

# Australian Mental Health Outcomes and Classification Network

## Training Manual

### Adult Ambulatory



AMHOCN



A joint Australian, State and  
Territory Government Initiative

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## 1) ACKNOWLEDGEMENTS

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## 2) INTRODUCTION TO MANUAL

This training manual has been developed as part of a training package designed to provide a basic introduction to:

- the context of the National Outcomes and Casemix Collection (NOCC),
- the data collection protocol, and
- the measures used specific to each age group and service setting.

This training manual identifies the core information that should form the basis of any local training for the age group and service setting of the title.

A separate manual describing the consumer self report measure has also been produced as part of this training package.

Some of the underlying principles, which shape this training manual, include:

- the need to utilise the principles of adult learning;
- ensuring that participants can relate the material to their work environment; and
- that participants have the opportunity to engage with the material.

Before commencing training, trainers should ensure that they have access to the following training materials:

- Adult Ambulatory Training Manual (this document);
- Adult Self Report Measure appropriate to jurisdiction;
- Whiteboard or PowerPoint projector and laptop;
- White board markers;
- Vignette material (Video, written material); and
- Example reports.

In this training manual, symbols are used to indicate activities that the trainer should undertake:



This symbol indicates that trainers should make explicit certain important training points.



This symbol indicates that trainers should show a particular video clip or written vignette.



This symbol indicates that trainers should encourage group discussion.



This symbol indicates that trainers should distribute specific handout materials.

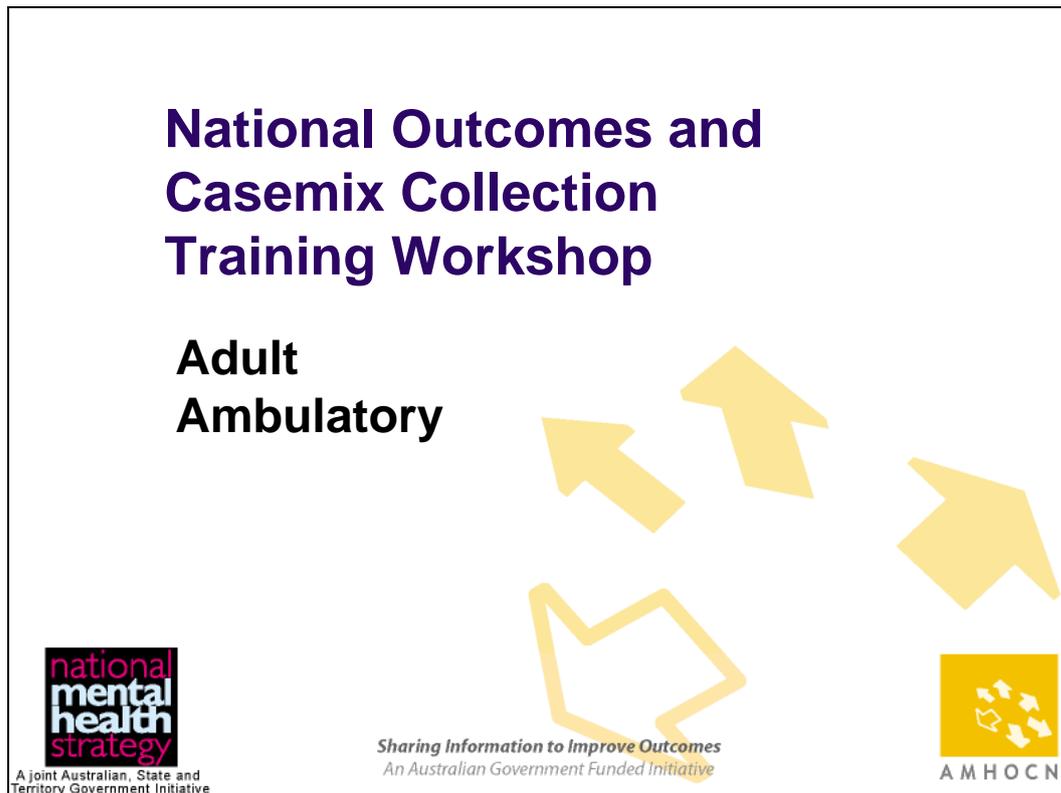


This symbol indicates that trainers should be prepared with background knowledge. Trainers will be provided with additional reference material in this section.



This symbol indicates the notional time each section should take.

### 3) TRAINING INTRODUCTION AND LEARNING OBJECTIVES



**National Outcomes and  
Casemix Collection  
Training Workshop**

**Adult  
Ambulatory**

**national  
mental  
health  
strategy**  
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Territory Government Initiative

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**A M H O C N**

The slide features a central graphic of three yellow arrows pointing upwards and to the right, with a yellow outline of a house below them. The text is arranged in a clear, professional layout with logos at the bottom.

This slide simply provides an introduction to the title of the workshop



Take this opportunity to undertake house keeping activities, bathrooms, messages, mobile phone etiquette.

Introduction of presenter and, depending on group size, participants.



This context section should take approximately 10 minutes to complete.

## Learning Objectives

- Understanding of the context of the collection of Outcome Measures in Mental Health
- Understanding of the National Outcomes and Casemix Collection Data Collection Protocol and local adaptation
- Development of skills in the completion of the standard measures of Outcome and Casemix

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Participants should be given a brief orientation to the content of the workshop and the expected outcomes of participation. This includes:

- the background and rationale for the introduction of outcomes and casemix measures;
- the agreed national data collection protocol and the local adaptations to this protocol; and
- the development of skills in the completion of the measures introduced into routine clinical practice.



Ask the group what we know about the activities and outcomes of mental health services?

- How do we measure outcome?
- How do we monitor outcome?
- How do we know if someone has improved or deteriorated and how do we share this information?

Write the responses on a White board and discuss them with the group.

#### 4) CONTEXT

### The Guiding Question ...

- Who receives .....
- What services .....
- From whom .....
- At what cost .....
- With what effect ...

*from Leginski et al 1989*

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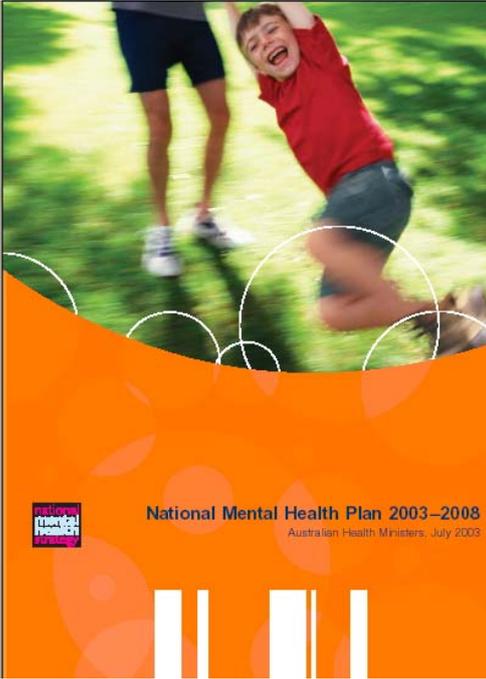


This is the central question that the collection of information in mental health services is designed to answer.

Reflecting on participant responses indicates that mental health services have been good at collecting information on inputs and processes but less successful in demonstrating outcomes. You should note that the collection of outcomes measures aims to demonstrate the *EFFECT* of the delivery of mental health care.



Note that Andrews et al (1994) defined a consumer outcome as “the effect on a patients health status that is attributable to an intervention”. The measurement of consumer outcome is therefore integral to reflecting on practice.



**Outcome 28: Comprehensive implementation and further development of routine consumer outcome measures in mental health**

**Key direction 28.1:** Continue to support and develop outcome measurement systems, including full implementation of routine outcome measurement systems, in the mental health sector and for use by other mental health providers and related service sectors

**Key direction 28.2:** Establish a national strategy in collaboration between the Commonwealth, States and Territories for database development, data analysis (which may include normative comparisons and benchmarking exercises), dissemination and training.

**Key direction 28.3:** Support the implementation of routine outcome measurement

**Outcome 30: Reform of public sector funding models to better reflect need**

**Key direction 30.1:** Continue the development of mental health casemix classifications through the Australian Mental Health Outcomes and Classification Network

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Under this plan there is a continued commitment to the development of outcome measurement in mental health and the further development of a casemix classification system.



States, Territories and the Australian Government all identified the need for improvements in the collection of information in Mental Health Services.

There are many misconceptions regarding casemix classification – indeed, it is often just seen as a way of funding services. However, the word casemix can simply be defined as the “mix of cases”. Casemix classification aims to group episodes of care into different classes based on two criteria. First, each class is clinically similar (people with broken legs are in one class while people who are having appendectomies are in another). Second, each class has similar resource consumption or costs, the implicit assumption being that people who consume similar amounts of resources have similar needs.

