"CLIENT SATISFACTION SURVEYS"

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in Partnership with the GCHC
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Use these boxes throughout the manual to keep notes…

NOTES:
1.0 Client Satisfaction – An Overview

This section includes:
- A definition of satisfaction
- Elements of client satisfaction

What is Client Satisfaction?

Satisfaction is an attitude based on a perception of service quality (Shelton, 2000). In today’s consumer driven society expectations for service quality are higher than ever before. In order to deliver quality programming a provider must understand client needs, attitudes, expectations, behaviours and perceptions. Service providers who work to meet or surpass client expectations are more likely to foster positive relationships and be successful at achieving program outcomes.

Satisfaction can be a preliminary indicator of program effectiveness. Effectiveness is the extent to which a program produces its outcomes. If clients perceive that the programming is effective, the desired outcomes are more likely to occur. For example, if a client learns something from a program and they perceive the program as satisfactory, the desired change in that client’s behaviour is more likely.

However, while client satisfaction can be an indicator of effectiveness, it is not always accurate. For example, clients may be basing their satisfaction on elements that are different from those identified by other clients or program staff as important. Working to understand what clients feel are important program outcomes and also what elements they base their satisfaction on can help increase the relationship between client satisfaction and effectiveness.

Program Elements That Can Affect Satisfaction

Measuring satisfaction can be complex, as clients do not always evaluate their satisfaction purely on health outcomes, but on a series of elements. Researchers and theorists in the area of client satisfaction offer a variety of possible elements, which can be measured to determine overall satisfaction or dissatisfaction. Some examples include:

- Tangibles (physical surroundings, personnel, equipment, etc.)
- Reliability of service provider
These elements are not all mutually exclusive; there is some overlap in the concepts. The list is also not exhaustive. You will need to select the elements that will work best for measuring satisfaction for your program. Learning Activity #1 will help you to define the elements of your program that are most important for determining client satisfaction.

**LEARNING ACTIVITY #1:**

- **What are the most important elements of your program? How will you know if clients are satisfied with these elements? Brainstorm, seek input from other staff, or…**
  - Why not ask the client!
    - Consider holding focus groups where clients identify what most influences their satisfaction and then rank or scale these influences. (Good surveys start with a focus group of potential recipients); or
    - Conduct a “one-off-survey” to gather client opinions; or
    - Conduct individual interviews

- Consider the demographics of the client population. Try to gather opinions from all types of clients serviced (e.g. different age groups or cultural groups)

- Use the dimensions identified either from your brainstorm or from client input to develop questions for a client satisfaction survey
2.0 Designing Client Satisfaction Surveys – Where to Start

Client satisfaction is often formally measured using surveys. Surveys are the most popular method because they are a fairly inexpensive way of collecting large amounts of data in a confidential manner. However, surveys should be used with caution because they can create a false sense that the results are statistically significant.

A good survey should start with a focus group. The focus group is a chance to identify key issues and to ask open-ended questions, which can then be turned into close-ended questions for the survey. In developing a Client Satisfaction Survey, the clients themselves are the best source of information on what most influences their satisfaction. See Learning Activity #1 (above) for more information.

When developing a survey it is helpful to refer to the organization’s program logic model (PLM). The program logic model will identify the activities that clients should have been completing. The survey will relate to the PLM by asking if the intended outputs are being received by the intended clients. Once a client has identified the activities they have completed while experiencing the program then they can illustrate how those activities have affected their behaviour, also known as the short-term outcomes in a PLM. In the case that a health program has been in place for several years it may be appropriate to ask if clients have seen any health benefits in the people around them and how that is affecting their day-to-day lives, these factors can be related to the long-term outcomes of the PLM.

Two issues to consider in developing and delivering client satisfaction surveys are the reliability and validity of the survey.

Reliability refers to the ‘repeatability’ of results. A survey should be reliable across people who administer it, across a variety of people who complete the survey and across time. Reliability requires:

- Clear instructions for delivering a survey
- Clear identification of who should and who should not be completing the survey
Sufficient information on respondents to know if they “represent” all program participants
♦ Sufficient information on the clients completing the survey to allow one response to be compared to other responses
♦ Being consistent in the timing of survey delivery
♦ Confidentiality

**Validity** refers to the degree that a survey measures what it is supposed to measure. To assess whether a survey is valid, ask the following questions:
♦ Are the questions clear and based on an understanding of the respondents thinking on the program?
♦ Are the scales, questions and approach used in the survey reasonable to the clients?
♦ Do the questions relate directly to the program and can they create ideas about the program?
♦ Do respondents have sufficient knowledge of the program to respond to questions?
♦ Has the survey been tested to ensure that respondents understand the questions?

The following steps can be used to create a reliable and valid client satisfaction survey.

**Step 1: Research Goal/Objectives & Program Elements**

As a first step to developing a survey, determine what the research goal and objectives are. Then determine which program elements need to be measured to reach the goal and objectives.

**Research Goal & Objectives**

A **goal** is what you wish to achieve. An **objective** is a specific statement of an activity required to achieve a goal. In a broad sense, the objective is to “measure client satisfaction with services”. However, more specific research objectives will help clarify whom information needs to be gathered from and what that information should be. In developing research objectives, ask the following:
♦ Which clients will be studied;
♦ Why do you want to study them (i.e. What will the information be used for);
♦ What information do you need and/or what information will help you in your decision-making

An example of a **goal** might be:

“To improve the activities in the Busy Fingers, Busy Feet program”.

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A concise research objective would be to:

“Measure parents’ satisfaction with their children’s learning through the Busy Fingers, Busy Feet program”

Program Elements

Refer to section 1.0 and Learning Activity #1 for help in determining program elements. One of the program elements that would then be important to consider for the Busy Fingers, Busy Feet program would be “Quality of Learning” or “Quality of Development”.

To determine research goals and objectives and the program elements that are important to consider for a client satisfaction survey:

1. Refer to the Program Logic Model. It will provide some of the key elements for a satisfaction survey – inputs, activities, outcomes, and impacts. Have one research objective for each of inputs, activities, outcomes and impacts.
2. Refer to the results of Learning Activity #1
3. Use the examples provided in Section 1.0

LEARNING ACTIVITY #2:

- Refer to the case study examples in Appendix A and Appendix B of this manual. Select the one that most interests you.
- Come up with 1 or 2 research objectives for the case study program you have selected.
When developing a survey, it is useful to review a variety of other satisfaction surveys for best practices. An example of a healthcare industry satisfaction survey widely used in Ontario can be found on the Hospital Report Project website at: http://www.hospitalreport.ca/index.html. In particular, the Acute Care scorecard from 2003 has an entire section on Patient Satisfaction. While this material focuses on measuring the satisfaction of hospital patients, the survey questions are relevant examples to any service industry including community outreach and parenting/child activities.

Refer to the bibliography in Appendix E of this manual for some other sample resources. Other surveys can also be found by doing a web search for “Client Satisfaction Survey” or simply “Satisfaction Survey”. The satisfaction surveys used in other industries can provide useful examples. Another resource would be satisfaction surveys used by other Community Health Centre programs.

A survey may be found that you can adapt for your program. The benefit of referring to a survey that has been developed by another organization or for a similar health program is that the results can be compared to theirs. Reports of best practices and ideas for survey layout can also be found.

**ACTION ITEMS:**
- REVIEW OTHER SATISFACTION SURVEYS
- MAKE A LIST OF BEST PRACTICES AND EXAMPLES THAT YOU LIKE

**Step 3: Sampling Issues to Consider**

The **target population** for a client satisfaction survey will normally be “the clients served by the program”. Refer to the target group identified in the Program Logic Model. In some cases where young children are the target group, it may be necessary to deliver the client satisfaction survey to their parents. (Though in some cases you can be inventive and consider ways to include children in the survey – keeping in mind issues unique to children such as shorter attention span and capacity for understanding concepts.)
In deciding whom to survey from a target population, **sample size** should be considered. An appropriate sample size is based on three factors:

1. **Variability in the population** - if the members of the population have similar, desired characteristics the sample size can be smaller. If the characteristics of the population vary, the sample size must be larger.

2. **Accuracy of Results required** – whether the results are likely to be an accurate predictor of values held by all people in the population. As a researcher, you must decide how accurate your results need to be and this will dictate your sample size. Accuracy can be calculated using a statistic called the “confidence interval”.

   If a “confidence interval” of 5% was used this would mean that the frequency of responses to a question by a sample population could vary by 5% if the question had been asked of the total population. For example,
   - Consider a survey with a *sample population* where 50% of people pick the same answer to a question
   - Using a “confidence interval” of 5%, you can assume that if that question had been asked of the *entire population* that between 45% and 55% of people would have picked that answer.

   *The greater accuracy that is required, the larger the sample size needed. See Table 1 to help you calculate sample size depending on the level of accuracy you require.*

3. **Representativeness of Results required** – whether the results achieved are representative of the entire population. As a researcher, you must decide the level of representativeness that is needed for your survey and this will dictate your sample size. This can be calculated using a statistic known as the “confidence level”, which is related and used together with the “confidence interval”. Researchers often use a 95% or 99% level of confidence.

   Using the same example as for accuracy, if a 95% “confidence level” was used with the “confidence interval” of 5%, you could say that you were 95% certain that between 45-55% of the entire population would have picked that answer.

