it?	3.74
22)	In general, do you have time, space, and opportunities for privacy when you need it?	3.89
23)	Do you have the number of friends that you want?	3.42
24)	Do you have friends that you see regularly?	3.63
26)	Do you spend less time in the hospital than you used to?	3.26
49)	How often do you do things that are enjoyable or fun?	4.16
55)	Do you feel that your basic needs are being met?	4.47
67)	Do you lack meaningful work and achievement in your everyday	4.16

Statements By Cluster

2/13/97

life?

- | | |
|-------------------------------------------------------------------------------------------------|------|
| 74) In general, do you decide when to share personal information? | 3.26 |
| 87) In general, how much choice do you have about what social services are appropriate for you? | 4.11 |

Average Rating: 3.82

Cluster 5: Control Over Quality of Life

- | | |
|---------------------------------------------------------------------------------------------------------|------|
| 15) How often do you feel lonely or isolated from other people? | 4.42 |
| 16) Do you have the kind of social life you want? | 4.05 |
| 28) Do you feel that your life is fragile? | 3.47 |
| 31) How often can you do something about psychological or emotional problems before they become severe? | 4.42 |
| 32) Do you feel frustrated with irritations in daily living? | 3.37 |
| 33) Do you feel in control of your habits? | 4.05 |
| 35) In general, do you feel spiritually in touch with life? | 3.84 |
| 36) How well can you focus on tasks at hand, whatever they may be? | 3.95 |
| 38) Do you feel that you are aware of and respect the feelings of others? | 4.16 |
| 45) Do you feel you are maintaining your recovery? | 4.42 |
| 50) How often do you feel hopeful about life? | 4.26 |
| 52) How would you describe your own state of psychological and emotional health these days? | 4.16 |
| 53) Do you feel that your quality of life is something you can control? | 4.05 |
| 54) Are you dissatisfied with your personal life situation? | 3.89 |
| 58) Do you feel that the quality of your life is not improving? | 3.74 |
| 59) Do you lack happiness in your everyday life? | 3.79 |
| 62) Do you lack a satisfying spiritual life? | 3.47 |
| 64) Do you lack a satisfying sexual life? | 3.32 |
| 69) Do you lack creativity in your everyday life? | 3.37 |
| 70) Do you lack warmth and intimacy in your everyday life? | 3.84 |
| 71) How much control do you feel you have over your own well being? | 4.42 |
| 86) In general, do you feel you can handle lifes ups and downs? | 4.26 |
| 88) In general, do you choose your own personal goals? | 3.68 |
| 89) In general, how much choice do you feel you have about how to spend your free time? | 3.37 |
| 90) In general, how much control do you feel you have over your daily routine? | 3.47 |

Average Rating: 3.89

Cluster 6: Knowledge and Understanding of Mental Illness and Recovery

- | | |
|------------------------------------------------------------------------------------------|------|
| 27) All in all do you feel more or less mentally healthy than you have felt in the past? | 4.00 |
|------------------------------------------------------------------------------------------|------|

Statements By Cluster

2/13/97

30) Do you know when you are beginning to have psychological or emotional problems?	4.32
34) In general, do you feel uncomfortable asking for help or support when you need it?	4.21
37) In recent times, has your self-confidence decreased?	3.84
39) How well do you understand your recovery process?	4.42
40) Do you have hope that you will recover from mental illness?	4.63
41) Do you feel like you have a valuable contribution to make?	4.53
43) Do you feel as creative as you want to be?	3.58
44) Do you believe you can grow, change, and lead a pretty normal life?	4.37
73) In general, if you complain about the way things are going, are you listened to?	4.11
77) In general, do you feel that your opinions and ideas don't count?	4.32
80) How knowledgeable about mental health issues do you feel you are?	3.74
82) Are you inclined to think you are a success?	3.79
83) In general, do you trust your own decisions?	4.32
84) Do you feel you can do just about anything you set your mind to?	4.11
Average Rating:	4.15