Casemix classification is essential to understanding variation in the types of consumers being seen by services. Understanding the variation in consumers is the key to understanding variation in the providers of services. Controlling for variations in consumers through casemix classification can support a range of service development activities including;

- a. *Quality assurance and service utilisation reviews* – by understanding variations in casemix, the focus is on variation in the way services are delivered.
- b. *Interpretation of consumer outcomes* – variation in outcomes between different services, may be a function of differences in consumers receiving services or variation in the casemix.
- c. *Benchmarking* – adjustments for casemix is essential to enable services to compare different performance indicators such as length of stay, with different lengths of stay for different types of cases.
- d. *Development of Clinical Protocols* – casemix classification can provide a framework to determine what package of services different groups of consumers should receive.

Casemix classification is not simply about funding, as funding may be changed without casemix. However, a variety of service development activities require casemix classification.

## 5) BRIEF OVERVIEW OF MEASURES

### Outcomes and Casemix Measures for Adults

- Clinician rated
  - Health of the Nation Outcome Scales (HoNOS)
  - Life Skills Profile (LSP-16)
  - Focus of Care (FoC)
- Consumer self-report (varies across states and territories)
  - Mental Health Inventory (MHI)
  - Kessler 10 (K-10)
  - Behaviour and Symptom Identification Scale (BASIS 32)

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Hand out copies of the measures. Use your local service material.



Provide a brief overview of the measures being used in Mental Health Services.

The Health of the Nation Outcome Scales (HoNOS) is a collection of 12 scales designed to capture information regarding the severity of problems for a consumer in 12 common areas.

The Life Skills Profile 16 (LSP-16) is an abbreviated version of the Life Skills Profile – a measure of function and disability.

The Focus of Care (FoC) aims to operationalise the concept of a phase of illness with people moving between stable and acute phases within an episode of illness.

Consumer self-report measures differ across jurisdictions and trainers should refer to the appropriate measure for their jurisdiction (see consumer self report measure training manual).



These instruments were selected on the following criteria:

- Acceptable
  - Brief – minimum rater workload
  - Practical – fit clinical processes
  - Minimal cost
  - Simple scoring & interpretation
  - Minimal training required
- Valid
- Reliable
- Sensitive to change

Different jurisdictions are using different consumer self report measures. This highlights the developmental nature of outcome measurement within mental health.



This brief overview should take approximately 5 minutes to complete.

## 6) THE DATA COLLECTION PROTOCOL

### The Basic Data Collection Protocol

- Standardised measures of consumers' clinical status are collected at three critical occasions during episodes of mental health care:
  - **Admission** (to episode of health care)
  - **Discharge** (from episode of care)
  - And where an episode lasts for more than 91 days, at **Review**

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Provide a brief overview of the 3 critical occasions during episodes of mental health care when data should be collected.



It is important to note that the National Outcomes and Casemix Collection specifies the minimum requirement and that States and Territories as well as regions or units have made modifications to this protocol.



This Data Collection Protocol section should take approximately 20 minutes with questions.

## Episode of Mental Health Care

- Defined as “a more or less continuous period of contact between a consumer and a *Mental Health Service Organisation* that occurs within the one *Mental Health Service Setting*”
- Mental Health separated into 3 types of service settings:
  - Inpatient episodes (Overnight admitted)
  - Community Residential episodes (24 hour staffed)
  - Ambulatory episodes
- Two business rules:
  - ‘One episode at a time’
  - ‘Change of setting = new episode’
- Start and end of each episode triggers a collection occasion
- Different measures are collected for different age groups

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This slide outlines the core concepts of the data collection protocol:

- the definition of an episode of care;
- the three service settings where mental health care can be delivered; and
- the basic business rules.

Note that this nationally agreed collection protocol might use different terminology than your local service hence the need for local adaptation.



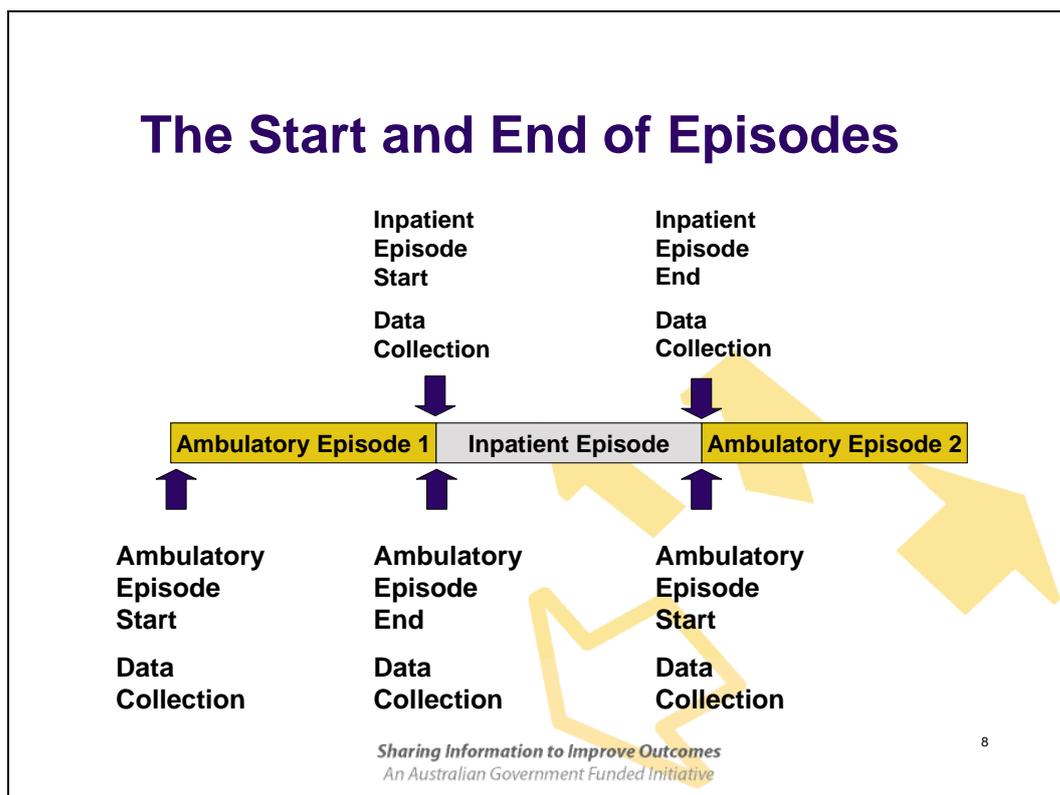
The data collection protocol was designed to meet a number of criteria.

- The data collection protocol should be clinically meaningful – it should be consistent with and encourage good clinical practice.
- The data collection protocol should not be overly complicated.
- The protocol must give rise to data that can be statistically analysed.

- The protocol should assist individual services to collect data at the most appropriate occasions that are consistent with generally agreed criteria.

**Note:** Ambulatory mental health includes any hospital-based services for consumers who are not in overnight inpatient care.

## The Start and End of Episodes



This slide provides the opportunity to discuss the complex nature of mental health care and the potential for consumers to move between various service settings during their treatment. These moves between service settings, as we have seen, are a trigger for data collection.

The National Outcomes and Casemix Collection protocol is outlined in the table below

Collection Occasion: Ambulatory, Adult	A	R	D
HoNOS	●	●	●
LSP-16	✘	●	●
Consumer self-report (MHI, BASIS32, K10+) <sup>(1)</sup>	●	●	●
Principal and Additional Diagnoses	✘	●	●
Focus of Care	✘	●	●
Mental Health Legal Status	✘	●	●

### Abbreviations and Symbols

<b>A</b>	Admission to Mental Health Care	●	Collection of data on this occasion is mandatory
<b>R</b>	Review of Mental Health Care	✘	No collection requirements apply
<b>D</b>	Discharge from Mental Health Care		

### Notes

- (1) The classification of consumer self-report measure as mandatory is intended only to indicate the expectation that consumer's will be invited to complete self-report measure. Some jurisdictions and services have decided to trial the consumer self report measure in inpatient settings.



Trainers should hand out copies of the local adaptation to the data collection protocol that are pertinent to the unit or group they are training.

## 7) CONSUMER SELF REPORT MEASURE

### Consumer Self Report Measure: When NOT to Offer

- The consumer is too unwell or distressed to complete the measure
  - Psychotic or mood disturbance prevents the consumer from understanding the measure or alternatively, completing the measure would increase their level of distress
- The consumer is unable to understand the measure
  - As a result of an organic mental disorder or a developmental disability to consumer
- Cultural or language issues make the self-report measure inappropriate

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The introduction of a consumer self report measure provides a number of potential benefits. These include:

- Supporting the process of assessment;
- Demonstrating a genuine interest in the consumers point of view;
- Encouraging dialogue between clinicians and consumers;
- Highlighting discrepancies between the consumers and clinicians perceptions; and
- Involving consumer in the process of care planning.