   *The higher the level of confidence required, the larger the sample size. See Table 1 to help you calculate sample size depending on the level of representativeness you require.*

There are formulas to help calculate confidence levels and confidence intervals. However, the website “The Survey System” has a sample size calculator that will...
Some common sample size calculations are outlined in the table below:

### Table 1: Sample Size for a 95% Confidence Level and Confidence Interval of 5%

<table>
<thead>
<tr>
<th>Total Population</th>
<th>Sample Size Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>200</td>
<td>132</td>
</tr>
<tr>
<td>500</td>
<td>217</td>
</tr>
<tr>
<td>1000</td>
<td>278</td>
</tr>
</tbody>
</table>

As illustrated in Table 1 above, smaller populations require proportionately larger sample sizes to ensure confidence and accuracy of the results. If a program only has 10 participants, all 10 participants will need to be surveyed to ensure the results are applicable and representative of the population.

Also illustrated in Table 1 large populations do not require as proportionately large a sample size to ensure confidence and accuracy. If for example, a community wide survey was being conducted with a neighborhood that had a total client population of 1,000, only 278 surveys would need to be completed to ensure a 95% confidence level at a confidence interval of 5.

*Depending on the size of the health program, it may make sense to simply ask all client participants to take part in the survey.*

**Sampling Methods**

Besides the number of people to be included in the sample size, also consider **sample methods**. For example, the methods will differ depending on whether all clients in the population are to be included or whether a sub-group of clients within a program should be examined. Some common sampling methods include:

**Random Sampling** – selecting survey participants arbitrarily from among the population of clients serviced by a program. All members of the population must have equal probability of being selected and the selection process should be based purely on chance. This is the best way to identify a representative sample as it reduces **sampling error** or differences in characteristics between the sample population and larger population.

**Purposive (or Non-Random) Sampling** – selecting survey participants on the basis of one or more criteria. For example, if you decided to target recent immigrant clients for a survey, the criteria would be that the person was in fact a recent immigrant. In this case, you would be able to conclude that the results applied to recent immigrants, but would
not be able to relate your findings to the greater client population as easily. There are different types of purposive sampling.

**Opportunity sampling** – this is one type of purposive sampling. Opportunity sampling involves selecting survey participants based on whoever is willing to take part. It may be that only those with strong opinions are willing to co-operate, so the sample may be unrepresentative using this sampling technique. The benefit to this approach is that the amount of time to receive a larger number of responses will be reduced by the relative willingness of the respondents.

**Stratified Random Sampling:** this is another type of purposive sampling where a researcher divides the population into “groupings of interest” and samples within each. An example would be if you wanted to compare the opinions of female vs. male clients using a total health program population that is 60% female and 40% male. A pure random sample of the total population should provide roughly 60% female and 40% male participants. With Stratified Random Sampling, rather than relying on chance alone, the researcher keeps randomly selecting participants until the quota of 60% female and 40% male has been met. It is then possible to say that the proportion of female and male respondents in the sample is the same as that in the total population.

*Note: Any sampling method that is not random will be inherently biased.*

It is also important to consider any possible **bias** in a sample, or in other words, whether the sample is not representative of the larger population. It is difficult to eliminate all bias, but asking the following questions about the sample population can help:

- Did all members of the population have equal opportunity and chance to be included
- Are all age groups, genders, socio-economic groups and geographic locales of the total population represented by the sample population
- Are certain groups over represented by the sample population

If an unwanted bias is identified before conducting the survey, adjust the sample size or methods. If a possible bias is not identified until after the survey has been conducted, make note of it when communicating the results.

In some cases (non-random sample) the bias may have been deemed as an acceptable “trade-off” for the use of certain methods and techniques. If a bias is known and accepted, make sure that it is also noted when communicating the results.

**ACTION ITEMS:**
- IDENTIFY TARGET POPULATION, SAMPLE SIZE, SAMPLING METHODS, AND POSSIBLE BIAS

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As a next step, determine the survey methodology. Surveys can be self-administered or interviewer-administered. Some common client satisfaction survey methods include:

♦ Post-appointment/program telephone survey administered by staff
♦ Survey distributed to clients by staff post session/program to be completed on site
♦ Survey distributed to clients by staff post session/program to be completed at home and mailed back
♦ Online client satisfaction survey
♦ Objective survey conducted by an outside research consulting firm

The best methodology to use will depend on resources such as time, staff and budget. For example, conducting an in-depth, annual, mailed survey using random sampling could be time consuming and potentially costly, while distributing a smaller, post-session client satisfaction survey to participants would be less so. Consider your resources.

The methodology will also differ depending on the research objectives. If you want to gather current client opinions, a post-session survey completed on site will work well. If you also want to gather past client opinions to determine why they are no longer accessing services, you would have to use another method, such as a telephone survey.

How exactly will you gather information about client satisfaction? What type of survey will you use? Are there clear links between the survey and the program logic model? Also decide how often you intend to conduct the survey. Write a paragraph describing step-by-step how your program’s client satisfaction survey will be delivered. Link it to your research objectives.

**ACTION ITEMS:**

♦ WRITE A PARAGRAPH DESCRIBING THE SURVEY METHODOLOGY
♦ ANSWER THE QUESTIONS:
  o WILL THEY BE SELF-ADMINISTERED OR INTERVIEWER ADMINISTERED?
  o WILL THEY BE DELIVERED BY PHONE, MAIL, OR POST PROGRAM?
An Evaluation Matrix (Table 2 below) can be a useful tool for developing appropriate questions for your survey. This matrix allows for the systematic consideration of the issues, broad questions based on each issue and potential questions for the survey.

- **Consider if the list of elements of satisfaction is exhaustive** or whether there are other issues. Refer to your Program Logic Model and Section 1.0 for possible elements.

- **Brainstorm potential questions** for each element at a broad level.

- **Draft potential questions for the survey** based on each broad question.

- Once a thorough list of possible survey questions has been developed, **consider each question more closely**.
  1. Does the question make sense?
  2. Can clients answer the question?
  3. Is the question too personal or difficult to answer?
  4. Does the question ask what you want it to?

As a health program service provider you may want to consider having one or two questions that must be asked on all program client satisfaction surveys. This will allow for some comparison of satisfaction across programs.

You may also consider working with other related health programs to develop the one or two questions that must be asked. This will allow for some comparison of satisfaction across programs as well.
Table 2: Evaluation Matrix – Busy Fingers, Busy Feet Program Example

<table>
<thead>
<tr>
<th>ELEMENTS OF SATISFACTION</th>
<th>BROAD QUESTIONS</th>
<th>SURVEY QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tangibles</td>
<td>1. Was the staff satisfactory?</td>
<td>a. How would you rate the ratio of staff to infants for Free Play time?</td>
</tr>
<tr>
<td>♦ Physical surroundings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Equipment</td>
<td>2. Was the space satisfactory?</td>
<td>c. Was the circle time space large enough to accommodate all infants and parents?</td>
</tr>
<tr>
<td>♦ Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Quality of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Convenience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTION ITEMS:**
♦ FILL IN THE BLANK WORKSHEET IN APPENDIX C TO DEVELOP QUESTIONS FOR YOUR PROGRAM
LEARNING ACTIVITY #3:

♦ Refer to:
  o The case study examples in Appendix A and Appendix B.
  o Table 2 above
  o The research objectives identified in Learning Activity #2

♦ The first row in Table 2 has begun to be completed using the Busy Fingers, Busy Feet case study. Possible elements of satisfaction for this program have also been filled in as an example.

♦ Using this case study or the Clinical Services case study, practice developing potential survey questions in Table 2 or the blank worksheet in Appendix C.

♦ Consider what the key elements of satisfaction are. Write down 2 or 3 of them. Base them on the research objectives and the Program Logic Model.

♦ Select one of the elements of satisfaction and complete an entire row brainstorming broad questions and survey questions.

♦ Don’t be comprehensive with the survey questions.

NOTES:
1. Open vs. Close-Ended Questions

An open-ended question does not provide response categories. Respondents are open to a variety of responses and are free to give whatever response they feel is appropriate. The benefit of open questions is that they allow respondents to express themselves in their own words. They also prevent the respondent from being lead to a certain response. The limitations of open questions are that they can be time consuming for the respondent to complete and the researcher to analyze. Also, the responses are dictated by what people were thinking about when they completed the survey, hence all of the important issues might not be revealed. Examples of open questions are:

“What factors affect your ability to receive our program’s services?”; and

“How has Busy Fingers, Busy Feet affected your child’s learning?”

Close-ended questions provide a limited range of possible responses. The benefits of closed questions are that they allow for comparison among respondents and usually for more questions to be asked in less space. They also tend to be easier to analyze. The downfall is that they guide participants to a limited number of possible responses. There are a variety of types of close-ended questions, examples of which are given below:

Single-response
How many times have you attended a Nutritional Awareness Program? ________

Categorical
What time of day is best for you to attend classes?
  a. Before 8:00 am
  b. 8:01-10:00 am
  c. 10:01 am-12:00 pm
  d. 12:01-2:00 pm
  e. 2:01-4:00 pm
  f. After 4:01 pm

Multi-response Categorical
Busy Fingers, Busy Feet has helped my child learn (Check all that are true):
  1. to do things with their hands (cutting, pasting, drawing)
  2. to play and explore
  3. to do things on their own
  4. to be with other children
  5. to feel good about themselves and their work
  6. Other ____________________
Rating Scales
“How satisfied are you with the variety recipes in the Nutritional Awareness Program?”