Cluster 7: Program and Staff

46) Are there negative changes in your life that are a direct result of this program?	3.47
47) Do you feel an increase in self-respect as a direct result of this program?	4.00
48) Do you feel that you are dealing more effectively with problems in your life because of this program?	4.37
75) Do you feel you have a right to approve or reject all services you receive at this program?	4.11
76) Do you feel uncomfortable asking staff to listen to you and taking you seriously in this program?	4.26
78) Do you know who to go to when you are not receiving good service at this program?	4.21
79) Do you feel that the services you are receiving or the groups you are participating in help you to manage your life better?	4.37
81) Do you know what to do if you feel discriminated against?	3.95
109) If you have a complaint, do you feel program staff will take your recommendations seriously?	4.58
111) How useful do you feel the program services are for you?	4.42
112) Are you getting what you came here for?	4.37
113) How often do you feel there are opportunities to develop leadership	3.84

Statements By Cluster

2/13/97

skills here?	
114) Do you feel this program is not right for you?	3.95
115) How responsive do you feel that staff and members are to your specific cultural requests?	4.16
116) Do you feel staff and program participants are respectful of your ethnicity or sexual orientation?	3.95
117) Do you feel empowerment is a goal at this program?	4.53
118) At this program can you get information that you need when you need it?	4.26
119) Do you feel that the services here promote your involvement in the St. Louis community?	3.53
120) At this program are you provided with information which helps you to understand the recovery process?	4.16
121) Do you feel staff respects your wishes regarding confidentiality of information?	4.37
122) At this program have you been discouraged to act more independently?	4.16
123) At this program have you been discouraged in any efforts to develop helping relationships with peers?	3.53
124) Would you recommend this program to other people?	4.53
125) In general, how knowledgeable and competent do you feel staff are here?	4.53
126) Is the location of the program convenient for you?	4.16
127) Is the program open when you want it to be?	4.21
128) Do you like the services you receive at this program?	4.42
129) In general, how qualified do you feel staff are to work with program members?	4.42
130) How clear or unclear is this programs vision of what it is trying to achieve?	4.16
131) In general, do you feel this program respects your rights?	4.47
132) In general, do you feel this program actively promotes your rights?	4.21
133) What kind of a job is this program doing ateducating you about your rights as a consumer?	4.00
134) Do you feel this program helps you to cope better with emotional upsets and crises?	4.42
135) How often do you feel disrespected by staff and peers at this program?	3.79
136) Are people here generally warm, considerate, and concerned about you?	4.68
137) Do you feel safe when you are here?	4.58
138) Do staff and peers help you to obtain the information you need to manage your illness?	4.26