These benefits provide an opportunity to support the development of the therapeutic relationship between the clinician and consumer. Offering the consumer self report measure demonstrates a genuine attempt on the part of the clinician to better understand the consumer's perceptions and needs and involve him or her in the process of care.

However, there are circumstances when the clinician should exercise clinical judgement when offering the measure.

First, if the consumer is distressed and offering the consumer self report measure makes them more distressed, then offering the measure is counter productive because it interferes with establishing rapport and promoting dialogue. Second, if the consumer is unable to understand the content and requirements for completing the consumer self report measure given their disordered or compromised mental state, then it is counter productive to offer the measure. Third, if there are cultural or language impediments to offering the measure to consumers, then it should not be offered.

The general rule is that clinicians should exercise clinical judgement when offering the consumer self report measure and be mindful of the purpose of offering the measure i.e. **to engage the consumer in their care.**



When administering the consumer self report measure, there are some general activities or approaches to be avoided. These constitute the Don'ts of consumer self report measure administration

- Do not force or command consumers or carers to fill out the consumer self report measure;
- Do not tell the consumer or carer that treatment is dependent on their filling out the consumer self report measure;
- Do not minimise the importance of filling out the consumer self report measure;
- Do not accept an incomplete consumer self report measure without first encouraging the consumer or carer to fill out unanswered questions;
- Do not paraphrase, rephrase, interpret or explain a question;
- Do not answer the question for the consumer or carer;
- Do not tell the consumer or carer how you feel they should answer;
- Do not allow other people to help the consumer or carer fill out the consumer self report measure; and

- Do not assume the consumer or carer can do it and just doesn't want to (i.e. if a person tells you they cannot do it – accept that they are telling the truth).

## Offering the Measure

- Why is it important to complete a consumer self rated measure?
- What happens if the consumer refuses to complete the measure, will it effect their treatment?
- Who is going to use the information?
- What is the information going to be used for?
- Assure the consumer of privacy and confidentiality.

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This slide identifies the types of concerns that consumers often have when offered a consumer self report measure.

When offering the consumer self report measure it is important to:

- Identify for consumers that the completion of the consumer self report measure will provide useful information for the clinician that will inform their work;
- Assure consumers that refusal to complete the consumer self report measure will not see them treated differently;
- Explain to consumers that the information will be available to those involved in the direct care of the consumer but also that de-identified information will be available to service managers and those involved in policy development;
- Explain that in the first instance the information will be used for individual treatment planning and in a de-identified form for service development and research activities; and
- Assure consumers that the consumer self report measure is subject to the same rules of confidentiality and privacy as all other information held within the medical record.



When administering the consumer self report measure, there are some general activities or approaches to be adopted. These are the Do's of consumer self report measure administration.

- Do be warm, friendly and helpful;
- Do request and encourage carers and consumers to fill out the consumer self report measure;
- Do let consumers and carers know that you will be there to assist them if needed;
- Do tell carers and consumers to answer a question based on what THEY think the question means;
- Do encourage consumers and carers to answer ALL the questions;
- Do read and repeat a question verbatim for the consumer or carer if necessary;
- Do provide definition of a single word with which a person is unfamiliar;
- Do stress there is no right or wrong answer;
- Do inform carers and consumers that they will be asked to fill out the consumer self report measure again at a later date; and
- Do thank carers and consumers for filling out the consumer self report measure.



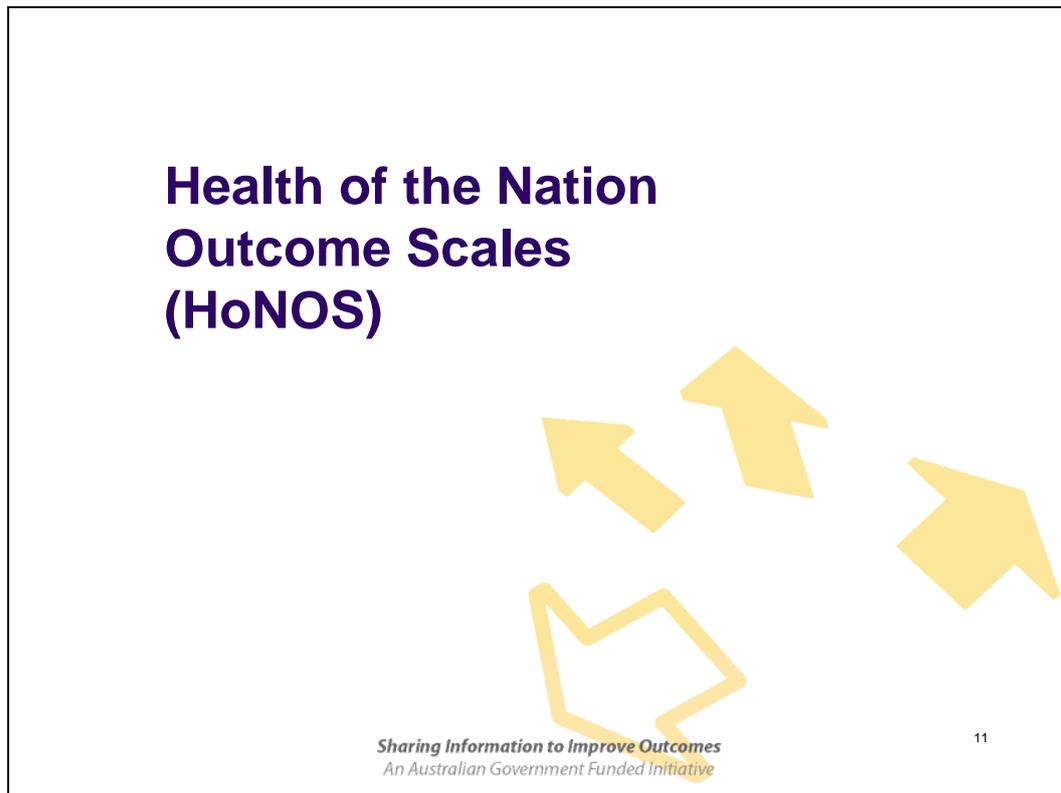
Trainers should hand out copies of the jurisdiction specific consumer self report measure.

**Refer to appropriate consumer self report measure training manual**



Session length may vary depending on the consumer self report measure, but should take no longer than 30 minutes

## 8) HoNOS

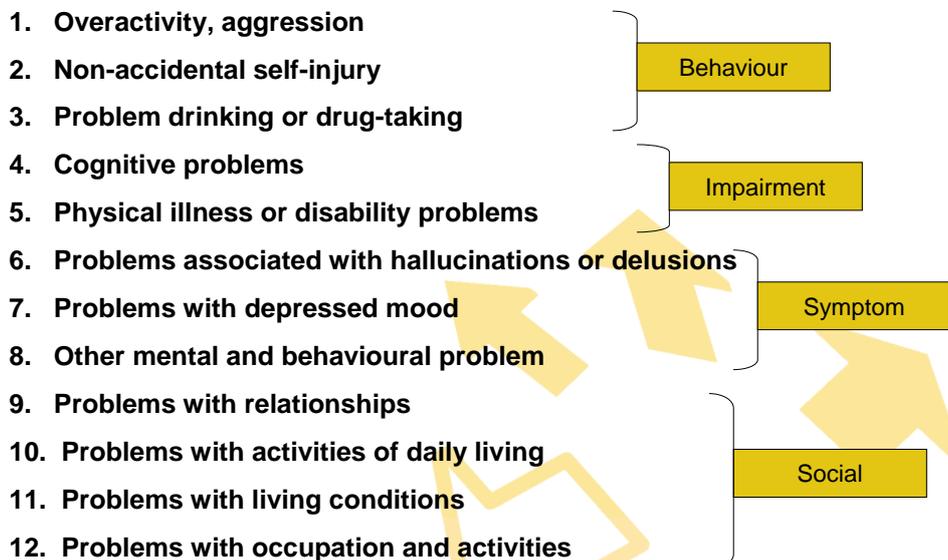


This slide introduces the section on training in the clinical measures. The aim of this section is provide participants with the skills to complete the primary measure of problem severity the Health of the Nation Outcome Scales.



This section should take the majority of any session, approximately 1.5 hours.

## The HoNOS: 12 scales (Adult version)



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Refer trainees to the HoNOS Glossary and note that the HoNOS is:

- Key measure of severity;
- Brief – 5 minutes to rate;
- Acceptable and useful to clinicians – specifically broad spectrum;
- Satisfactory inter-rater reliability;
- Change in scores correlate with independent clinical ratings of change; and
- Training required.

Note that the 12 scales of the HoNOS can be broken down into 4 sub-scales:

- Behaviour;
- Impairment;
- Symptom; and
- Social.

Reports on the measure can be generated at the scale, sub-scale and total score.



