

The background features a soft-focus landscape with a range of mountains in shades of green and brown. On the right side, a willow tree with long, thin branches and small, dark buds hangs down. The overall aesthetic is natural and serene.

# ***Data Workshop 101***

## **2003 Joint National Conference Mental Health Block Grant and Mental Health Statistics**

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May 27, 2003**

# **Goals:**

- 1. Identify and discuss some key issues that should be considered when reviewing data;**
- 2. To gather feedback that can be used to develop the “Use of Data for Planning Toolkit” that is being developed by the MHSIP Policy Group in collaboration with CMHS.**

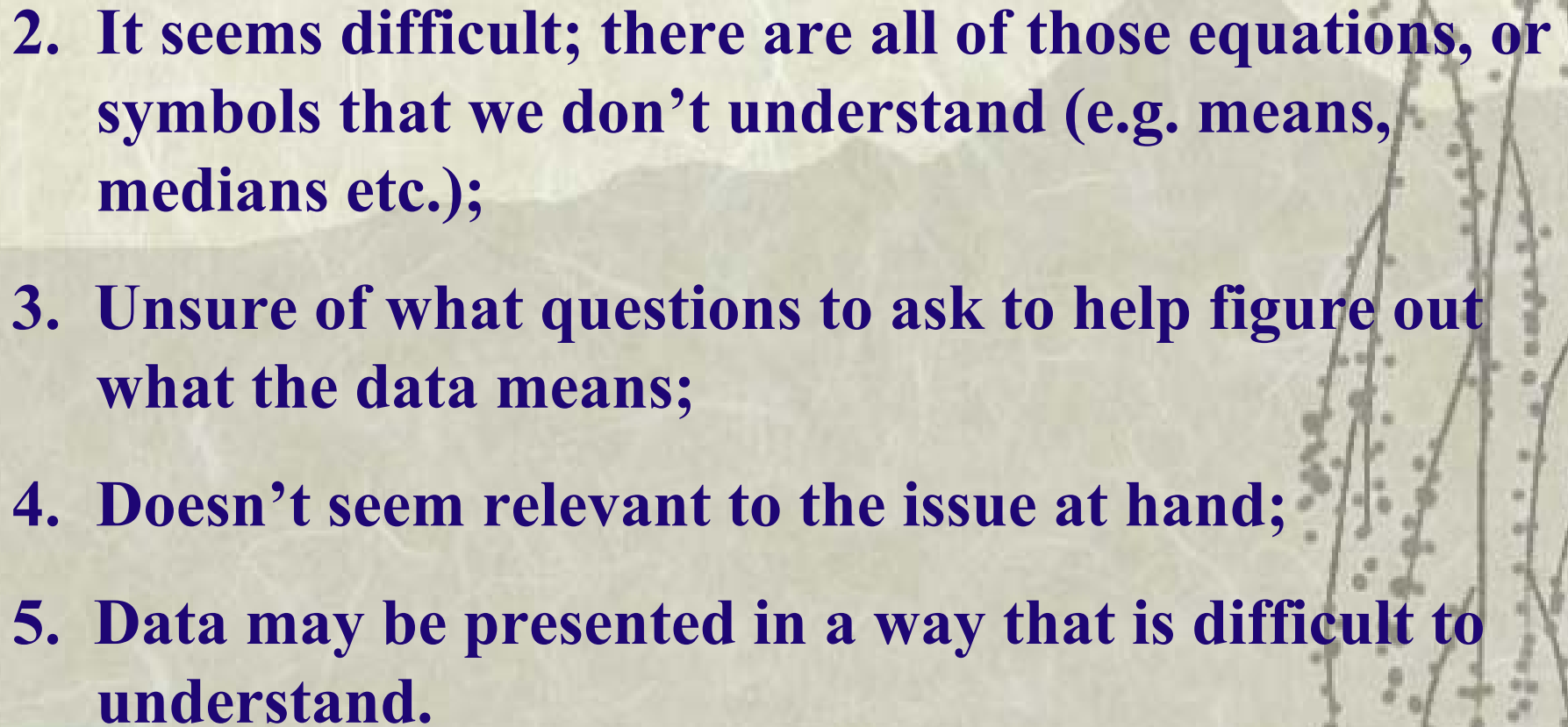
The background of the slide features a soft, muted landscape. In the upper portion, there are several mountain peaks rendered in a light, hazy tone. On the right side, a willow tree with long, thin branches and small, dark buds hangs down. The overall color palette is a mix of light beige, cream, and pale green, creating a calm and somewhat ethereal atmosphere.

## **Why are we so often nervous when talking about the use of data?**

- 1. May think that we don't have the skill to interpret the data;**

Okay, now listen up. Nobody gets in here without answering the following question: A train leaves Philadelphia at 1:00 p.m. It's traveling at 65 miles per hour. Another train leaves Denver at 4:00... Say, you need some paper?



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- The background of the slide features a soft-focus landscape. In the upper portion, there are rolling hills or mountains under a pale sky. On the right side, a willow tree with long, thin branches and small, dark buds hangs down. The overall color palette is muted, consisting of light greens, greys, and browns.
- 2. It seems difficult; there are all of those equations, or symbols that we don't understand (e.g. means, medians etc.);**
  - 3. Unsure of what questions to ask to help figure out what the data means;**
  - 4. Doesn't seem relevant to the issue at hand;**
  - 5. Data may be presented in a way that is difficult to understand.**



"THE LINE AT CHECKOUT 7 IS SHORTER."