Statements By Cluster

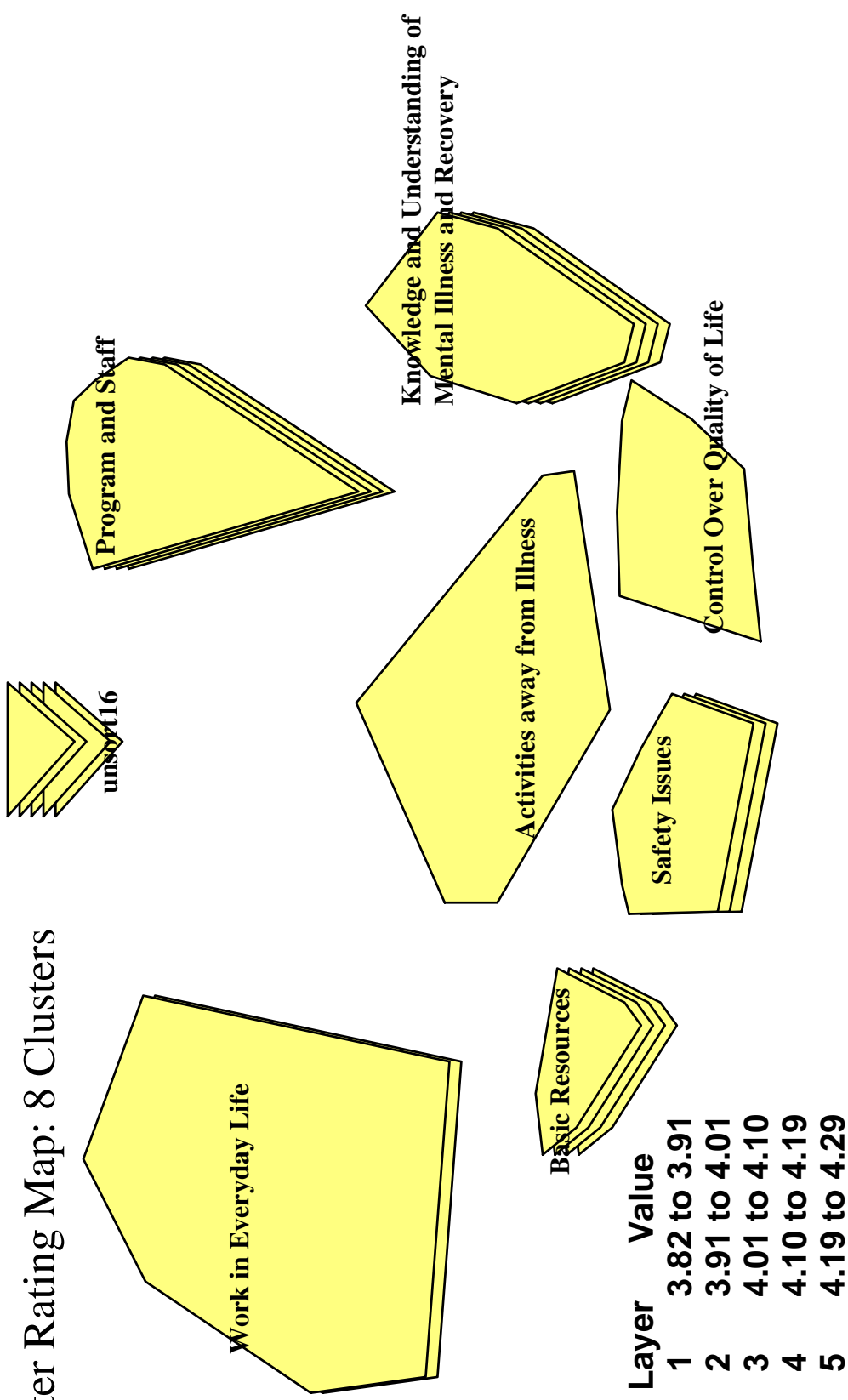
2/13/97

139) Do staff and peers discourage you from speaking out about things you don't like at this program?	4.26
140) At this program are your recovery goals discounted when you discuss them with staff and peers?	4.26
141) Do you feel you can you change the things you dont like about this program?	4.11
142) Do you feel you could become a leader in this program if you want to?	4.05
143) Are you involved in planning for the future of this program?	4.00
144) Do you feel staff ignore your individual problems or concerns?	3.84
145) In general, do you feel people don't get along here?	3.58
Average Rating:	4.17