The Health of the Nation Outcome Scales (HoNOS) is the key measure of problem severity in the suite of outcome measures. Usually, some trainees will have experienced completing the HoNOS. Ask them how long it usually takes to complete. Remember to make the distinction between first completing the measure and completing following some practice.

The HoNOS measure was designed to be broad spectrum, capturing information about the consumer in a number of domains, not just symptoms. Stedman et al (1997) found that the HoNOS clinicians identified the HoNOS as acceptable and useful during field trials in Australia.

The HoNOS has identified satisfactory inter-rater reliability during development (Wing et al 1996) and in subsequent Australian trials (Trauer et al 1999). However, questions have been raised about the inter-rater reliability (Brooks 2000).

These limitations should be acknowledged, however it is important to note:

- Perfect inter-rater reliability has never been demonstrated;
- Poor inter-rater reliability can be the result of misapplication of the rating rules;
- Inter-rater reliability can be affected by the quality of assessment or lack of information between raters; and
- Satisfactory inter-rater reliability will be demonstrated during practice training.

## Rating the HoNOS

			Monitor ?	Active treatment or management plan ?	
Clinically Significant	4	Severe to very severe problem	Most severe category for patient's with this problem. Warrants recording in clinical file. Should be incorporated in care plan. <i>Note – patient can get worse.</i>	✓	✓
	3	Moderate problem	Warrants recording in clinical file. Should be incorporated in care plan.	✓	✓
	2	Mild problem	Warrants recording in clinical notes. May or not be incorporated in care plan.	✓	Maybe
Not Clinically Significant	1	Minor problem	Requires no formal action. May or may not be recorded in clinical file.	Maybe	x
	0	No problem	Problem not present.	x	x

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Note that the HoNOS is scored on a 5-point scale from 0 to 4 as below:

- 0 = no problem
- 1 = sub-clinical problem
- 2 = mild problem
- 3 = moderate problem
- 4 = severe problem
- 9 = not known

Not a clinical interview. Information should be gathered from:

- The consumer;
- Direct observation;
- Information in the medical record;
- Information provided by other staff;
- Information provided by family and friends; and
- Information provided by other agencies including general practitioner, housing, police and ambulance staff.

Whatever information the clinician has available to make a clinical judgement on the severity of the consumer's problems is the information used to guide the rating of the HoNOS.



Trainees should be encouraged to avoid rating a "9" as much as possible, because:

1. the HoNOS is completed following an assessment, allowing the clinician to make some judgement about the severity of the consumer's problems, and
2. the provision of a rating provides a point of reference for subsequent ratings. Without this reference point, valuable opportunities for reflection are lost.

## HoNOS Rating Rules

- Rate each item in order from 1 to 12
- Do not include information rated in an earlier item, i.e. minimal item overlap
- Rate the most severe problem that has occurred over the previous two weeks
- Consider both the **impact on behaviour** and/or the **degree of distress** it causes

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This slide outlines the basic rating rules of the HoNOS.

It is important to avoid overlapping ratings when completing the HoNOS. The HoNOS is a collection of 12 scales and, as such, to get as clear an impression of the unique presentation of the consumer, it is important to ensure that only problem areas for that consumer are identified. Therefore, once a problem has been rated, the severity of that rating should not influence subsequent ratings.

For example, consider the consumer who has been intoxicated once in the past two weeks but while intoxicated hits someone. This behaviour would score high on Scale 1 as a result of the assault but may not score high on Scale 3, “drug and alcohol use” given that alcohol has only been consumed once in the past two weeks. Ratings are made on the worst manifestation of the problem over the preceding two weeks.

Ratings are based on the degree of distress the consumer is experiencing and/or the frequency or intensity of behaviour associated with the problem.

## Important Variations in Rating Guides

SCALE	'CORE RULES'	
	RATE THE WORST MANIFESTATION	RATE OVER THE PAST 2 WEEKS
Scales 1-8	Always	Always
Scales 9-10	Based on usual or typical	Always
Scales 11-12	Based on usual or typical	May need to go back beyond two weeks to establish the usual situation

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The general rating rule is to rate the worst manifestation of a problem over the preceding two weeks. This holds true for scales 1 through to 8.

However, the social scales are more problematic. For example, simply having an argument with your spouse does not mean you have problems in terms of the quality and quantity of your relationships (Scale 9).

Trainees are therefore asked to consider the usual or typical situation for the consumer over the preceding two weeks for Scales 9 – 12.

It is also important to point out that scales 11 and 12 may need to be rated outside the two-week rating period.

# Practice Rating HoNOS Time 1



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During training practice, rating the HoNOS is a multi-stage process:

1. Have trainees read a written vignette or watch a video vignette;
2. Have trainees review the consumer self report measure if available;
3. Have trainees practice rating the HoNOS referring to their glossaries; and
4. Have trainees share ratings and compare and contrast their ratings to the provided consensus ratings.



**An essential component of training is promoting discussion around reasons for particular ratings.** This discussion is essential and cannot be overlooked as it provides a valuable opportunity to clarify the rating rules of the measures.

The promotion of discussion should take the following form:

Using a white board draw a grid capable of indicating individual scores for each of the 12 HoNOS items as shown below.

	HoNOS Items											
Rating	1	2	3	4	5	6	7	8	9	10	11	12
4												
3												
2	5											
1	6											
0												
9												

Working one at a time through each item, have trainees identify their ratings. Indicate in the appropriate grid square the number of trainees who rated in a particular way. For example, in the above grid, 5 trainees rated “2” on scale 1, while 6 trainees rated 1.

Ask trainees who rated the consensus score to explain their rationale for rating in the way that they did. Promote discussion around differences between consensus ratings and trainees’ ratings.

Work through all the scales in the same fashion, one at a time.



Take opportunities to clarify and reinforce the rating rules.

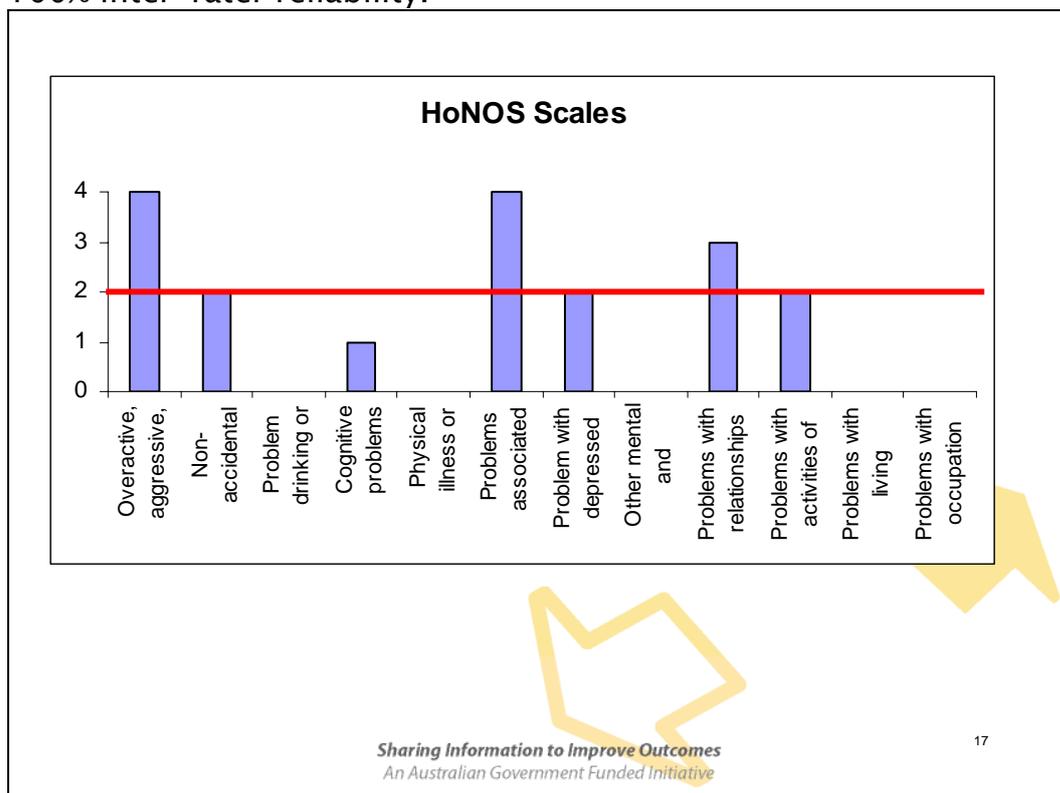
Take opportunities to reinforce that there is generally agreement between raters.

It is important to provide an environment within which trainees feel comfortable sharing their ratings, discussing their reasons for particular ratings and correcting misunderstandings as they arise. It is important that this session does not become a battle between the trainees and trainer. A trainee rating one point either side of the consensus rating for the purposes of training is quite acceptable.

Remind trainees that a better understanding of the measure will develop as a result of use within clinical practice and discussion of appropriate ratings during team meetings/ clinical reviews.



