



Polisher  
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ABRAMSON CENTER FOR JEWISH LIFE

# I LIKE COFFEE OR IS IT TEA? HOW RELIABLE ARE RESIDENT PREFERENCES?

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*The Preferences for Everyday Living Study* is funded through a grant (1R21NR011334-01A2) from the National Institute of Nursing Research (NINR).



Polisher Research Institute (PRI) has been a part of the Abramson Center (formerly Philadelphia Geriatric Center) for over 50 years. PRI is dedicated to applied research that enhances the quality of care and quality of life for frail older adults.

# PURPOSE OF STUDY

- To develop a comprehensive and psychometrically sound instrument that assesses elders' psychosocial preferences for everyday living
- The tool can be used to help:
  - Further the goal of person-centered care delivery system to address the residents' medical, psychological, social and spiritual needs
  - Improve residents' satisfaction with their care and quality of life
  - Support holistic care that is centered on the person rather than disease
  - Use personal preferences in planning individualized care
  - Use a measure of preference-congruent care as a quality indicator that facilities can use to track one element of person-centered care delivery.

# WHAT DO PSYCHOSOCIAL PREFERENCES CONSIST OF?

## Personality Traits

- Neuroticism
  - Extroversion
  - Openness
  - Agreeableness
  - Conscientiousness
- (Costa & McCrae, 1992)

## Values

“Broad beliefs about features of the everyday world”  
(Kane & Degenholtz, 1997)

## Habits & Rituals

“Routine repetition of past acts that are cued by stable features of the environment”  
(Andersen, 1992)

## Needs (Maslow)

- Survival Needs
- Safety & Security
- Belongingness & Love
- Esteem
- Knowledge
- Aesthetics
- Self-Actualization

# HOW DO YOU ASSESS PREFERENCES?

- Preferences for Everyday Living Inventory (PELI)
  - Assesses a range of preference dominions including social contact, growth activities, leisure activities, self-dominion, and caregivers and care
    - For example:
      - How important is it to you to be around animals such as pets?
      - How important is it to you to choose how to care for your mouth?
  - 4 point scale from Very Important to Not Important at All
  - Shares items in common with MDS 3.0 Section F

**The next set of questions has to do with your preferences for meaningful activity....**

<p><b>How important is it to you to have books, magazines, and newspapers to read?</b> <sup>(21)</sup> (MDS 3.0 F0500a)</p>	<p><input type="checkbox"/> Non response (9)  <input type="checkbox"/> Important, but Can't Do- No Choice (5) →  <input type="checkbox"/> Very important (1) →  <input type="checkbox"/> Somewhat important (2) →  <input type="checkbox"/> Not very important (3) →  <input type="checkbox"/> Not important at all (4)                  ↙Go to next item</p>	<p><b>What kind of material do you like to read?</b></p> <p><input type="checkbox"/> fiction            <input type="checkbox"/> nonfiction  <input type="checkbox"/> romances        <input type="checkbox"/> science fiction  <input type="checkbox"/> magazines       <input type="checkbox"/> biographies  <input type="checkbox"/> poetry            <input type="checkbox"/> mysteries  <input type="checkbox"/> newspaper      <input type="checkbox"/> other</p> <p>_____</p> <p><i>Do you enjoy listening to books on tape? Yes/No</i>  <i>Do you enjoy being read to? Yes/No</i></p>
<p><b>How important is it to you to listen to music you like?</b> <sup>(16)</sup> (MDS 3.0 F0500b)</p>	<p><input type="checkbox"/> Non response (9)  <input type="checkbox"/> Important, but Can't Do- No Choice (5) →  <input type="checkbox"/> Very important (1) →  <input type="checkbox"/> Somewhat important (2) →  <input type="checkbox"/> Not very important (3) →</p> <p><input type="checkbox"/> Not important at all (4)                  ↙Go to next item</p>	<p><b>What kinds of music do you enjoy?</b></p> <p><input type="checkbox"/> country            <input type="checkbox"/> jazz  <input type="checkbox"/> blues              <input type="checkbox"/> classical  <input type="checkbox"/> religious         <input type="checkbox"/> show tunes  <input type="checkbox"/> big band (Mitch Miller, Lawrence Welk)  <input type="checkbox"/> opera              <input type="checkbox"/> rock  <input type="checkbox"/> Top 40            <input type="checkbox"/> folk  <input type="checkbox"/> other (specify) _____</p> <p><i>Who are your favorite musician /musical group?</i> _____</p>
<p><b>How important is it to you to be around animals such as pets?</b> <sup>(22)</sup> (MDS 3.0 F0500c)</p>	<p><input type="checkbox"/> Non response (9)  <input type="checkbox"/> Important, but Can't Do- No Choice (5) →  <input type="checkbox"/> Very important (1) →  <input type="checkbox"/> Somewhat important (2) →  <input type="checkbox"/> Not very important (3) →  <input type="checkbox"/> Not important at all (4)</p> <p><i>Did you used to own a pet?</i>  <b>Yes/No</b>  <i>Pet's name:</i> _____  <i>Are you afraid of animals?</i>  <b>Yes/No</b>  <i>Are you allergic to animals?</i>  <b>Yes/No</b>  <i>If so, what kind of animal?</i>                  _____</p> <p>↙Go to next item</p>	<p><b>What kind of animals do you enjoy?</b></p> <p><input type="checkbox"/> dogs   <input type="checkbox"/> cats   <input type="checkbox"/> fish   <input type="checkbox"/> birds  <input type="checkbox"/> other _____</p> <p><b>What type of contact do you enjoy with animals?</b></p> <p><input type="checkbox"/> petting  <input type="checkbox"/> holding in your lap  <input type="checkbox"/> playing with  <input type="checkbox"/> feeding  <input type="checkbox"/> watching  <input type="checkbox"/> other _____</p>