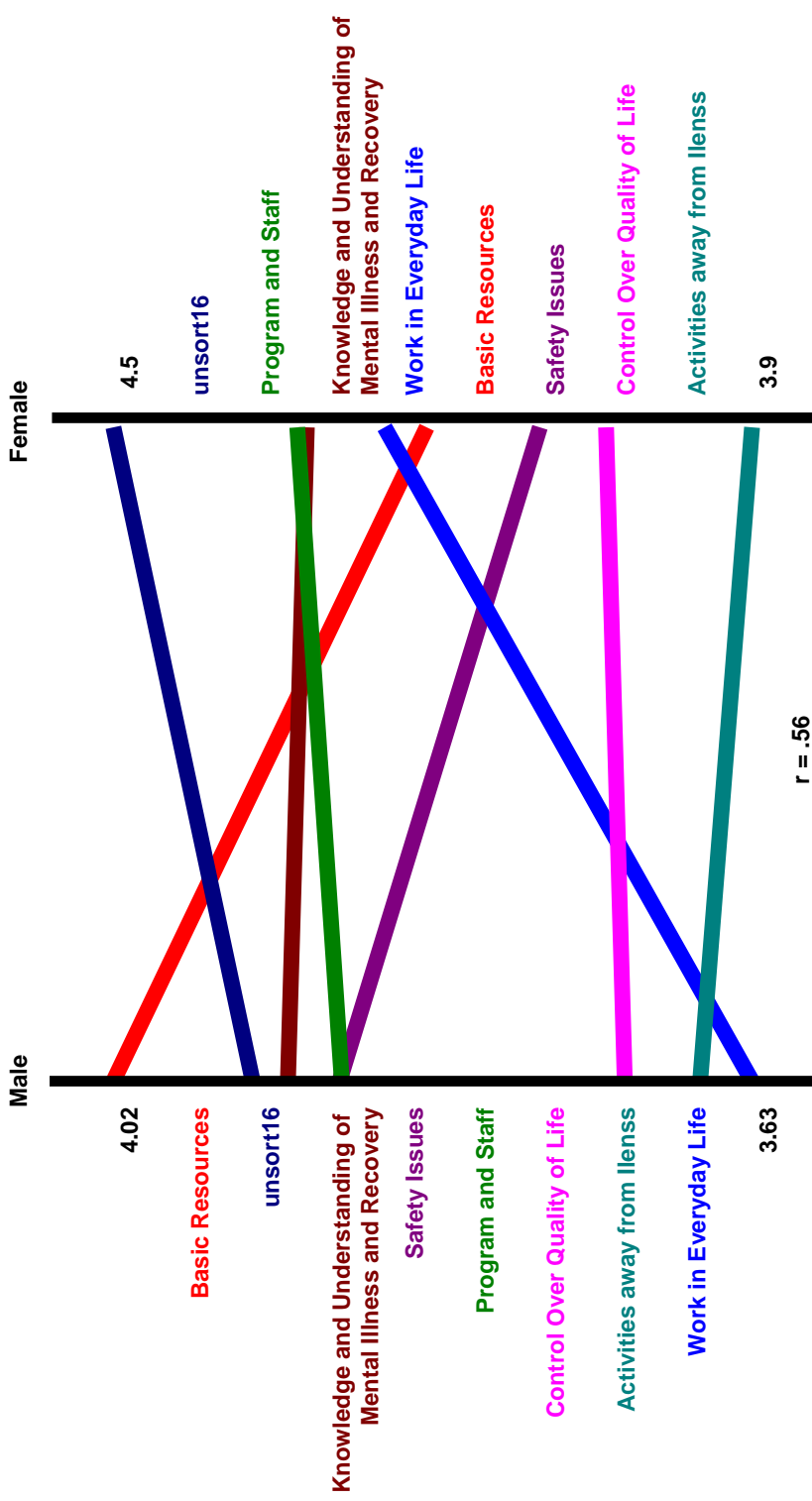
Cluster 8: unsort16

105) Overall, are you satisfied with this program?	4.42
106) Are you satisfied with the services at this program?	4.26
107) Do you feel this program is a supportive social and physical environment?	4.16
108) Do you feel that program participants are adequately involved in designing, implementing and monitoring this program?	3.95
110) Do you want to remain in this program for the time being?	4.37
Average Rating:	4.23