1  2  3  4  5
Completely D Dissatisfied
Satisfied

Likert Scales
Please indicate the level to which you agree with the following statement.
I have made friends through the health program I have been attending.
   a. Strongly agree
   b. Moderately agree
   c. Neutral
   d. Moderately disagree
   e. Strongly disagree

OR (an example could a smiley face rating scale, which can be easily understood by people with low literacy or ESL. An example is provided below.)

I have made friends through the health program I have been attending.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neutral</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>☺☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
</tbody>
</table>

“All good closed questions start as open-ended questions”. This is particularly true if you are not familiar enough with the issues to be able to create comprehensive categories for closed questions. There are different ways of doing this:

♦ Use a focus group to ask clients open-ended questions and then identify categories from their responses for close-ended survey questions
♦ Conduct a survey pre-test with open-ended questions, using the results to create categories for close-ended survey questions

A combination of open and close-ended questions in a survey can be highly effective. One popular idea is to ask a broad open-ended question on a topic and then ask more specific close-ended questions narrowing in on the topic. This technique is known as funneling.

ACTION ITEMS:
♦ DETERMINE WHICH STRUCTURE WILL WORK BEST FOR THE SURVEY QUESTIONS YOU DEVELOPED IN STEP 5
The way that a question is worded can affect how people will respond to it. It is important to consider the words used in each question. Some general rules include:

1. **Consider the participants’ reading and education level**, communication skills, cultural background and age – is the question wording appropriate for everyone?
   - Write your survey at a grade 4-6 reading level.
   - Use words that are two syllables or less.
   - Incorporate pictograms and graphical representations when relevant, as they may be easier for English as a Second Language (ESL) or low literacy clients to understand.

2. **Be objective**. Minimize bias by avoiding the use of “leading questions” that could indicate the response desired by the researchers. Also avoid “loaded terms” such as “hardworking” volunteers or “positive” program. Use neutral terms instead.

3. **Be brief**. 25 words or less if possible.

4. **Be unambiguous**. You know what the question means, but could other people interpret it differently? For example the terms “often” and “family” can mean different things to different people.

5. **Be specific** but avoid the use of over-specific terms such as “always” and “never”.

6. **Avoid double-barreled questions** – in other words two questions in one.

7. **Avoid double negatives**

8. **Avoid acronyms, abbreviation, jargon and technical terms**

9. **Beware of bad memories**. Avoid asking people questions about situations they cannot possibly remember.

10. **Edit, Edit, Edit!**

11. **Pretest, Pretest, Pretest!**
The Canadian Public Health Association provides tips on how to write in plain language at the following websites: www.pls.cpha.ca/english/directry.htm or www.nlhp.cpha.ca/Labels/seniors/english/GoodMed-E.pdf

**ACTION ITEMS:**
- THINK CAREFULLY ABOUT THE WORDING OF EACH QUESTION
- WRITE QUESTIONS IN PLAIN LANGUAGE SO THEY CAN BE UNDERSTOOD BY LOWER LITERACY AND ESL CLIENTS

**Step 8: Survey Layout**

There is no single way to organize the layout of a client satisfaction survey. However, it should be easy to administer and the responses to questions should ideally be easy to analyze. Also, keep in mind the length of the survey. Longer surveys can sometimes deter people from responding because of the time involved. Include only the questions that are absolutely necessary.

Basically, all surveys should have three main sections: an **Introduction**, the **Body** of the survey and a **Classification Question** section. See Appendix E for a sample client satisfaction survey with sections labeled.

**Introduction**

This purpose of this section is to encourage participants to fill out the survey and to explain the reason for the survey. It tends to include:

- The establishment of rapport with the participant
- Sufficient information about the reason for the survey
- A request that the client take part
- Assurance that completing the survey is easy and not time-consuming
- A request for complete and honest answers
- An assurance of confidentiality
- Instructions for completing the survey

Questions are not typically asked in the introductory section unless screening or filtering of potential participants is necessary.

**The Body of the Survey**

This section will contain the questions developed in Steps 5-7. To determine the logical order of the questions there are a number of things to consider:

- Group the questions according to themes – the different dimensions of satisfaction could be used as themed sub-sections
♦ Generally speaking, questions about past behaviours should be asked before questions about present or future behaviours
♦ The order of questions should not be leading in order to influence the response to subsequent questions
♦ Less difficult, less complex and less personal questions should be asked first

Classification Question Section
Classification questions are factual questions that ask about the client’s age, sex, marital status, income, education and occupation. The purpose is to create a demographic profile of respondents. This can be used to compare the respondents to other populations. These questions should come at the end of the survey, by which time the respondent is likely to feel more comfortable providing personal information. They should be accompanied by an explanation that the information is being collected for demographic purposes, that it is confidential and voluntary.

The classification section *should not* ask information that could be used to identify a client (e.g. name and address) unless there is a specific reason and an explanation that the information is confidential is provided.

When disseminating the data, never describe individual responses; only summarize responses so that no one individual can be identified.

Aesthetic Considerations
The appearance of a survey can affect response rate. The quality and professionalism of the survey can also affect a respondent’s opinion of the survey itself and the program to which it is referring. Following some general principles of aesthetics can help set a positive tone for a client satisfaction survey. These principles include:
♦ Use high quality, white paper with black ink to connote professionalism
♦ Use a 10 or 12 point font that is easy to read
♦ Layout should be simple, clean and conventional with lots of white space. Too much clutter on a page can overwhelm
♦ Provide lots of space for comments in open-ended questions
♦ Make it obvious where respondents should answer a close-ended question by providing boxes, □ circles, ○ or parentheses [ ].
♦ Use no more than two type-faces and no more than two colours

ACTION ITEMS:
♦ ARRANGE THE SURVEY QUESTIONS INTO INTRODUCTION, BODY AND CLASSIFICATION SECTIONS
♦ CONSIDER THE APPEARANCE OF THE SURVEY
Step 9: Pretest the Client Satisfaction Survey

Have a small population of clients who are likely to be representative of program participants complete the draft survey as a pre-test. If you have a small program, you only need to pre-test the survey with one or two colleagues or volunteers. For a large survey, have between 10-30 respondents involved in your pre-test.

After pre-test participants have completed the survey, interview them for feedback on the survey or insert a page at the end of the survey asking for their written opinions.

The researchers should also assess the responses. Were there questions that respondents consistently declined to answer? Were there misinterpretations of questions? Should certain close-ended questions have had additional choices for response? Was the full scale used in scaled questions (if not, you may want to refine the scale)? Were there questions where everyone gave the same answer?

Use the pre-test results to refine the client satisfaction survey. Develop a final version. The first time you conduct the full survey will also act as a pre-test. You may find you need to refine again after that.

Note: If you are using the same survey year to year, you only need to pre-test it the first time unless you have substantially altered the questions, or the program logic model.

ACTION ITEMS:
- Have a small group of participants complete the survey & ask for feedback
- Assess the survey yourself
- Develop a final version
LEARNING ACTIVITY #4:

♦ Refine the survey questions developed in Learning Activity #3. Create several questions if necessary until you have approximately 10 rough questions.

♦ Re-write 5 of them as close-ended and 5 as open-ended questions.

♦ Pay attention to the wording.

♦ Pre-test the survey questions on 2 or 3 colleagues.

♦ What changes/refinements do they suggest?
  ○
  ○
  ○

♦ What would you change about the survey questions to make them better?
  ○
  ○
  ○

NOTES:
3.0 Delivery of a Client Satisfaction Survey

Once the sample population has been identified, the methodology determined, and the entire survey developed and pre-tested it is time to administer the final version of the client satisfaction survey.

In delivering the client satisfaction survey, simply follow the steps in the methodology. These are some other tips that can help with ease of delivery:

♦ In order to optimize the delivery of the survey consider having it translated into any language spoken by the sample population.

♦ Consider any possible logistical issues that might arise. For example, the time of day and the season of the year that the survey is being administered can affect response rates. Deliver it at a time when people will have sufficient time to complete it.

♦ If difficulties with the response rate are anticipated, offer an incentive (cash, prize, gift certificate, promotional materials) to motivate clients to participate. Some people will be motivated by altruism. Provide a description of the research objectives and benefits of completing the survey.

♦ A mailed survey requires at least one reminder. In a telephone survey, at least three attempts should be made to contact each randomly selected survey participants.

♦ Create a system for analysing the survey results (see Section 4.0).
4.0 Analyzing & Interpreting the Results of a Client Satisfaction Survey

The overall purpose of processing the data received from client satisfaction surveys is to give meaning to the data. Data entry and analysis can be time consuming, but with the help of an effective information management system, the process can be made easier.

Whether you choose to manage and analyze your data manually or using a computer system, each client satisfaction survey should first be labelled with a consecutive number in the top right hand corner in the order they are received. This number can be used in the data analysis as a reference back to the original document.

The next step is to develop a system for managing the data gathered. A matrix, which is basically an organized table of numbers, can be a useful way of coding and organizing the information, particularly for quantitative data. Table 3 is an example of a matrix.

If you are more comfortable manually managing the information, develop a matrix similar to Table 3 with the survey questions in columns across the top and each survey respondent’s answers in rows down the side.