Sample items from the PELI<sup>©</sup> shared in common with MDS 3.0 Section F

## STUDY AIMS

- Revising the PELI assessment tool so that it fits the way nursing home residents think about their preferences
- Learning what predicts a change in residents' preferences change over time

# OVERVIEW OF STUDY DESIGN

- Multi-stage Study
- Initial Test Re-Test
  - Test reliability of PELI items over 1 week
- Cognitive Interviewing
  - Refine PELI items using resident language
- Test Re-Test II
  - Test reliability of re-worded PELI items over 1 week
  - Drop items that are still unreliable
- Stability of Preferences
  - Test stability of PELI items over 3 month period
  - Test stability of preference reporting in mild to moderately impaired elders
- Test congruence of resident and proxy reporting of preferences



# INITIAL TEST RE-TEST

- Repeated measures design
- The PELI was administered at 2 time points (baseline and T2) by research interviewer
  - 5-7 days apart
- Two nursing homes participated:
  - Skilled nursing home (NH) and Community living center (VA)
- Only cognitive capable residents participated
  - Assessed by Mini Mental State Examination (MMSE) scores  $\geq 22$

# SUBJECT CHARACTERISTICS OF TEST RE-TEST

	NH (N=37)	VA (N=46)
Age (mean)	81.62(11.83)	74.98(11.10)
Gender (N)	12 male, 25 female	45 male, 1 female
Race (N)	36 Caucasian, 1 African American	43 Caucasian, 3 African American
Length of Stay (mean days)	809.54(820.00)	362.02(821.20)
MMSE (mean)	26.28(1.94)	27.00(3.20)

# ANALYSIS OF TEST RE-TEST RESPONSES

- Measures of agreement were derived for each subject
  - Perfect agreement was defined as the resident providing exactly the same importance level to the preference question at baseline & T2
  - Acceptable agreement was defined as the resident deviating only one point in either direction (+/- 1) at baseline & T2
- Multiple regression analyses were conducted to examine significant predictors of reliability in both samples using demographics, cognitive, functional variables, and interviewer ratings

# RESULTS OF TEST RE-TEST

- **Overall % Perfect Agreement across preference items**
  - NH: Mean=66% (sd=.09)
  - VA: Mean=56% (sd=9.91)
  - Combined NH & VA: Mean=61% (sd=10.70)
- **Overall Acceptable % Agreement (+/-1)**
  - NH: Mean=95% (sd=.03)
  - VA: Mean=88% (sd=8.48)
  - Combined NH & VA: Mean=92% (sd=7.32)

# PREDICTORS OF UNRELIABLE RESPONSES: NURSING HOME SAMPLE

- **Demographics**
  - Older residents
  - Males
- **Function**
  - Residents with more functional dependence
- **Language**
  - Residents with trouble expressing themselves.