Remember that some variation in ratings may be the result of the training materials and not a lack of ability on the part of trainees. Also note that variation is to be expected – the HoNOS does not have 100% inter-rater reliability.



It is useful to present the consensus HoNOS ratings as a simple histogram. Trainers may wish to develop these using local system reports.

**DO NOT DO THIS BEFORE HAVING THE DISCUSSION REGARDING THE CONSENSUS RATING AS DESCRIBED ABOVE.**

Given the problems identified for the consumer, promote discussion around interventions that may be appropriate for a consumer with these problems.

- Which problems would be the focus of clinical attention at this time?
- Which problem areas require additional assessment?
- Which problem areas require the input of different members of the multidisciplinary team?
- What other agencies need to be involved in providing services for this consumer?



How could the HoNOS be used in Mental Health? A variety of potential uses for the HoNOS have been identified, these include:

- Standard record of progress across 12 common types of problems;
- A simple check list for notes;
- A measure of outcome against expectation based on intervention or natural course;
- An audit tool;
- A method of matching patients' needs to practitioner skills;
- A standard tool for clinical research;
- A means of assessing the outcomes and efficiency of services; and
- A means of facilitating discussion between clinicians, consumer and carers.

Indeed all the measures introduced as part of NOCC have the potential to be used in this way, not only individually but in combination.

## 9) LSP-16

### LSP-16

- Key measure of function and disability in people with mental illness
- Complements the problem-based HoNOS
- Developed by a New South Wales team in the 1980's
- Original scale = 39 items; reduced to 16
- Brief; 5 minutes to rate
- Good inter-rater reliability
- Sensitive to change
- A non-technical instrument - originally designed to require little or no training
- Focus is on the person's general functioning - how the person functions in terms of their social relationships, ability to do day-to-day tasks etc

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Inform participants about two commonly misunderstood aspects of the LSP:

1. It is based on the general or average level of functioning over the last 3 months; and
2. The clinician attempts to rate each item according to what the client would do without assistance or prompting.

When combined with the HoNOS, which requires ratings of the most serious problem encountered, the LSP contributes towards gaining a more comprehensive understanding of the consumer.

## LSP-16 - Example of Item Structure

**1) Does this person generally have any difficulty with initiating and responding to conversation?**

- 0 No difficulty with conversation
- 1 Slight difficulty with conversation
- 2 Moderate difficulty with conversation
- 3 Extreme difficulty with conversation

**2) Does this person generally withdraw from social contact?**

- 0 Does not withdraw at all
- 1 Withdraws slightly
- 2 Withdraws moderately
- 3 Withdraws totally or near totally

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This slide provides an example of the LSP-16 item structure.

For each item, higher scores reflect higher levels of disability, as is the case for the HoNOS.

The 16 items cover four broad domains:

- Withdrawal;
- Antisocial behaviour;
- Self-care; and
- Compliance.



The original of the LSP consists of 39 items. Work undertaken as part of the Australian Mental Health Classification and Service Costs (MH-CASC) study saw the 39 items reduced to 16 by the original designers in consultation with the MH-CASC research team. This reduction in item number was intended to reduce the rating burden on clinicians when the measure is used in conjunction with the HoNOS.

## LSP-16 Rating Rules

- Use all available information, from any source
- The LSP-16 is not a clinical interview
- Rate **the general level of functioning** over the last 3 months

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Reinforce to clinicians that they are not scoring the quality of care and assistance a client receives. They should score what the client would do without assistance or prompting.

The focus is on the consumer's general functioning and disability rather than their clinical symptoms – that is, how the person functions in terms of social relationships, ability to do day-to-day tasks and so forth.

**The clinician is required to rate the consumer's overall situation over the past three months. This differs from the HoNOS because it is necessary to take a longer-range view to make a proper assessment in these areas, rather than be swayed by the temporary ups and downs that may occur in a person's day-to-day functioning.**

## 10) OTHER MEASURES

### Rating the Focus of Care

- Assesses the primary goal of care
- Based on concept of 'phase of illness' in people with psychiatric disorders
- Rate main focus of care over whole episode - is therefore a **retrospective measure**
- Single rating item to identify the main 'focus of care'
- Measures categories not rankings

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The Focus of Care is rated by the clinician, and requires judgement about the consumer's primary need for care and the treatment objective. Clinicians are asked to identify which of one of four types of care focus best describes the care provided to a consumer over the preceding period of care (Acute, Functional Gain, Intensive Extended and Maintenance).

Note that over time, the focus of care may change so the clinician is asked to only identify the primary focus of care during the preceding period.

FOCUS OF CARE	PRIMARY GOAL
Acute	<b>Short-term reduction in severity of symptoms</b> and/or personal distress associated with recent onset or exacerbation of psychiatric disorder.
Functional Gain	<b>Improve personal, social or occupational functioning</b> or promote psychosocial adaptation in a patient with impairment arising from a psychiatric disorder.
Intensive extended	<b>Prevent or minimise further deterioration and reduce risk of harm</b> in a patient who has a stable pattern of severe symptoms/frequent relapses/severe inability to function independently, and is judged to require care over an indefinite period.
Maintenance	<b>Maintain level of functioning</b> , minimise deterioration or prevent relapse where the patient has stabilised and functions relatively independently.

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Clinicians are asked to identify one of four alternatives:

- Acute;
- Functional Gain;
- Intensive Extended; and
- Maintenance.

Judgements regarding the primary focus of care are based on a combination of the consumer's characteristics and service requirements. So a consumer with an Acute Focus of Care would have high levels of symptom severity and poor functioning. There is an expectation that improvement will occur within a short time frame (days to weeks) however frequent contact with services has been required.

This contrasts with a Maintenance Focus of Care for consumers whose level of symptom severity is low but their functioning is poor. There is an expectation that the improvement will take place in the longer term, and service contact has been required infrequently in the preceding period.

## Diagnosis

- Principal Diagnosis
  - The Principal Diagnosis is the diagnosis established after study to be chiefly responsible for occasioning the patient or client's care during the preceding *Period of Care*.
- Additional Diagnoses
  - Identify main secondary diagnoses that affected the person's care during the period in terms of requiring therapeutic intervention, clinical evaluation, extended management, or increased care or monitoring. Up to two *Additional Diagnoses* may be recorded.

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**Note:** Principal diagnosis is only collected on **review** and **discharge**, and may be different to the diagnosis identified on admission. For example, a consumer who has a diagnosis of schizophrenia is admitted to an inpatient unit. Over the course of admission it is clear that the consumer is suffering a severe depression. Although the admission diagnosis is “schizophrenia” (F20) the principal diagnosis is (F32.2) “severe depressive episode without psychotic symptoms”.



The collection of Principal Diagnosis can be a contentious issue during training. Some clinicians feel uncomfortable attaching a diagnostic label to consumers. Others feel that legally only a medical practitioner can make a diagnosis, while others feel that as a result of their educational preparation they are more than capable of making a diagnosis and collecting this information.

Two approaches to this issue have been taken during implementation. All mental health staff have been supplied with ICD-10 codes. If they

feel comfortable given their training and experience to identify the principal diagnosis, then they are able to do so using the supplied codes.

However, if they do not feel comfortable doing this (especially in ambulatory settings), they are to review the consumer's file for a diagnosis made by a medical practitioner and transcribe this diagnosis as the principal diagnosis.

In short, resolution of this issue will depend on local circumstances including the training and experience of staff and the availability of medical practitioners.

## Mental Health Legal Status

- Was the person treated on an involuntary basis (under the relevant mental health legislation) at some point during the preceding *Period of Care*

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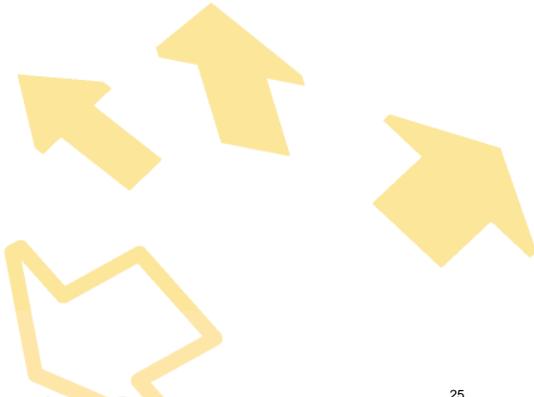
24



**Note:** The mental health legal status is a retrospective indicator and is only collected on **review** and **discharge**. The consumer only has to have one episode of involuntary care during their episode of care for this indicator to be positive.