Also develop a standardized coding system, or essentially a numbering system used to organize data, for each close-ended question and keep track of the system. If, for example, the possible responses to a question are “yes” or “no”, you could code “yes” as “1” and “no” as “2”. Every time a respondent answers “yes” to that question you would type “1” into the matrix. Every time they answer “no” you would type a “2”. Using numbers instead of the actual text allows for ease of data entry and analysis.

To manage data from open-ended questions without using a computer, the coding system might involve the use of page markers, hi-lighters, or index cards to keep track of themes. For example, if a large number of responses to the question “How has Busy Fingers, Busy Feet helped your child learn” focus on ways that children have improved their communication skills, you might identify the theme of “Communication”, label a new page with that theme heading, and then group all relevant responses together under that heading.
If you are comfortable with computers, they can be extremely practical in managing information, particularly if you have a lot of questions on the survey or many respondents. A spreadsheet is an electronic matrix, which can be used for recording and tabulating the data. Microsoft Excel or Corel Quattro Pro are examples of spreadsheets. Steps for creating a computer spreadsheet matrix are listed in the text box below.

**SUGGESTED COMPUTER SYSTEM**

1. Create a separately numbered column for each survey item and a separate row for each survey. An example is provided in Table 3.

2. Develop a coding system for each close-ended question (assign a number to each response). For open-ended questions the actual text will be typed in to the cell. Label each column with its coding system at the bottom.

**Table 3: Sample Spreadsheet Matrix for Survey Data Entry**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QUESTION #</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Was the exam room clean?</td>
<td>How many times have you attended this health program?</td>
<td>How satisfied are you with the variety of items in the $15.00 Garden Fresh Box?</td>
<td>Busy Fingers, Busy Feet has helped my child learn:</td>
</tr>
<tr>
<td>3</td>
<td>SURVEY #</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Column</th>
</tr>
</thead>
</table>

Sample Row

Sample Coded Data

Sample Coding Systems

**ACTION ITEMS:**
- Label all surveys with consecutive numbers
- Create a matrix for data entry
- Create a coding system

Text

1. to do things with their hands
2. to play and explore
3. to do things on their own
4. to be with other children
5. to feel good about themselves and their work
6. Other(specify)
Whether using a manual or electronic system, pre-test the coding system by entering the data from one or two of the surveys into the matrix. If there were any problems with the matrix, such as an omitted column, now is the time to make the change.

Once the matrix is finalized, enter the data from all other client satisfaction surveys.

**Quantitative Data Analysis**

**Quantitative data** is that which can be measured mathematically. It emphasizes cause and effect and observable, external variables. Quantitative data usually results from close-ended questions. There are four types of quantitative data:

- **Nominal data** – categorized variables such as sex (male or female) or whether a person attends your health programs or not. Assigning numbers to these categories is arbitrary and is only done for coding purposes.
- **Ordinal data** – numbered variables that possess order and differ in magnitude and where the distance between numbers is not completely fixed. For example (a) casual staff, (b) part-time staff, (c) full time staff. There is an order to these categories and each one is somewhat “higher” than the other, however the distance between these ranks is not constant.
- **Interval-level data** – like ordinal data, except that the distance between numbers is completely fixed. Interval data can include negative numbers. An example would be temperature.
- **Ratio data** – like interval-level data, except that the scale cannot include negative numbers. Examples of ratio data include length, time, mass and volume.

Interpreting quantitative data includes predicting and describing the association between variables. Certain techniques work better depending on the type of quantitative data being analyzed. This manual provides steps for using some common statistical formulas to analyze client satisfaction surveys. For a survey that is small in scale, the data should be able to be analyzed manually or using a simple computer spreadsheet. However, there is other computer software, such as SPSS (www.spss.com), which can be used for more complex and larger scale survey analysis.

**Use these statistical techniques with caution.** For example, do not assume that the results from a small, unrepresentative sample client population are applicable to a larger population or community.
**Descriptive statistics** will likely be the most useful for the purposes of describing and summarizing data from health program client satisfaction surveys. There are three techniques that can be used for descriptive statistics:

a. Frequency distribution (ie. count)
b. Central tendency (ie. average, mode, median)
c. Variability (ie. range)

**Frequency Distribution:** The data from client satisfaction surveys should be placed in to frequency tables or charts, as it helps create a **visual of the absolute (actual number) and percentage of respondents who fall into each category** for a question. Frequency distributions are appropriate for all types of quantitative data.

The frequency distribution for the question “was the examination room clean” (from Table 3) is displayed in Table 4 and Figure 1 below.

Frequency can be calculated manually using a handheld calculator or simply by counting the number of observations in each category. It can also be calculated using a computer spreadsheet. Instructions for calculating frequency using an electronic spreadsheet are provided in the text box below.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Room was Clean</td>
<td>2</td>
</tr>
<tr>
<td>The Room was Not Clean</td>
<td>1</td>
</tr>
<tr>
<td><strong>ALL RESPONSES</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>
Central tendency: are measures of the location of the middle of a distribution of data. Central tendency can refer to a variety of measures including the mode, median and mean. The answers to each question on a client satisfaction survey should be analyzed using these measures where possible. This information is useful for illustrating the most common response to a question, the middle score of data and the average.
The **mode** is the score or scores that are most frequently occurring for a question. For example, if 5 respondents answer “yes” and just 1 respondent answers “no”, than the mode of this set of scores would be **“yes”**, as it is the most typical response. Another example, using the data set 3,12,3,7,40,3, would be a mode of 3. This statistical technique is useful for the analysis of all types of numeric data.

The **median** is the middle score of a set of ordered data. It is particularly useful when a data set has particularly high and/or low scores, as it is less sensitive to extreme scores than the mean. When there is an odd amount of numbers, the median is the middle number. For example, the median of 2, 4, 7, 10, 13 is 7. When there is an even amount of numbers, the median is the average of the middle two. For example, the median of 2, 4, 7, 10 is 5.5 (or [4+7]/2). A median should not be calculated for nominal data, as the number would be useless. For instance, calculating the median for sex does not make any sense, as there is no middle score for the categories male and female.

The **mean** is the average of a range of specified data. It is a good measure of the middle score for data that does not have extremely high and/or low scores. To calculate mean, take the sum of the values and divide by the total number of scores. For example, for the data set 4,6,6,9,13, the mean would be 7.6 (or [4+6+6+9+13]/5). A mean should not be calculated for nominal data and should be used with caution for ordinal data. It is the most useful calculation of central tendency for interval and ratio level data.

Central tendency can be calculated manually (using a handheld calculator) or using an electronic spreadsheet. Instructions for calculating central tendency using an electronic spreadsheet are provided in the text box below.

**CENTRAL TENDENCY – CALCULATED ELECTRONICALLY**

**MODE:** To calculate the mode of a column, type the following function into a blank cell adjusting the range appropriately:   =MODE(B4:B6)

If this specific MODE function were applied to Table 3, the spreadsheet would calculate that the mode of the numbers in cells B4 to B6 is 1. In other words, 1, which represents the response yes, is the most common response to the question.

**MEDIAN:** To calculate the median of a column, type the following function into a blank cell adjusting the range appropriately:   =MEDIAN(C4:C6)

If this specific MEDIAN function were applied to Table 3, the spreadsheet would calculate that the median of the numbers in cells C4 to C6 is 15. In other words, 50% of the responses lie above this response and 50% lie below it.

**MEAN:** To calculate the average of a column, type the following function into a blank cell adjusting the range appropriately:   =AVERAGE(C4:C6)

If this specific AVERAGE function were applied to Table 3, the spreadsheet would calculate that the mean of the numbers in cells C4 to C6 is 14.67. In other words, the average number of times that these survey respondents have attended your program is 14.67.
**Variability**

Variability: The responses to each question on a client satisfaction survey should be analyzed for the **range** where possible. This statistical measurement shows the differences among scores. The range is easy to understand. However, it is also sensitive to extreme scores as it is based on only two values and, thus, should be used with caution.

The range can be calculated manually for nominal and ordinal data, as it would simply be a list of all the categories in which observations were obtained.

For interval level data the range can be calculated manually using a hand held calculator or simple mathematics as the difference between the maximum and minimum values. Using the data set 1, 4, 7, 12, 14, 18, 20, the range would be 19 (or 20-1). You may want to display the lowest value and the highest value as well, for example the range would be 1-20, or a difference of 19.

The range can also be calculated for interval level data using an electronic spreadsheet. Instructions are provided in the text box below.

**VARIABILITY – CALCULATED ELECTRONICALLY**

**RANGE:** Spreadsheets have functions to calculate the maximum and minimum numbers. For the maximum, type the following function into a blank cell adjusting the range appropriately:  
=MAX(C4:C6)  For the minimum, type the following function into a blank cell adjusting the range appropriately:  =MIN(C4:C6)

If these specific MAX and MIN functions were applied to Table 3, the range would be 23, or the difference between the maximum value (26) and the minimum value (3).

Other measures of variability include **standard deviations** and **variances**. These require more complex statistical analysis involving mathematical formulas, which are beyond the scope of this manual. However, they can be very useful. For more information on how to calculate standard deviations and variances go to the Statistics Canada website at:  
www.statcan.ca/english/edu/power/ch12/variance.htm. This page includes formulas and descriptions of how to use them. Spreadsheets also have built in functions for these.