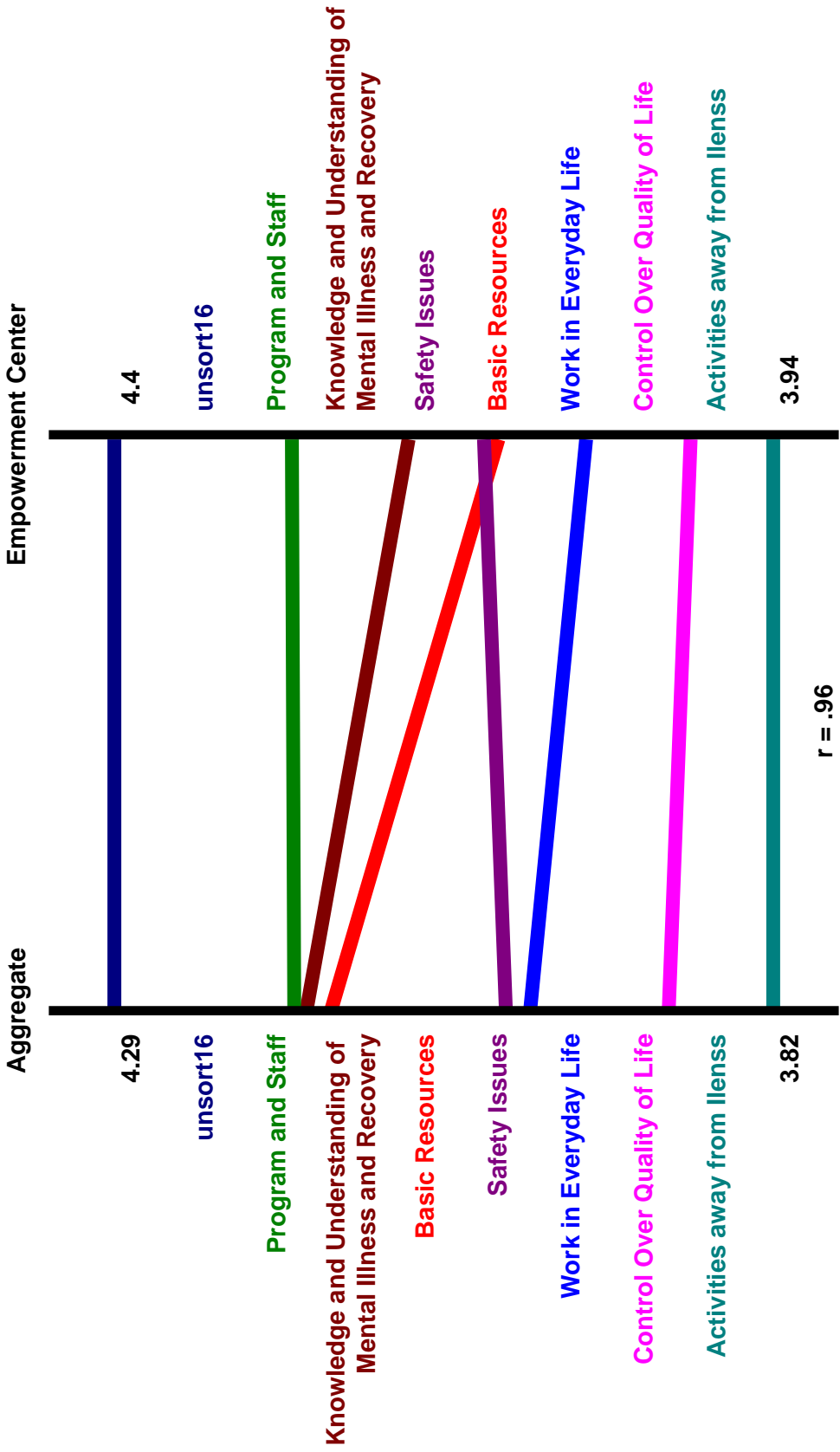
Cluster Rating Map: 8 Clusters



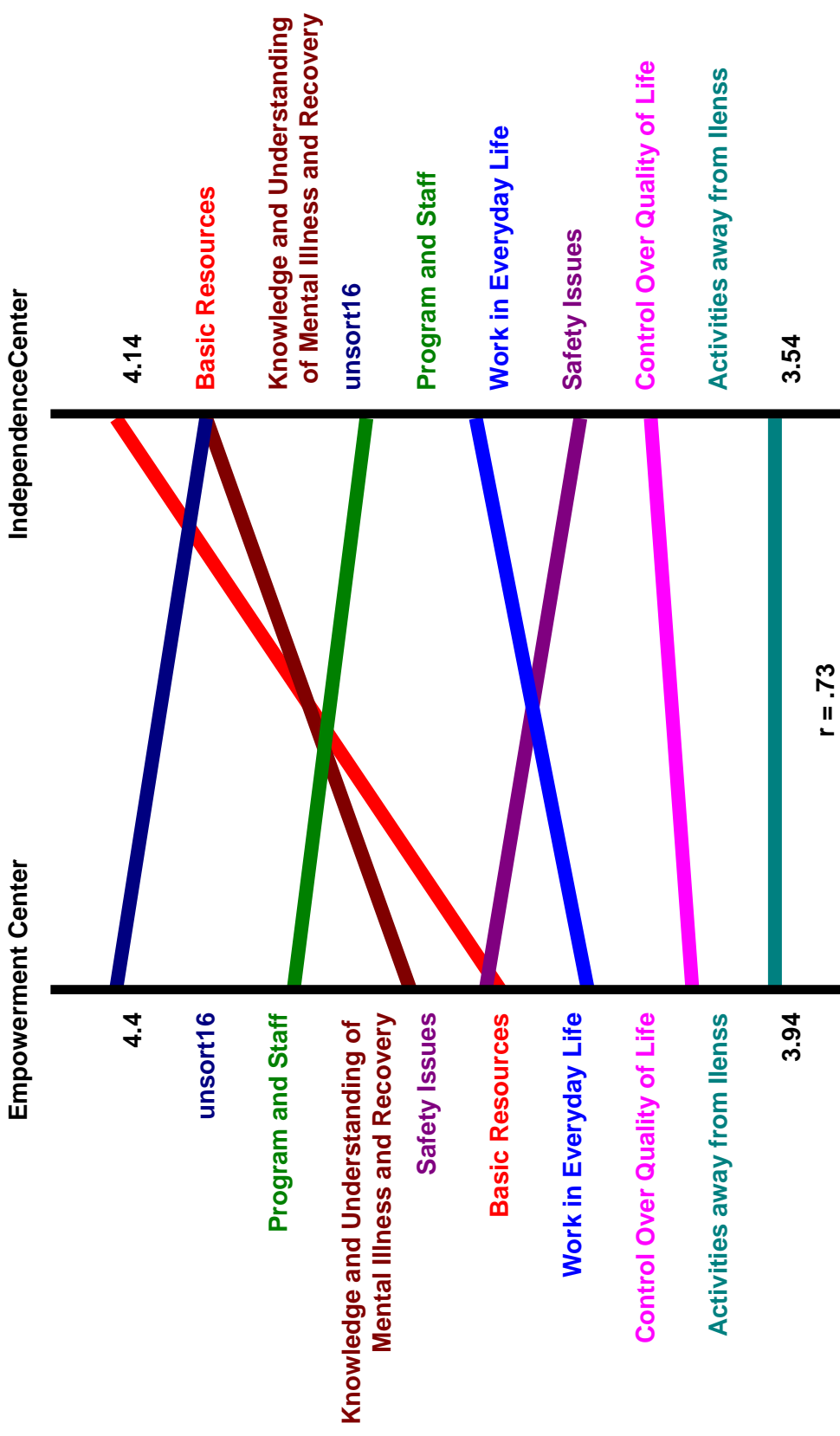
Pattern Match: Male to Female



Pattern Match: Aggregate to Empowerment Center



Pattern Match: Between Centers



Pattern Match: Aggregate to Independence Center