## RATE THE HoNOS

# Practice Rating HoNOS Time 2

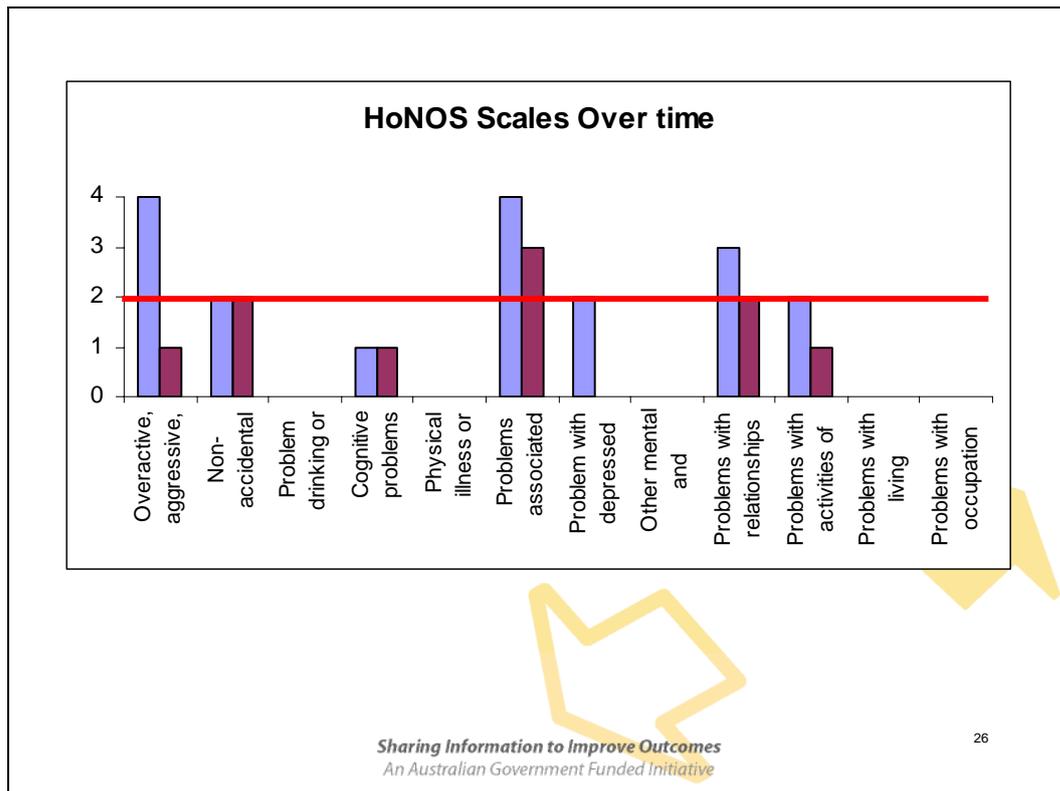


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Each vignette in this training package has information on two collection occasions. For this second collection occasion, follow the feedback and discussion procedure as outlined above. This is also a good opportunity for participants to practice rating the LSP-16.



On this second collection occasion provide trainees with a comparison graphical representation of change over time.

DO NOT DO THIS BEFORE HAVING THE DISCUSSION REGARDING THE CONSENSUS RATING AS DESCRIBED ABOVE.

Promote discussion around those interventions that may have produced this change.

- How has the focus of clinical intervention altered?
- Which problem areas are now the focus of intervention?
- Which problem areas require additional assessment?
- Which problem areas require the input of different members of the multidisciplinary team?
- What other agencies need to be involved in providing services for this consumer?



Provide feedback on the rating of the Mental Health Legal Status and the Principal and Additional Diagnosis and Focus of Care for this vignette.

## 11) ADDITIONAL INFORMATION

### Where to Find Additional Information

[www.mhnocc.org](http://www.mhnocc.org)



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Discuss with trainees additional resources available, local contact people or those responsible for ongoing support.

## 12) REFERENCES

*Mental Health National Outcomes and Casemix Collection: Overview of clinician-rated and consumer self-report measures, Version 1.50.* 2003, Department of Health and Ageing, Canberra.

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Eagar, K., Buckingham, B., Coombs, T., Trauer, T., Graham, C., Eagar, L. and Callaly, T. *Outcome Measurement in Adult Area Mental Health Services: Implementation Resource Manual.* 2000, Department of Human Services Victoria.

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Buckingham, W., Burgess, P., Solomon, S., Pirkis, J. and Eagar, K. *Developing a Casemix Classification for Mental Health Services.* 1998, Commonwealth Department of Health and Family Services: Canberra.

*Proceedings 1<sup>st</sup> Australian Mental Health National Outcomes Training Forum.* Melbourne June 23 –26 2002.

*Proceedings 2<sup>nd</sup> Australian Mental Health National Outcomes Training Forum.* Adelaide April 7 – 8 2003.

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Brooks, R. *The reliability and validity of the Health of the Nation Outcome Scales: Validation in the relation to patient derived measures.* Australian and New Zealand Journal of Psychiatry 2000. 34: 504–511.

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Trauer, T., Callay, T., Little, J., Shields, R. and Smith, J. *Health of the Nation Outcome Scales (HoNOS): results of the Victorian field trial*. *British Journal of Psychiatry* 1999. 174: 380 – 388.

Wing, J., Curtis, R. H. and Beevor, A.S. *HoNOS: Health of the Nation Outcome Scales: Report on the Research and Development July 1993 – December 1995*. 1996, Royal College of Psychiatric Research Unit: London.

More Reference Material is available on the Mental Health National Outcomes and Casemix Collection website [www.mhnooc.org](http://www.mhnooc.org)

### 13) TRAINING VIDEO

The following video timings enable trainers to readily find the appropriate vignette during training. Note that video vignettes are also available in Mpeg format on the CD-ROM which forms part of this training package.

<b>Age Group</b>	<b>Vignette</b>	<b>Video Timing</b>
Older	Bill Admission	0.00.36
Older	Bill Discharge	0.01.56
C&A	Carmen Admission	0.03.28
C&A	Carmen Review	0.06.13
Adult	Maria Admission	0.07.32
Adult	Maria Review	0.08.58
C&A	Danny Admission	0.10.00
C&A	Danny Review	0.11.28
Older	Helen Admission	0.12.20
Older	Helen Discharge	0.13.20
Adult	Paul Review 1	0.14.05
Adult	Paul Review 2	0.16.35
C&A	Tim Admission	0.18.04
C&A	Tim Review	0.20.38

## 14) APPENDICES

### Health of the Nation Outcome Scales (HoNOS)

#### HoNOS rating guidelines

- Rate items in order from 1 to 12.
- Use all available information in making your rating.
- Do not include information already rated in an earlier item.
- Consider both the degree of distress the problem causes and the effect it has on behaviour
- Rate the most severe problem that occurred in the period rated.
- The rating period is generally the preceding two weeks, except at discharge from inpatient care, when it is the previous three days.
- Each item is rated on a five-point item of severity (0 to 4) as follows:
  - 0 No problem.
  - 1 Minor problem requiring no formal action.
  - 2 Mild problem.
  - 3 Problem of moderate severity.
  - 4 Severe to very severe problem.
  - 9 Not known or not applicable.
- As far as possible, the use of rating point 9 should be avoided, because missing data make scores less comparable over time or between settings.
- Specific information on how to rate each point on each item is provided in the Glossary.

#### HoNOS glossary

##### 1 **Overactive, aggressive, disruptive or agitated behaviour**

*Include such behaviour due to any cause, eg, drugs, alcohol, dementia, psychosis, depression, etc.*

*Do not include bizarre behaviour, rated at Scale 6.*

- 0 No problems of this kind during the period rated.
- 1 Irritability, quarrels, restlessness etc. Not requiring action.
- 2 Includes aggressive gestures, pushing or pestering others; threats or verbal aggression; lesser damage to property (eg, broken cup or window); marked over-activity or agitation.
- 3 Physically aggressive to others or animals (short of rating 4); threatening manner; more serious over-activity or destruction of property.
- 4 At least one serious physical attack on others or on animals; destruction of property (e.g., fire-setting); serious intimidation or obscene behaviour.

## **2 Non-accidental self-injury**

*Do not include accidental self-injury (due eg, to dementia or severe learning disability); the cognitive problem is rated at Scale 4 and the injury at Scale 5.*

*Do not include illness or injury as a direct consequence of drug or alcohol use rated at Scale 3, (eg, cirrhosis of the liver or injury resulting from drunk driving are rated at Scale 5).*

- 0 No problem of this kind during the period rated.
- 1 Fleeting thoughts about ending it all, but little risk during the period rated; no self-harm.
- 2 Mild risk during period; includes non-hazardous self-harm eg, wrist-scratching.
- 3 Moderate to serious risk of deliberate self-harm during the period rated; includes preparatory acts eg, collecting tablets.
- 4 Serious suicidal attempt or serious deliberate self-injury during the period rated.