**ACTION ITEMS:**

- Calculate frequency for each question
- Calculate central tendency for each appropriate survey question
- Calculate range for each appropriate survey question
Qualitative Data: is data that comes directly from people’s reports of perceptions and their meanings and how these emerge and change. Analyzing data from open-ended, qualitative questions can be more difficult than for quantitative, close-ended questions, as respondents are often free to provide lengthy responses, which cannot be placed into an easily categorized number system.

However, there are a variety of techniques that can be used for analyzing qualitative data. The first rule of thumb to remember is that the process of qualitative analysis should be cyclical and the data should be reviewed, observations made, and the data reviewed again. The number of cycles depends on the amount and complexity of data.

NUD*IST and Nvivo (www.qsrinternational.com) is software that can be used for more complex and large-scale survey analysis.

Qualitative Data Analysis Techniques include:
- **Identify Patterns, Themes and Clusters** – Use the first survey analyzed to identify themes from responses to each question. Continue with each consecutive survey to categorize responses under those themes. If new themes emerge note them. Cycle back to surveys already analyzed to look for responses that fit with new themes.
- **Compare and Contrast** – Examine similarities and differences both within and between particular respondents, settings, events or processes.
- **Examine relations among variables** – Once patterns are identified examine the relations among the variables. Use the following as a start:
  - **Consensus** – did people agree with a point of view?
  - **Dissensus** – does diversity in views indicate anything useful?
  - **Intensity** – Important points are often marked by superlative adjectives, heightened interest, extraordinarily positive or negative comments
  - **Extent** – Similar references made about a particular issue or across issues
- **Drawing** – If possible represent findings visually in a table, chart, model, or map.
- **Counting** – counting the number of times a variable occurs within a theme can provide a quantitative spin on qualitative data.

**ACTION ITEMS:**
- Apply the qualitative analysis techniques
- Then write descriptive paragraphs developing an explanation to the question “What is going on here?”

**COMMUNICATING RESULTS**
The results of client satisfaction surveys should be communicated as soon as possible after the survey is complete. They should be presented to key stakeholders – this might include managers, staff, clients, other rural health program coordinators, funders, and the general public. The following are some “Dos” and “Don’ts” for presenting the results:

**DO:**

- Assess the quantitative data for cases where high percentages of negative responses were given, or where clients are most dissatisfied. These issues should be priority areas for action. If, for example, 70% of respondents answered “dissatisfied” or “very dissatisfied” with the variety of items in the $15.00 Garden Fresh Box, that would indicate that improvements need to be made.

- Be sure of the statistical analysis – have someone double check the numbers.

- Assess the qualitative data for themes of negative responses and make these priorities for action.

- Assess the findings for particularly positive responses as well to determine what clients are most satisfied with.

- Connect the findings back to the program goal and vision.

- Link the survey results to the program inputs, outputs, activities and outcomes

- Use tables and other visuals created in data analysis to present the findings to others.

- Provide an explanation of the survey sample and methodology, including a description of the data analysis techniques. This will help ensure the reliability of the research. Provide an adequate report of how the data was analyzed, so that another researcher could repeat the analysis with essentially the same conclusions.

- Indicate the response rate – how many surveys were distributed, how many were received by clients (i.e. Were addresses correct or did another factor affect the response rate), how many were completed and returned?

- Describe any possible limitations or bias of the survey

- Draw conclusions carefully when there is a low response rate, limitation or bias.

- Consider comparing the findings of one client satisfaction survey to those from similar programs. This is particularly valid if the same questions were asked of both sample populations.
DON'T:

♦ Try to make the data answer a question you did not ask

♦ Force the data to fit or stretch the results to prove a point

♦ View the research on a “stand alone” basis only. Blend it with other information such as:
  - Vision, goals and objectives of the program
  - Descriptive information about the program
  - Past survey and evaluation findings
  - Other similar surveys (compare and contrast)
  - Discussion of reasons for the findings
  - Comparison of the demographics of the sample population to the demographics of the program participants, or the community

How to deliver the results
The best media for delivering the results will depend on the key stakeholder audience. Some possibilities to consider include:

- Bulletins
- Meetings
- Conferences
- Memos
- Newspapers
- Television
- Annual reports

- Display boards
- Power point presentations
- Websites
- Emails
- Mail outs
- Brochures
- Radio announcements

What next?
♦ This is a “satisfaction” survey – give recognition where recognition is due

♦ Ensure that appropriate mechanisms are in place for action to be taken based on the results of the survey. This might include:
  - Behavioural changes
  - Staff training on client relations
  - Establishing performance standards based on the different dimensions of satisfaction
  - Changes in activities and processes
  - Leadership training for management

♦ Conduct regular follow-up surveys – at least once a year. Compare and track the results from survey to survey to determine the degree to which client satisfaction is changing.
LEARNING ACTIVITY #5:

ASSESS YOUR CURRENT CLIENT SATISFACTION SURVEY:

♦ If you have created and/or conducted a Client Satisfaction survey before, describe your experiences in the space provided below.

Title of the Survey: ___________________________

What were your own best practices/lessons learned?

Other Comments:

♦ Apply the information in this manual to your survey experience. Did you miss any of the steps outlined? If so, which?

♦ What could be done to improve your past or current Client Satisfaction survey?

♦ What are your key learning’s from this manual?
SUMMARY INSTRUCTIONS FOR DESIGNING A CLIENT SATISFACTION SURVEY

1. Be clear about the goal of the survey and develop concise research objectives

2. Determine key program elements for investigation. Referring to the Program Logic Model and using the inputs, activities, outputs, outcomes and impacts is a useful tool for this

3. Review other client satisfaction surveys and surveys used by other health programs for ideas and best practices

4. Decide on random or purposive sampling (or survey everyone for a small population)

5. Write a paragraph describing your survey methodology

6. Develop potential survey questions based on elements and indicators of client satisfaction – the Evaluation Matrix worksheet in Appendix C can be a useful tool for this

7. Determine which question structure is appropriate

8. Consider the wording of each question. Pay particular attention to ensuring the questions are written in plain language so they can be understood by lower literacy and ESL clients

9. Lay out the survey in a logical manner including introduction, body and classification sections

10. Consider the appearance of the survey

11. PRE-TEST the survey with a small group of participants. Assess the results and make any necessary changes

12. Deliver the final version of the survey
1. Label all surveys received with consecutive numbers

2. Develop an information management system. A matrix can be helpful for organizing the information. A coding system can also be useful

3. Pre-test the coding system

4. Enter the data in the information management system

5. Calculate frequency, central tendency and range where appropriate for quantitative data and prepare graphics

6. Analyze the qualitative data by identifying themes. Compare and contrast, examine relationships among variables and use visuals and counting where appropriate.

7. Write descriptive paragraphs developing an explanation to the question “what is going on here”

---

SUMMARY INSTRUCTIONS FOR INTERPRETING RESULTS OF A CLIENT SATISFACTION SURVEY

TIPS FOR PREPARING AND ANALYZING A CLIENT SATISFACTION SURVEY

♦ All good surveys start with a focus group. Use the focus group to speak with clients and other stakeholders about what affects their level of satisfaction with programs and services at the program delivery site. The themes and issues identified will help in structuring the survey and developing questions.

♦ If a program has a small number of clients, try to have all of them participate in the survey to ensure confidence and accuracy of the results.

♦ All good close-ended questions start as open-ended questions. Conduct a focus group or a survey to pre-test open-ended questions. Use the responses to the open-ended questions to create categories of responses to close-ended questions for the final version of the survey.

♦ Have the survey translated into any language spoken by a majority of clients.

♦ Time of day delivered, season of the year, the look of the survey and the length of the survey can all affect response rates. Take these and other possible response rate issues into consideration.
Appendix A: Case Study – Busy Fingers, Busy Feet program

Program Description
Busy Fingers Busy Feet is a one-hour program for infants aged 12-18 months and their parents/caregivers. It is a registered program that runs for 6 weeks. The program is sensory based and provides opportunities for infants to explore, manipulate, investigate and express themselves. Various mediums are explored, including cornmeal, sand, flax seed, water, yogurt and pudding. An introduction to art is included with coloring, gluing and painting. Snack is also introduced as well as songs, rhymes and stories.

Goals and Objectives for Infants
1. To learn about themselves and others
2. To feel competent and proud about what they can do
3. Develop fine motor skills
4. Develop gross motor skills
5. Co-ordinate eye and hand movements
6. Begin to develop self-help skills
7. Gain a basic understanding of concepts and relationships
8. Learn about communicating a wide range of emotions through sounds and gestures and eventually, words
9. Develop a sense of touch, colors and texture

Staff
One staff person for 3 hours a week. This includes 1 hour for set up, 1 hour for program implementation, 1 hour for tidy up and planning.

Budget
The cost of running the program is $500 for the 6-week session. This includes hourly wage, admin fees, snack and program supply fees.

Evaluations
A satisfaction survey is handed out on the last week of the session. These are reviewed by the staff and kept on file.

Schedule
10:00 -10:15am - Free play/exploration time where infants can explore various activities. These include things such as table activities with large knob puzzles, play dough, sensory bin, balls, books, small climber, stacking toys
10:15-10:30am - Art activity
10:30-10:45am - Snack
10:45-11:00am - Circle time-songs, rhymes, stories

Rationale
The Early Years Centres Initial Plan targeted this age group for Guelph-Wellington as an age where there was a service gap and noted a need to “expand early learning programming and activities for infants”
Appendix B: Case Study 2 – Bia Island Clinical Services

**Philosophy**
The Bia Island Clinic serves all areas of life when helping clients stay healthy. Health promotion and illness prevention are as important as treating an illness. The Bia Island Clinic provides client-centred care, the goal of which is to promote individual responsibility for wellbeing while recognizing differing abilities. The primary health care providers at the Clinic work together as a team. Clients may receive service from more than one person.