# PREDICTORS OF UNRELIABLE RESPONSES: COMMUNITY LIVING CENTER VA SAMPLE

- **Demographics**
  - Older residents
  - Males
  - Veteran status
- **Sensory**
  - Hearing deficits
  - Visual deficits
- **Cognitive**
  - Poorer overall cognition scores
  - Poorer attentional ability (easily distracted)
- **Language**
  - Poorer language comprehension
- **Physical/Motivation**
  - Were tired during the interview
  - Were not highly engaged in the interview

# IMPLICATIONS OF RESULTS FOR CLINICAL PRACTICE

- ❖ Overall reliability for cognitively capable residents is pretty good, if you allow for a 1 point variation in preference importance level.
- ❖ If a resident is tired or demotivated, reschedule the preference interview for another day.
- ❖ Barriers to preference fulfillment for those with sensory and functional impairments heavily influence reliability of a resident's preference response , e.g. “I can't do that any more”

# IMPLICATIONS OF RESULTS FOR CLINICAL PRACTICE

- ❖ Unreliability for those with greater cognitive and/or language deficits suggest the need for proxy responders, but ...
  - *we don't know how accurate proxy's may be in representing a resident's point of view.*
- ❖ The old axiom "*it is a woman's prerogative to change her mind*" got the gender wrong????



# COGNITIVE INTERVIEWING

- Interviewing technique used to provide residents' perspective on questions
- Responses serve to refine and develop PELI items
- Each PELI item interviewed with 5 participants then assessed by team
- Format:
  - How important is to you to...?
    - What were your thoughts as you gave your answer?
    - Can you give me an example?
    - What does this phrase mean to you?
    - Has it ever been more important?
    - How did you decide it was \_\_\_\_\_ important?
    - Tell me in your own words what this question is asking.

# PARTICIPANT CHARACTERISTICS OF COGNITIVE INTERVIEWING

- 39 residents from 7 nursing homes participated in cognitive interviewing
- Participants were cognitively capable elders with a MMSE score  $\geq 22$  (BIMS equivalent score = 13, 14, 15)

## Cognitive Interview Participants

<b>Gender (N)</b>	<b>10 male, 29 female</b>
<b>Race (N)</b>	<b>30 Caucasian, 9 African American</b>
<b>Age (mean)</b>	<b>79.2</b>
<b>Mean # of Times Participants Interviewed</b>	<b>1.79</b>
<b>Mean # of Questions Participants Answered</b>	<b>12.84</b>

# FINDING VAGUE QUESTIONS & RE-WORDING QUESTIONS BASED ON RESPONSES

- Participant examples of “using non-traditional health care treatments”
  - *“At the cancer center they have a machine I’ve not seen before.”*
  - *“Just like a neighbor. Or someone says if your feet are swollen take this or that. That’s what I call it. They tell you to try these things and I don’t think you should take or try it unless it is from a professional.”*
  - *“What’s that mean? Well when you say non-traditional I thought you were talking about if you live at home and you can go to the drugstore...”*
- Item removed and nested under “choose who provides your medical care”
- Preference: “How important is it to you to watch TV?”
  - *“Somewhat important. It is not the most important. The reason being I don’t really watch it, I listen to it. Like when I’m working on the computer I’ll listen to it and if I hear something I’ll turn around and see what it says... You could say watch or listen to TV. Because I do both.”*
  - Item re-worded to “watch or listen to the TV”

# COGNITIVE INTERVIEWING

## IT DEPENDS...

- Many participants mention situational influences related to preferences
  - It depends on...
- **Within person:**
  - Physical state
  - Emotional state
  - Interest level
- **Environment:**
  - Opportunity
  - Daily schedule
- **Who:**
  - Quality of relationship
  - Behavior of others

# IT DEPENDS... WITHIN PERSON EXAMPLES

## Physical State

- **Relieve your pain when you want?**
  - “It depends on the severity. You know if your toe hurts you aren't going to get upset about it.”

