

Designing a Survey: A Quality Improvement Process for an Interdisciplinary Autism Evaluation Clinic

Victoria Almaguer, MA, CCC-SLP

Background



- Established in 2019
- Interdisciplinary autism evaluation clinic in southern NM
- Expanding diagnostic teams

Problem Framing

The need for quality improvement efforts in a new interdisciplinary autism evaluation team in southern New Mexico.

Foundation for quality improvement in the autism evaluation process

Current and future funding sources

Internal and external communities of NMSU

LEND Competencies

5: Person- and Family-Centered Care

- Use individual and family input in a meaningful way to design, deliver, and evaluate services and systems of care

6: Research, Quality Improvement, and Evidence-Based Practice

- Understand and critically use data to inform continuous quality improvement efforts in clinical and community-based practice
- Gain experience with framing a problem, researching, developing a product, disseminating to relevant stakeholders, and providing a professional presentation

Research

Information Gathering / Creating a Plan



Survey collection

NMSU Speech and Hearing
Clinic
NMSU Student Health Center
NMSU CEP Clinic
UNM CDD Clinic Survey



List of Stakeholders

Both internal and external to
ADC / NMSU

Literature Review



Online Book: Conducting Research Surveys Via E-Mail and the Web (Schonlau)

Basic steps of the process of a survey
Sources of Error
Research into incentives



Understanding and Evaluating Survey Research (Ponto)

Sampling
Data Collection Methods
Likert Rating Scales
Design
•Arrangement, visual appeal, content



Internet, phone, mail, and mixed-mode surveys: The tailored design method (Dillman)

Four cornerstones of quality surveys

IRB

IRB approval not warranted as the purpose of the survey is to assess the quality of the clinic.

Product: NMSU Autism Diagnostic Center Survey

Sent via REDCap (FERPA/HIPPA compliant)

Survey



College of Health, Education and Social Transformation
 NMSU Autism Diagnostic Center
 029 O'Donnell Hall
 1220 Stewart St.
 Las Cruces, NM 88001
 Phone: (575) 646-3177
 Fax: (575) 800-0406

1. How did you participate in your evaluation?

- Zoom
- In Person
- Other

2. How much do you agree or disagree with each statement?

Before the evaluation (intake), the clinical staff:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Explained the evaluation process clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took time to answer my questions and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared information in a way I could understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How much do you agree or disagree with each statement?

During the evaluation (observation), the clinical staff:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Listened to my concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided enough time to answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me and my child feel comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided valuable feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How much do you agree or disagree with each statement?

After the evaluation (feedback), the clinical staff:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Explained the results in a way that I could understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave me recommendations about next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressed the concerns I discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge about my child's development has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

****NOTE: Boxes for qualitative feedback**

Survey via E-mail



E-Mail containing survey

Link to be contacted by member of clinical staff

Link to website to enroll in community support services, i.e. social skills trainings, parent training, support groups, research participation



E-mail reminder for completion



Indicate interest in survey results

Dissemination

Internal to ADC

- Evaluation Team Members
- Grant Writer
- Department Head

External to ADC

- LEND Contacts
- Similar Clinics on NMSU Campus
- Project SOAR
- Crimson Research

Reflection

Next Steps: Partnership with Crimson Research



Mission: Crimson Research provides comprehensive research design and analysis services to meet program evaluation, survey, and basic or applied research needs for a variety of public and private entities.

References

Dillman D. A., Smyth J. D., Christian L. M. *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. Hoboken, NJ: John Wiley & Sons, Inc; 2014.

Ponto J. (2015). Understanding and Evaluating Survey Research. *Journal of the advanced practitioner in oncology*, 6(2), 168–171.

Schonlau, M., Fricker, R. D., & Elliott, M. N. (2002). *Conducting research surveys via e-mail and the web*. RAND.

Questions?