**Service Provided by:**
A team of Medical Doctors (2), Nurse Practitioners (2), Registered Practical Nurses (3), Receptionists (1) and Translators (1) provide health care in the Clinic.

**Priority Populations**
The Clinic focuses on children birth – 6 years of age, and clients that face barriers to health care, such as mental illness, homelessness or Bia-speak as a second language.

**Referrals**
We can provide referrals to other health care professionals at the Bia Island Health Centre including Social Workers, Nutritionists, Parent Educators, Community Health Outreach Workers, Multi-cultural Outreach Workers and Lactation Consultants.

**Location**
- Bia Island Health Centre – Beachside Location
- Inland Clinic – 10 Palm Tree Road

**Services**
Clients are provided with a range of services including:
- Primary Care appointments including medical appointments, physical examinations, prenatal, postpartum care, well baby / well child, psychotherapy, foot care, travel injections, allergy shots, counseling
- Psychotherapy and cryotherapy amongst other routine visits
- Triage service to help clients decide if, or how soon, they need to be seen
- On-call services outside of clinic hours
- Active hospital care
- Home visits and nursing home care
- Outreach care is provided to a Local Women's Shelter, Drop-In Centre, a Homeless Youth Program, Conch Shell Church and Sea Breeze Therapeutic Community Centre
### Appendix C: Modified Evaluation Matrix – Blank Worksheet

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>BROAD QUESTIONS</th>
<th>SURVEY QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Appendix D: Client Satisfaction Survey – GCHC Example

The sample Client Satisfaction Survey below is an actual survey that was used by the Guelph Community Health Centre to measure client satisfaction on the topic of accessibility. While this survey was used Centre wide, it will provide useful examples of question wording at the program level.

How are we doing? We want to know what you think!

Please complete this Guelph Community Health Centre Survey and help us make our services as "user-friendly" as possible.

This survey is: Voluntary and Anonymous

For each question, circle the face that shows how you feel. Any additional comments are welcome. If you are a parent, please include comments or concerns from the whole family.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☺☺</td>
<td>☺</td>
<td>☻</td>
<td>☻</td>
<td>☻</td>
<td>☻</td>
<td>☻</td>
</tr>
</tbody>
</table>

1.a. It is easy for me to enter this building and go where I need to go.

1.b. If it is hard for you to get around in this building, what makes it hard?

2.a. It is easy for me to get to this building.

2.b. I came today by:

___ Bus  ___ Car  ___ Taxi  ___ Foot  Other ____________________
3.a. If I need an appointment I can get one when I need it.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

3b. If I need an appointment I can get one with the person I want.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

4. Services are offered at times that are good for me.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

5.a. The staff help me get the services I need at the Guelph Community Health Centre/ Ontario Early Years Centre.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

5.b. The staff help me get the services I need in my community.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

6.a. The services are provided in a language that is comfortable for me.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

6.b. The services are sensitive to my culture.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

6.c. The services, staff and building are sensitive to my needs.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

7. The staff are easy to talk to and encourage me to ask any questions.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>

8. The staff explain things in a way I can understand.

<select>
  <option value="1">☺☺☺☺</option>
  <option value="2">☺☺☺</option>
  <option value="3">☺☺</option>
  <option value="4">☺</option>
  <option value="5">☺</option>
  <option value="6">Don't Know</option>
  <option value="7">Not Applicable</option>
</select>
9. Do you have anything to add about access to our services—our building, appointments, and our sensitivity to you as an individual/family?

10. What services do you use regularly?
- Clinical Services (doctors, nurse practitioners)
- One on one counseling with a GCHC staff person
- One-time workshops
- Ontario Early Years Centre programs (including all Parent-Child Groups)
- Health Promotion Groups/Programs (Helping Hands, Exercise Group, Garden Fresh Box, GAPP, Postpartum Depression)
- Other (Including the ID Clinic, Welcome Inn, Change Now)

11. Who do you live with?
- Adult living alone
- Adult living with other adult(s)
- Adult(s) living with children

12a. What is your postal code?
(Your postal code will allow us to map which neighborhoods use the services at the Guelph Community Health Centre.)

12b. I don’t have a postal code.
Appendix E: Client Satisfaction Survey – Newfoundland Example

The sample Client Satisfaction Survey below has been modified from an actual survey that was used by a provincial healthcare agency in Newfoundland to measure satisfaction with health and social services. The survey was administered by telephone to over 2,500 respondents in 8 locations across the province.

This survey is a useful example of a successful, large scale, telephone survey. Note the different sections of the survey, the use of different types of questions and the wording.

Respondent #: _______

Client Satisfaction Survey

(INTRODUCTION SECTION)

We are conducting a short survey to help us better understand how well our health services are meeting the needs of the community.

The information you provide will remain confidential. The information will be grouped with other responses from across the region, and no names will be shown. The results from the survey will be used to help improve the delivery of health care services in the region. Your participation is voluntary. If you feel uncomfortable with any question, you do not have to answer it.

(BODY OF THE SURVEY)

The first few questions relate to the types of health and social services that you recently used or tried to use.

1. Do you have a regular family doctor?
   □ Yes    □ No

2. If yes, how long does it take you to travel from your home to see your family doctor?
   Please specify the number of:   Minutes   Hours   Days

3. In the last year has anything prevented you from using health care services in the area?
   □ Yes    □ No
4. If yes, what types of things prevented you from using the health care services you needed?

☐ Cost ☐ Lack of transportation
☐ Lack of health insurance ☐ Location of office
☐ Too long for appointments ☐ Too long in waiting room
☐ Weather ☐ Lack of personal time
☐ Lack of health professionals ☐ Other (specify) _____________

The next few questions relate specifically to your most recent experience in accessing health services.

5. How easy is it for you to try and get the health services that you need?

<table>
<thead>
<tr>
<th>Very Difficult</th>
<th>Somewhat difficult</th>
<th>Undecided</th>
<th>Somewhat easy</th>
<th>Very Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. What have you done to try and get the health services that you needed?

☐ Phoned ☐ Visit hospitals
☐ Visit clinic ☐ Pre-scheduled
☐ Visit service provider office ☐ Other (please specify) _____________

7. How long did you have to wait to get an appointment with a health service provider?

Please specify the number of: Hours ☐ Days ☐ Weeks ☐

8. Did the service provider give you any information to help you maintain your own health?

☐ Yes ☐ No

9. If yes, how helpful was the information that the provider gave you?

☐ Very helpful ☐ Somewhat helpful ☐ Not at all helpful

10. How satisfied were you with the overall service that you received from health providers in the region?

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Indifferent or no opinion</th>
<th>Somewhat satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
11. Do you feel that you are better able to maintain your own health today than you were one year ago?

☐ Yes ☐ No ☐ Unsure

(CLASSIFICATION QUESTION SECTION)

For the last part of this survey I’d like to ask you a few questions about yourself. This information will help us describe the people who took part in the survey. Feel to skip any questions that you are uncomfortable answering.

12. What community do you live in? _______________________

13. What is your postal code? ___________________________

14. How many years have you lived in this community? ____

15. What year were you born in? 19____

16. In your opinion, would you say your health is…

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

17. What is the highest level of education that you completed? (Check one response only)

☐ Less than high school
☐ Secondary (high) school graduation
☐ Some non-university trades certificate or diploma
☐ Completed non-university trades certificate or diploma
☐ Some university
☐ Completed Bachelor’s degree (e.g. B.A., B.Sc., B.S.W.)
☐ Completed Master’s or Doctoral degree (e.g. M.A., M.Sc., M.D., D.D.S, Ph.D.)

18. What is your current marital status?

☐ Single - never married ☐ Married
☐ Common law relationship ☐ Widowed
☐ Separated ☐ Divorced

19. Including yourself, how many adults live in this household? (Defined as 18 years of age and over) _____

HCA
20. How many children live in this household? *(Defined as 17 years of age and under)* ____

21. Considering all members of your household, what would you estimate the total yearly income to be? $_______________

   Or if you are more comfortable, please place your household in one of the following income categories:
   - □ less than $10,000
   - □ between $10,000 and $19,999
   - □ between $20,000 and $29,999
   - □ between $30,000 and $39,999
   - □ between $40,000 and $49,999
   - □ between $50,000 and $59,999
   - □ between $60,000 and $69,999
   - □ between $70,000 and $79,999
   - □ between $80,000 and $89,999
   - □ between $90,000 and $99,999
   - □ $100,000 or more

22. Gender: □ Male □ Female

23. Thinking about your most recent use of health services, is there anything that the service providers could have done to improve the experience for you?

24. Do you have any final comments that you would like to provide?

Thank you for participating in this survey.
APPENDIX F:
Client/Patient Telephone Survey for East Wellington Family Health Team Project

Date: __________

Respondent unique identification number: #__________

Note to surveyor: A total of three attempts will be made to contact each household. Record the number of attempts made to reach a respondent. Do not leave a message on a voice machine. With each successive attempt, try to call on a different day of the week and/or at a different time of day. If no contact can be made with the respondent after 3 attempts, record the number and name as a non-response on the data sheet. This will allow us to track response rates.