## Emotional State

- **Choose where to eat?**
  - “Depends on the circumstances. In other words when the trays come up sometimes I'm not in the mood for a lot of chit chat so I eat in my room.”
- **Participate in religious services or practices?**
  - “All depends on how you feel. I've gone a couple times and I haven't gone. Some people get a warm spot in their heart to talk or pray to God.”

## Interest Level

- **Try new things?**
  - “Because it depends on what interests me and what doesn't. If I'm going to try it or if I won't.”
- **Play games?**
  - “Yeah depends on what kind of games you are talking about. There's card games, sex games. There's a lot of territory to cover.”

# IT DEPENDS...

## ENVIRONMENT EXAMPLES

### Opportunity

- Learn about places to travel?
  - “Somewhat important. Depends on my opportunity. I would love to go on a safari.”
- Choose what time to get dressed?
  - “Some of it depends upon when the RCAs are available. RCA had a meeting at 10:45 and asked if I could get up earlier.”

### Daily Schedule

- Choose what time to get dressed?
  - “Depends what I have scheduled for that day. Well to be ready for what you want to do that day.”
- Choose what clothes to wear?
  - “Well depends where. If I have to go to the hospital it would be different.”

# IT DEPENDS... ON WHO

## Quality of Relationship

- **Have regular contact with friends?**
  - “Well it all depends on what friends. Well there's certain people where I'd be satisfied.”
- **Be able to use the phone in private?**
  - “Well depends on who I'm making phone calls to.”

## Behavior of Others

- **Be around children?**
  - “Well if they were my grandchildren it would be very important. If they were others it all depends on their behavior too.”
- **Meet new people?**
  - “It all depends on how they act towards me. You know are they snobs when you first meet them.”

# EXPLORING PREFERENCE CHOICE AND SATISFACTION

- **How much choice do you feel you have in this preference?**
  - **Scale: free choice, some choice, no choice**
  - **Why do you feel you have \_\_\_\_ choice?**
- **How well do you feel the preference has been satisfied in the last month?**
  - **Scale: completely satisfied, somewhat satisfied, not satisfied at all**
  - **Why are you satisfied with your preference being fulfilled?**
  - **What would make you feel more satisfied?**



# CHOICE AND SATISFACTION QUESTIONS HIGHLIGHT INSTITUTIONALIZED THINKING

## Preference: Choose how often to bathe

- “Yeah I’m satisfied. It’s twice a week. I’d rather have it 3 times, but there are rules. I’ll accept it, mostly satisfied.”

## Preference: Do things away from here

- “Free choice. Because I can schedule my time, date that I would like to leave whenever I want. Going through the channels. Following the rules of the nursing facility. Get a hold of my social worker and let her know that I would like to go out and the date and the time I would like to leave and when I will return so they can get all of my medication.”

# CHOICE OR OPPORTUNITY?

**Preference: Have books, newspapers, and magazines to read**

- “No choice. I miss the chance to read things [blind]. Some opportunity. That person [who comes to read] she doesn’t come very often. The book is her choice of book.”

**Preference: Take care of plants**

- “Free choice. If I had plants it would be no problem. I would say no opportunities because it requires watering and changing the positioning of the plants with the daylight. Turning them around to get the proper sunlight. And being handicapped in the wheelchair with only one hand it creates a problem.”

## WHEN COGNITIVE INTERVIEW PARTICIPANTS GET TIRED OF ANSWERING QUESTIONS:

- **“I don’t think that question has to be asked. Because it’s stupid.”**
- **“Oh god these are so stupid.”**
- **“I don't know and I don't want to answer this any more. Because you keep beating this horse until it's even too gooey for dog poop.”**

## CURRENT WORK

- Refining PELI for Test Re-Test II
  - Targeted for June-July 2012
- Stability of preferences over 3 months
  - August-June 2013
- Assess congruence level of proxy responders
- Development of a new quality indicator- preference congruence -for recreational activities



## QUESTIONS?

**THANKS FOR YOUR INTEREST IN OUR  
RESEARCH PROJECT!**

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