## **3 Problem drinking or drug-taking**

*Do not include aggressive or destructive behaviour due to alcohol or drug use, rated at Scale 1.*

*Do not include physical illness or disability due to alcohol or drug use, rated at Scale 5.*

- 0 No problem of this kind during the period rated.
- 1 Some over-indulgence, but within social norm.
- 2 Loss of control of drinking or drug-taking; but not seriously addicted.
- 3 Marked craving or dependence on alcohol or drugs with frequent loss of control, risk taking under the influence, etc.
- 4 Incapacitated by alcohol or drug problems.

## **4 Cognitive problems**

*Include problems of memory, orientation and understanding associated with any disorder: learning disability, dementia, schizophrenia, etc.*

*Do not include temporary problems (eg, hangovers) resulting from drug or alcohol use, rated at Scale 3.*

- 0 No problem of this kind during the period rated.
- 1 Minor problems with memory or understanding eg, forgets names occasionally.
- 2 Mild but definite problems, eg, has lost way in a familiar place or failed to recognise a familiar person; sometimes mixed up about simple decisions.
- 3 Marked disorientation in time, place or person, bewildered by everyday events; speech is sometimes incoherent, mental slowing.
- 4 Severe disorientation, eg, unable to recognise relatives, at risk of accidents, speech incomprehensible, clouding or stupor.

## **5 Physical illness or disability problems**

*Include illness or disability from any cause that limits or prevents movement, or impairs sight or hearing, or otherwise interferes with personal functioning.*

*Include side-effects from medication; effects of drug/alcohol use; physical disabilities resulting from accidents or self-harm associated with cognitive problems, drunk driving etc.*

*Do not include mental or behavioural problems rated at Scale 4.*

- 0 No physical health problem during the period rated.
- 1 Minor health problem during the period (eg, cold, non-serious fall, etc).
- 2 Physical health problem imposes mild restriction on mobility and activity.
- 3 Moderate degree of restriction on activity due to physical health problem.
- 4 Severe or complete incapacity due to physical health problem.

## **6 Problems associated with hallucinations and delusions**

*Include hallucinations and delusions irrespective of diagnosis.*

*Include odd and bizarre behaviour associated with hallucinations or delusions.*

*Do not include aggressive, destructive or overactive behaviours attributed to hallucinations or delusions, rated at Scale 1.*

- 0 No evidence of hallucinations or delusions during the period rated.
- 1 Somewhat odd or eccentric beliefs not in keeping with cultural norms.
- 2 Delusions or hallucinations (eg, voices, visions) are present, but there is little distress to patient or manifestation in bizarre behaviour, that is, moderately severe clinical problem.
- 3 Marked preoccupation with delusions or hallucinations, causing much distress and/or manifested in obviously bizarre behaviour, that is, moderately severe clinical problem.
- 4 Mental state and behaviour is seriously and adversely affected by delusions or hallucinations, with severe impact on patient.

## **7 Problems with depressed mood**

*Do not include over-activity or agitation, rated at Scale 1.*

*Do not include suicidal ideation or attempts, rated at Scale 2.*

*Do not include delusions or hallucinations, rated at Scale 6.*

- 0 No problems associated with depressed mood during the period rated.
- 1 Gloomy; or minor changes in mood.
- 2 Mild but definite depression and distress: eg, feelings of guilt; loss of self-esteem.
- 3 Depression with inappropriate self-blame, preoccupied with feelings of guilt.
- 4 Severe or very severe depression, with guilt or self-accusation.

## **8 Other mental and behavioural problems**

*Rate only the most severe clinical problem not considered at items 6 and 7 as follows: specify the type of problem by entering the appropriate letter: **A** phobic; **B** anxiety; **C** obsessive-compulsive; **D** stress; **E** dissociative; **F** somatoform; **G** eating; **H** sleep; **I** sexual; **J** other, specify.*

- 0 No evidence of any of these problems during period rated.
- 1 Minor non-clinical problems.
- 2 A problem is clinically present at a mild level, eg, patient/client has a degree of control.

- 3 Occasional severe attack or distress, with loss of control eg, has to avoid anxiety provoking situations altogether, call in a neighbour to help, etc., that is, a moderately severe level of problem.
- 4 Severe problem dominates most activities.

**9 Problems with relationships**

*Rate the patient's most severe problem associated with active or passive withdrawal from social relationships, and/or non-supportive, destructive or self-damaging relationships.*

- 0 No significant problems during the period.
- 1 Minor non-clinical problems.
- 2 Definite problems in making or sustaining supportive relationships: patient complains and/or problems are evident to others.
- 3 Persisting major problems due to active or passive withdrawal from social relationships, and/or to relationships that provide little or no comfort or support.
- 4 Severe and distressing social isolation due to inability to communicate socially and/or withdrawal from social relationships.

## 10 Problems with activities of daily living

*Rate the overall level of functioning in activities of daily living (ADL): eg, problems with basic activities of self-care such as eating, washing, dressing, toilet; also complex skills such as budgeting, organising where to live, occupation and recreation, mobility and use of transport, shopping, self-development, etc.*

*Include any lack of motivation for using self-help opportunities, since this contributes to a lower overall level of functioning.*

*Do not include lack of opportunities for exercising intact abilities and skills, rated at Scale 11 and Scale 12.*

- 0 No problems during period rated; good ability to function in all areas.
- 1 Minor problems only eg, untidy, disorganised.
- 2 Self-care adequate, but major lack of performance of one or more complex skills (see above).
- 3 Major problems in one or more areas of self-care (eating, washing, dressing, toilet) as well as major inability to perform several complex skills.
- 4 Severe disability or incapacity in all or nearly all areas of self-care and complex skills.

## 11 Problems with living conditions

*Rate the overall severity of problems with the quality of living conditions and daily domestic routine.*

*Are the basic necessities met (heat, light, hygiene)? If so, is there help to cope with disabilities and a choice of opportunities to use skills and develop new ones?*

*Do not rate the level of functional disability itself, rated at Scale 10.*

**NB:** *Rate patient's usual accommodation. If in acute ward, rate the home accommodation. If information not obtainable, rate 9.*

- 0 Accommodation and living conditions are acceptable; helpful in keeping any disability rated at Scale 10 to the lowest level possible, and supportive of self-help.
- 1 Accommodation is reasonably acceptable although there are minor or transient problems (eg, not ideal location, not preferred option, doesn't like food, etc).
- 2 Significant problems with one or more aspects of the accommodation and/or regime (eg, restricted choice; staff or household have little understanding of how to limit disability, or how to help develop new or intact skills).
- 3 Distressing multiple problems with accommodation (eg, some basic necessities absent); housing environment has minimal or no facilities to improve patient's independence.
- 4 Accommodation is unacceptable (eg, lack of basic necessities, patient is at risk of eviction, or 'roofless', or living conditions are otherwise intolerable making patient's problems worse).

## 12 Problems with occupation and activities

*Rate the overall level of problems with quality of day-time environment. Is there help to cope with disabilities, and opportunities for maintaining or improving occupational and recreational skills and activities? Consider factors such as stigma, lack of qualified staff, access to supportive facilities, eg, staffing and equipment of day centres, workshops, social clubs, etc.*

Do not rate the level of functional disability itself, rated at Scale 10.

**NB:** Rate the patient's usual situation. If in acute ward, rate activities during period before admission. If information not available, rate 9.

- 0 Patient's day-time environment is acceptable; helpful in keeping any disability rated at Scale 10 to the lowest level possible, and supportive of self-help.
- 1 Minor or temporary problems, eg, late pension cheques, reasonable facilities available but not always at desired times etc.
- 2 Limited choice of activities, eg, there is a lack of reasonable tolerance (eg, unfairly refused entry to public library or baths etc.); or handicapped by lack of a permanent address; or insufficient carer or professional support; or helpful day setting available but for very limited hours.
- 3 Marked deficiency in skilled services available to help minimise level of existing disability; no opportunities to use intact skills or add new ones; unskilled care difficult to access.
- 4 Lack of any opportunity for daytime activities makes patient's problem worse.

## HoNOS sample rating sheet

Enter the severity rating for each item in the corresponding item box to the right of the item. Rate 9 if Not Known or Not Applicable.

1	Overactive, aggressive, disruptive or agitated	0	1	2	3	4	<input type="text"/>
2	Non-accidental self-injury	0	1	2	3	4	<input type="text"/>
3	Problem drinking or drug-taking	0	1	2	3	4	<input type="text"/>
4	Cognitive problems	0	1	2	3	4	<input type="text"/>
5	Physical illness or disability problems	0	1	2	3	4	<input type="text"/>
6	Problems with hallucinations and delusions	0	1	2	3	4	<input type="text"/>
7	Problems with depressed mood	0	1	2	3	4	<input type="text"/>
8	Other mental and behavioural problems	0	1	2	3	4	<input type="text"/>
	(specify disorder A, B, C, D, E, F, G, H, I, or J)						<input type="text"/>
9	Problems with relationships	0	1	2	3	4	<input type="text"/>
10	Problems with activities of daily living	0	1	2	3	4	<input type="text"/>
11	Problems with living conditions	0	1	2	3	4	<input type="text"/>
12	Problems with occupation and activities	0	1	2	3	4	<input type="text"/>

### Key for Item 8

- A Phobias – including fear of leaving home, crowds, public places, travelling, social phobias and specific phobias.
- B Anxiety and panics.
- C Obsessional and compulsive problems.
- D Reactions to severely stressful events and traumas.
- E Dissociative ('conversion') problems.
- F Somatisation – persisting physical complaints in spite of full investigation and reassurance that no disease is present.
- G Problems with appetite, over- or under-eating.
- H Sleep problems.
- I Sexual problems.
- J Problems not specified elsewhere including expansive or elated mood.