It is important that we try and collect an equal number of responses from men and women. Please refer to the desired target numbers below.

<table>
<thead>
<tr>
<th>Target number of surveys</th>
<th>Total surveys to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Females</td>
</tr>
</tbody>
</table>

Once the target number of one gender is reached, focus only on surveying the other gender until the target is met.

Preamble...

Hello, my name is ___________. I’m a student at the University of Guelph and I’m conducting research on behalf of EWAG East Wellington Community Services.

The research is designed to gather data for the creation of the new East Wellington Family Health Team, which will coordinate the delivery of medical and related health services in your area.

Could I speak with someone in the house who is 18 years of age or older?

We’re conducting a survey of over 350 households to help us better understand how well our health and social services are meeting the needs of the community.

1. Would you be interested in participating in a short survey that takes about 15 minutes?
   1   If the response is ‘yes’ - proceed to the next question.
   2   If the response is ‘yes, but not at this time’ - arrange a convenient day and time to call back and follow-up accordingly.
   3   If the response is ‘no’ – mention once more the importance of this information for improving health services in the region – if the response remains ‘no’ - thank the respondent for his/her time and terminate the survey.
Before we start, I want to assure you that the information you provide will remain confidential. The information will be grouped with other responses from across the district, and no names will be reported. The results from the survey will be used to help improve the delivery of health care services in your area. Your participation is voluntary. If you feel uncomfortable with any question, you do not have to answer it.

Do you have any questions before we begin? If you wish to speak with someone who can provide more detailed information about this survey you can contact Ken Dardano or Mary Chudley at (519) 833-9696.

2. We’re focusing on rural and village residents who live in East Wellington region. This includes residents in Erin, Erin Township, Rockwood, Guelph Eramosa and other villages and hamlets in the area.

Can I begin by asking what community you live in?

(Note to surveyor - review the list of community names to ensure that the respondent resides within the study area. If the respondent does not live within the study area thank the respondent for his/her interest in the survey and terminate the survey)

<table>
<thead>
<tr>
<th>Town of Erin</th>
<th>Guelph Eramosa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Erin</td>
<td>21 Rockwood</td>
</tr>
<tr>
<td>2 Hillsburgh</td>
<td>22 Eden Mills</td>
</tr>
<tr>
<td>3 Brisbane</td>
<td>23 Eramosa</td>
</tr>
<tr>
<td>4 Ballinafad</td>
<td>24 Everton</td>
</tr>
<tr>
<td>5 Cedar Valley</td>
<td>25 Oustic</td>
</tr>
<tr>
<td>6 Crewson’s Corners</td>
<td>26 Brucedale</td>
</tr>
<tr>
<td>7 Orton</td>
<td>27 Barrie Hill</td>
</tr>
<tr>
<td>8 Ospringe</td>
<td>28 Marden</td>
</tr>
<tr>
<td>9 Erin Township</td>
<td>29 Ariss</td>
</tr>
<tr>
<td>10 Other, please specify</td>
<td>30 Guelph Eramosa</td>
</tr>
<tr>
<td>11 Other</td>
<td>31 Other, please specify</td>
</tr>
<tr>
<td>12 Other</td>
<td>32 Other</td>
</tr>
</tbody>
</table>

3. We’re also focusing on people who have used or tried to use health services between February 2004 and February 2006. This could include health related service providers such as a family doctor, dentist, physiotherapist, nurse, ambulance attendant, dietitian, social worker, community service provider, etc. This also relates to any services you accessed at a walk in clinic or emergency department.

Have you used or tried to use health services between February 2004 and February 2006?

1 □ Yes, the respondent has used or tried to use health services (go to the next question)
2 □ No, the respondent has not used or tried to use health services (Thank the respondent for his/her interest in the survey and terminate the survey)

Record the interview start time: __________ □ am / □ pm
I’d like to start by asking you a few questions about the types of health and social services that you recently used or tried to use.

4. To begin with, can you tell me if you have a regular family doctor?
   1 ☐ Yes (go to question 5)
   2 ☐ No (go to question 7)
   (Note to surveyor: We are specifically asking if the respondent has a regular family doctor, this does not include a nurse practitioner or other regular health service provider that they have.)

5. Where is your family doctor located? _________________________

<table>
<thead>
<tr>
<th>Location of Family Doctor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the study area</td>
<td></td>
</tr>
<tr>
<td>1 Erin</td>
<td>11</td>
</tr>
<tr>
<td>2 Rockwood</td>
<td>12</td>
</tr>
<tr>
<td>3 Hillsburgh</td>
<td>13</td>
</tr>
<tr>
<td>4 Other, please specify</td>
<td>14</td>
</tr>
<tr>
<td>5 Other</td>
<td>15</td>
</tr>
<tr>
<td>6 Other</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>21 Toronto</td>
<td></td>
</tr>
<tr>
<td>22 Other, please specify</td>
<td></td>
</tr>
</tbody>
</table>

6. How long on average would it take you to drive from your home to see your family doctor? ________
   (Note to surveyor – record the total number of minutes.)

I’d now like to ask you a few questions about the types of health related service providers that you’ve seen between February 2004 and February 2006.

7a. Over the last 2 years approximately how many times did you see a Doctor. This includes times that you accompanied other members of your household (e.g. children, parents, etc.) to see a Doctor. We’re referring to a family doctor or general practitioner and not a specialist.
   Number of times = ________

   7b. Could you tell me in which community or communities that you saw a Doctor and whether it was in a doctor’s office, a clinic or a hospital?

   7c. When did you yourself, last see a doctor? Month ___ Year ___

8a. Over the last 2 years approximately how many times did you see a Nurse. This includes times that you accompanied other members of your household
(e.g. children, parents, etc.) to see a Nurse. We’re referring to visits that are separate from visits to see a doctor.
(Note to surveyor – this could include a Public Health Nurse, a Nurse Practitioner, a Home Care Nurse or Registered Nurse.)

Number of times = _____

8b. Could you elaborate on the type(s) of nurse you saw. Did you see a…

<table>
<thead>
<tr>
<th>Type of Nurse</th>
<th>Approx how many times in last 2 yrs?</th>
<th>In which communities?</th>
<th>In what setting? (clinic, hospital, home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□  Yes  2 □ No Nurse Practitioner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□  Yes  2 □ No Registered Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□  Yes  2 □ No Public Health Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□  Yes  2 □ No Home Care Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other nurse:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□  Yes  2 □ No (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□  Don’t know / unsure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9a. I’d now like to read a list of other health care providers and I’d like you to identify which providers you’ve seen within the last 2 years. This includes times that you accompanied other members of your household (e.g. children, parents, etc.). I’d also like you to indicate (or estimate) the number of times you used the service provider in the last 2 years and the location of the provider.

**Have you seen a…**

<table>
<thead>
<tr>
<th>Provider Category</th>
<th>Approx how many times in last 2 yrs?</th>
<th>In which communities?</th>
<th>In what setting? (clinic, hospital, home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes 2 No</td>
<td>Dentist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Optometrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Audiologist (Hearing professional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Speech Language Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Physiotherapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Chiropractor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Occupational Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Massage Therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Acupuncturist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Canadian Mental Health Assoc. staff /Community Mental Health Clinic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Psychologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Psychiatrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Pharmacist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Dietitian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Homeopathist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Child Behaviour Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Addictions Counsellor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Midwife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Ambulance Attendant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Personal Care Attendant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes 2 No</td>
<td>Social Worker (child, youth, family)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9b. Are there any other health related service providers or health related specialists that you’ve used in the last 2 years? Please elaborate (i.e. types of providers, communities, setting).
10. Overall, how would you rate the quality of the health care you received in the last 2 years? Would you say it was:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

11. Overall, how satisfied were you with the way health care services were provided in the last 2 years? Were you:

<table>
<thead>
<tr>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Indifferent or no opinion</th>
<th>Somewhat satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

12. In the last 2 years has anything prevented you from using health care or social services that you needed?
1 □ Yes (go to question 13)  2 □ No (go to question 14)

13. What types of things prevented you from using the health care and social services you needed?

1 □ Cost  7 □ Lack of transportation  3 □ Too long for appointments 8 □ Location of office 4 □ Weather 9 □ Too long in waiting room 5 □ Childcare responsibilities 10 □ Lack of health professionals 6 □ Work responsibilities 11 □ Other (specify) _______________

14a. How do you access health related information. Do you get information from:

1 □ Newspapers  7 □ Are there any other sources? (specify) _______________
2 □ Television  5 □ Family/friends 3 □ Radio 6 □ Health related service providers 4 □ Internet based sources

14b. Which source do you normally rely on for accessing most of your health related information?

15. Are there any specific gaps in health related services in your area that you feel need to be provided locally?
16a. Would you be open to going to another health service provider in your area if they provided similar types of services as your doctor? For example would you be willing to see a nurse instead of a doctor for some types of services?

1 □ Yes  2 □ No  3 □ Unsure

16b. If you currently obtain health services outside of the area would you be open to going to another health service provider in your area if they provided similar types of services as your doctor?

1 □ Yes  2 □ No  3 □ Unsure

17a. Do you have a preference when it comes to using male or female health care providers?