## HoNOS scoring and subscales

All HoNOS items are answered on an item-specific anchored four-point scale with higher scores indicating more problems.

The 12 HoNOS items can be aggregated into four subscales as shown in below.

### The four HoNOS subscales and their component items

Subscale and brief item name		Item scores	Subscale scores
A	Behavioural problems		0–12
	1 Aggression	0–4	
	2 Self-harm	0–4	
	3 Substance use	0–4	
B	Impairment		0–8
	4 Cognitive dysfunction	0–4	
	5 Physical disability	0–4	
C	Symptomatic problems		0–12
	6 Hallucinations and delusions	0–4	
	7 Depression	0–4	
	8 Other symptoms	0–4	
D	Social problems		0–16
	9 Personal relationships	0–4	
	10 Overall functioning	0–4	
	11 Residential problems	0–4	
	12 Occupational problems	0–4	
E	Total score (1–12)	0–48	

The total score, E, range 0–48, represents overall severity. Items scored 9 or with missing data are generally excluded from the calculation.

For some purposes, items 11 and 12 may be excluded from this total because they measure features of the consumer's environment rather than of the consumer.

## Abbreviated Life Skills Profile (LSP-16)

*Assess the patient's general functioning over the past three months, taking into account their age, social and cultural context. Do not assess functioning during crises when the patient was ill or becoming ill. Answer all 16 items by circling the appropriate response.*

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1 Does this person generally have any difficulty with initiating and responding to conversation?	No difficulty	Slight difficulty	Moderate difficulty	Extreme difficulty
2 Does this person generally withdraw from social contact?	Does not withdraw at all	Withdraws slightly	Withdraws moderately	Withdraws totally or near totally
3 Does this person generally show warmth to others?	Considerable warmth	Moderate warmth	Slight warmth	No warmth at all
4 Is this person generally well groomed (eg, neatly dressed, hair combed)?	Well groomed	Moderately well groomed	Poorly groomed	Extremely poorly groomed
5 Does this person wear clean clothes generally, or ensure that they are cleaned if dirty?	Maintains cleanliness of clothes	Moderate cleanliness of clothes	Poor cleanliness of clothes	Very poor cleanliness of clothes
6 Does this person generally neglect her or his physical health?	No neglect	Slight neglect of physical problems	Moderate neglect of physical problems	Extreme neglect of physical problems
7 Is this person violent to others?	Not at all	Rarely	Occasionally	Often
8 Does this person generally make and/or keep up friendships?	Friendships made or kept up well	Friendships made or kept up with slight difficulty	Friendships made or kept up with considerable difficulty	No friendships made or none kept
9 Does this person generally maintain an adequate diet?	No problem	Slight problem	Moderate problem	Extreme problem
10 Does this person generally look after and take her or his own prescribed medication (or attend for prescribed injections on time) without reminding?	Reliable with medication	Slightly unreliable	Moderately unreliable	Extremely unreliable
11 Is this person willing to take psychiatric medication when prescribed by a doctor?	Always	Usually	Rarely	Never
12 Does this person co-operate with health services (eg, doctors and/or other health workers)?	Always	Usually	Rarely	Never
13 Does this person generally have problems (eg, friction, avoidance) living with others in the household?	No obvious problem	Slight problems	Moderate problems	Extreme problems
14 Does this person behave offensively (includes sexual behaviour)?	Not at all	Rarely	Occasionally	Often
15 Does this person behave irresponsibly?	Not at all	Rarely	Occasionally	Often
16 What sort of work is this person generally capable of (even if unemployed, retired or doing unpaid domestic duties)?	Capable of full time work	Capable of part time work	Capable only of sheltered work	Totally incapable of work

## LSP-16 item elaboration and clarification

The following item clarifications were developed as part of the training materials for the *Victorian Mental Health Outcomes Strategy* and are offered as a useful adjunct to the basic LSP-16.

- 1 Does the person generally have difficulty with initiating and responding to conversation?**  
Measures the ability to begin and maintain social interaction, ensuring the flow of conversation; taking turns in conversation, silence as appropriate.
- 2 Does the person generally withdraw from social contact?** Does the person isolate themselves when part of a group? Does the person participate in leisure activities with others? Spend long hours alone watching TV or videos?
- 3 Does the person generally show warmth to others?** Does the individual demonstrate affection, concern or understanding of situation of others?
- 4 Is this person generally well groomed (eg, neatly dressed, hair combed)?** Does the person use soap when washing, shave as appropriate/ use make-up appropriately, use shampoo?
- 5 Does this person wear clean clothes generally, or ensure that they are cleaned if dirty?** Does the person recognise the need to change clothes on a regular basis? Are clothes grimy, are collars and cuffs marked, are there food stains?
- 6 Does this person generally neglect her or his physical health?** Does the person have a medical condition for which they are not receiving appropriate treatment? Does the person lead a generally healthy lifestyle? Does the person neglect their dental health?
- 7 Is this person violent to others?** Does the person display verbal and physical aggression to others?
- 8 Does this person generally make or keep friendships?** Does the person identify individuals as friends? Do others identify the person as a friend? Does the person express a desire to continue to interact with others?
- 9 Does this person generally maintain an adequate diet?** Does the person eat a variety of nutritious foods regularly? Do they watch their fat and fibre intake?
- 10 Does this person generally look after and take her or his own prescribed medication (or attend for prescribed injections on time) without reminding?** Does the person adhere to their medication regimen as prescribed? The right amount at the right time on a regular basis? Does the person need prompting or reinforcement to adhere to their medication regimen?
- 11 Is this person willing to take prescribed medication when prescribed by a doctor?** Does the person express an unwillingness to take medication as prescribed, bargain or inappropriately question the need for continuing medication?
- 12 Does this person cooperate with health services (eg, doctors and/or other health workers)?** Is the person deliberately obstructive in relation to treatment plans? Do they attend appointments, undertake therapeutic homework activities?
- 13 Does this person generally have problems (eg friction, avoidance) living with others in the household?** Is the person identified as 'difficult to live with'? Do they have difficulty establishing or keeping to "house rules" or are they always having arguments about domestic duties?
- 14 Does this person behave offensively (includes sexual behaviour)?** Does the person behave in a socially inept or unacceptable way demonstrating inappropriate social or sexual behaviours or communication?
- 15 Does this person behave irresponsibly?** Does the person act deliberately in ways that are likely to inconvenience, irritate or hurt others? Does the person neglect basic social obligations?
- 16 What sort of work is this person generally capable of (even if unemployed, retired or doing unpaid domestic duties)?** What level of assistance/guidance does the individual require to undertake occupational activities?

## LSP-16 scoring and subscales

All items are answered on an anchored four-point scale, with higher scores indicating a greater degree of disability. In the 16-item version, a score of 3 represents greater dysfunction and a score of 0 represents good functioning. Specific anchor points are provided for each item. For example, in relation to the medication compliance item, the specific anchor points are (0) “reliable with medication”, (1) “slightly unreliable”, (2) “moderately unreliable” and (3) “extremely unreliable”.

A total LSP scale score is calculated by adding individual scores for the whole scale together. Therefore, for the LSP-16, the total score can range from 0 to 48. Items with missing data are excluded from the calculation.

Four subscale scores can also be calculated by adding together the scores for the items that form each subscale as shown in below.

The Four LSP-16 subscales and their component items

Subscale and brief item name		Item scores	Subscale scores	
A	Withdrawal		0–12	
	1	Difficulty in conversation		0–3
	2	Withdraw from social contact		0–3
	3	Shows warmth		0–3
	8	Maintain friendships		0–3
B	Self-care		0–15	
	4	Well groomed		0–3
	5	Clean clothes		0–3
	6	Neglect health		0–3
	9	Adequate diet		0–3
16	Work capability	0–3		
C	Compliance		0–9	
	10	Look after own prescribed medication		0–3
	11	Willing to take prescribed medication		0–3
12	Co-operate with health services	0–3		
D	Anti-social		0–12	
	7	Violent		0–3
	13	Problems with others		0–3
	14	Offensive behaviour		0–3
15	Irresponsible behaviour	0–3		
E	Total score (1–16)	0–48		