1 □ Yes (go to question 17b)  2 □ No (go to question 18)

17b. Could you elaborate on which types of health care providers and your preferred gender?

The next few questions relate to your most recent experience in accessing health care services.

18. What type of health care service provider did you use most recently?

__________________________________________

19. Have you used this person before?

1 □ Yes  2 □ No

20. How easy was it for you to try and get the health services that you needed most recently? Was it:

<table>
<thead>
<tr>
<th>Very Difficult</th>
<th>Somewhat difficult</th>
<th>Undecided</th>
<th>Somewhat easy</th>
<th>Very Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

21. How long did you have to wait to get an appointment with this health service provider?

Please specify the number of:

Hours □  Days □  Weeks □  Months □

22a. Did the service provider give you any information to help you to maintain your own health?

1 □ Yes (go to question 22b)  2 □ No (go to question 23)

22b. How helpful was the information that the provider gave you?

Was it… 1 □ Very helpful  2 □ Somewhat helpful  3 □ Not at all helpful

23. How would you rate the quality of the health care that you most recently received? Would you say it was:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

24a. Thinking about your most recent use of health services, is there anything that the health service providers could have done to improve the experience for you?

24b. Was there anything done that impressed you?

The next few questions relate to the extent to which you’ve used walk-in clinic, telehealth, and emergency department services in the last year.

25. Between Feb. 2005 and Feb. 2006 approximately how many times have you used a walk-in clinic? This includes times that you accompanied other members of your household (e.g. children, parents, etc.) to a walk-in clinic.
Number of times = _____

26. Between Feb. 2005 and Feb. 2006 approximately how many times have you used the Telehealth Ontario service? This includes times that you used the service on behalf of other members of your household (e.g. children, parents, etc.).
Number of times = _____

27. Between Feb. 2005 and Feb. 2006 approximately how many times have you used the Emergency Department of a hospital? This includes times that you accompanied other members of your household (e.g. children, parents, etc.) to the emergency department?
Number of times = _____

HEALTH STATUS and HEALTH PRACTICES

This part of the survey deals with various aspects of health. I’ll be asking about such things as health status and health practices.

I’ll start with a few questions concerning health in general.

28. In general, would you say your health is:

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Now I’d like to ask you about some of your health practices.

To begin with, I’d like you to think about physical activities or exercises that you do during your normal day, including at work, at school, doing chores and in your leisure time. This includes activities such as brisk walking, running, bicycling, vacuuming, garden work or any other daily chores.

29. In a typical week how many hours do you usually spend doing these types of activities?
Number of hours = _____

30. Thinking back over the past 3 months, which of the following best describes your usual daily activities or work habits?

1. Usually sit during the day and don’t walk around very much
2. Stand or walk quite a lot during the day but don’t have to carry or lift things very often
3. Usually lift or carry light loads, or have to climb stairs or hills often
4. Do heavy work or carry very heavy loads

The next few questions are about smoking.

31a. At the present time do you smoke cigarettes…

1. Daily
2. Occasionally
3. Not at all

31b. In your lifetime, have you smoked a total of 100 or more cigarettes (about 4 packs)?

1. Yes
2. No
3. Don’t know

31c. If the respondent smokes occasionally or has smoked in the past, ask the following question…

How long ago was it that you last smoked a cigarette?

Please specify the number of: Years [ ] Months [ ] Weeks [ ] Days [ ]

NOTE: if the respondent smokes daily we do not need to ask question 31c – simply record ‘1 day’ – i.e. within the last day.

32a. The next couple of questions are about alcohol consumption.

When we use the word ‘drink’ it means:
- one bottle or can of beer or a glass of draft
- one glass of wine or a wine cooler
- one drink or cocktail with 1 and a 1/2 ounces of liquor.

During the past 12 months have you had a drink of beer, wine, liquor or any other alcoholic beverage?

1. Yes (go to question 32b)
2. No (go to question 33)

32b. During the past 12 months, how often did you drink alcoholic beverages?

1. Less than once a month
2. Once a month
3. 2 to 3 times a month
4. Once a week
5. 2 to 3 times a week
6. 4 to 6 times a week
7. Every day
33. Between Feb. 2005 and Feb. 2006 did you do anything to improve your health? (For example, lost weight, quit smoking, increased exercise)
   1 □ Yes (go to question 34)  2 □ No (go to question 35)

34. What is the single most important change you have made?
   1    Increased exercise, sports or physical activity
   2    Lost weight
   3    Changed diet or eating habits
   4    Quit smoking / reduced amount smoked
   5    Drank less alcohol
   6    Received medical treatment
   7    Took vitamins
   8    Other, please specify __________________________

35. Do you think there is anything/anything else you should do to improve your physical health?
   1 □ Yes (go to question 36)  2 □ No (go to question 37)

36. What is the most important thing for you personally?
   1    Increase exercise   5    Quit drinking or reduce consumption
   2    Lose weight        6    Receive medical treatment
   3    Improve eating habits    7    Take vitamins
   4    Quit smoking   8    Other, please specify __________

37. Do you feel that you are better able to maintain your own health today than you were one year ago?
   1 □ Yes       2 □ No       3 □ Unsure
DEMOGRAPHICS

The final few questions of this survey are about your background. This information will help us describe the people who took part in the survey. Feel free to skip any questions that you are uncomfortable answering.

38. What is your postal code?          

39. How many years have you lived in this community? _____

40. In what community do you buy most of your groceries? ________________
   (Note to surveyor – if the respondent asks about the relevance of this question in relation to health, indicate that we are trying to gain a better understanding of how residents define their community.)

<table>
<thead>
<tr>
<th>Within the study area</th>
<th>Outside the study area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Erin</td>
<td>11 Orangeville</td>
</tr>
<tr>
<td>2 Rockwood</td>
<td>12 Georgetown</td>
</tr>
<tr>
<td>3 Hillsburgh</td>
<td>13 Acton</td>
</tr>
<tr>
<td>4 Other, please specify</td>
<td>14 Milton</td>
</tr>
<tr>
<td>5 Other</td>
<td>15 Guelph</td>
</tr>
<tr>
<td>6 Other</td>
<td>16 Fergus</td>
</tr>
<tr>
<td>7</td>
<td>17 Kitchener</td>
</tr>
<tr>
<td>8</td>
<td>18 Waterloo</td>
</tr>
<tr>
<td>9</td>
<td>19 Brampton</td>
</tr>
<tr>
<td>10</td>
<td>20 Mississauga</td>
</tr>
<tr>
<td>17</td>
<td>21 Toronto</td>
</tr>
<tr>
<td>18</td>
<td>22 Other, please specify</td>
</tr>
</tbody>
</table>

41. What year were you born in? ______

42. In what country were you born?
   1 Canada
   2 France | 11 Spain
   3 Italy | 12 Netherlands / Holland
   4 Germany | 13 China
   5 Russia | 14 United Kingdom
   6 Hungary | 15 Greece
   7 Poland | 16 Finland
   8 Ukraine | 17 United States
   9 Denmark | 18 Viet Nam
   10 Portugal | 19 Other - Specify

43. What language do you speak most often at home?
   1 English | 6 Dutch
   2 French | 7 Chinese (Mandarin/Cantonese)
   3 Italian | 8 Polish
   4 German | 9 Other, please specify ________________
   5 Portuguese
44. What is the highest level of education that you completed? (Check one response only)
   1 □ Less than high school
   2 □ Secondary (high) school graduation
   3 □ Some non-university trades certificate or diploma
   4 □ Completed non-university trades certificate or diploma
   5 □ Some university
   6 □ Completed Bachelor’s degree (e.g. B.A., B.Sc., B.S.W.)
   7 □ Completed Master’s or Doctoral degree (e.g. M.A., M.Sc., M.D., D.D.S, Ph.D.)

45. What is your current marital status?
   1 □ Single - never married
   2 □ Common law relationship
   3 □ Separated
   4 □ Married
   5 □ Widowed
   6 □ Divorced

46. Including yourself, how many adults live in this household? (Defined as 18 years of age and over) _____

47. How many children live in this household? (Defined as 17 years of age and under) _____

48. Considering all members of your household, what would you estimate the total yearly income to be? $___________

   Note to surveyor - If the respondent declines to respond to this question, ask if he/she would feel more comfortable responding to an income range. If the respondent agrees, proceed with the following question…

Which one of the following income categories does your household fall into?

   1 □ less than $10,000
   2 □ between $10,000 and $19,999
   3 □ between $20,000 and $29,999
   4 □ between $30,000 and $39,999
   5 □ between $40,000 and $49,999
   6 □ between $50,000 and $59,999
   7 □ between $60,000 and $69,999
   8 □ between $70,000 and $79,999
   9 □ between $80,000 and $89,999
   10 □ between $90,000 and $99,999
   11 □ $100,000 or more

49. Gender: 1 □ Male    2 □ Female (Do not ask the respondent this question)

50. Do you have any final comments that you would like to provide?

The results of the survey will be made available to the public on the EWAG website in the coming months.

Thank you for participating in this survey.

Record the interview finish time: __________ □am / □pm
Appendix G: Satisfaction Survey Bibliography


*SPSS Survey Tips.* Available online at: http://www.spss.com/PDFs/STIPlr.pdf

*The Question Bank*. Available online at: http://qb.soc.surrey.ac.uk/docs/home.htm

*The World Values Survey*. Available online at: http://www.worldvaluessurvey.org/