## **Why use data for planning?**

- 1. Provides an informative basis for decision-making**  
**There are often a variety of alternatives that can be considered. Using data helps move us from the realm of beliefs and opinions to facts.**
- 2. The use of data promotes better decision-making.**
- 3. The use of data promotes accountability.**

## **Who needs to be trained?**

- ❖ **SMHA staff**
- ❖ **Consumers/Family**
- ❖ **Planning Council**
- ❖ **Providers**
- ❖ **Other interested stakeholders**

Why is it useful to receive training regarding the use of data for planning:

- ❖ There are other ways in which to make decisions that do not always result in the best decision (e.g. opinions, beliefs);
- ❖ Contextual constraints may impact the use of data and the decisions that are made;
- ❖ Data are often misunderstood;

## Why all mental health system stakeholders should be trained to use data for planning (continued):

- ❖ Different stakeholders have different interests and different perspectives
- ❖ Data is often not presented in a user-friendly way
- ❖ Data is not information -  
(Data becomes information when it becomes relevant to the decision-making process)

# What is data? Is it only numerical?

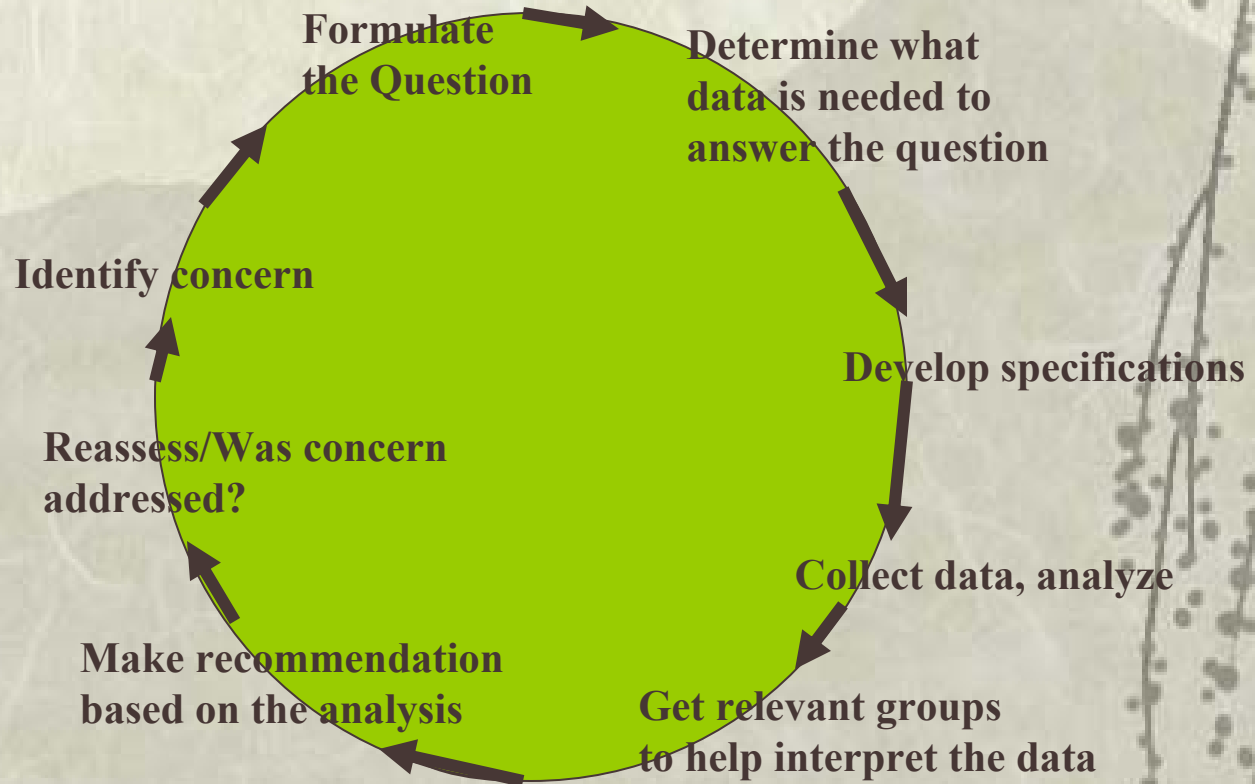
## Data are:

1. **Qualitative** - typically categorical; comments to open-ended items on a survey  
and
2. **Quantitative** - measures that have numerical values.

**Both types of data are useful.**

## **How do we decide what data to collect?**

- 1. Usually a problem or concern is identified that is typically traceable back to a value held by an individual or group.**
- 2. Next decide on what kind of indicators are needed to determine if: (a) a concern is being addressed and (b) to assess an organizations performance relative to the concern.**
- 3. Identify measures that can be used as a basis for calculating the indicators. The measures provide specification regarding the data to be collected.**



## **Five Key Issues That Should Be Raised:**

- 1. What is the question for which data was collected?**
- 2. What is the population for whom data was collected?**
- 3. What data definitions were used?**
- 4. What data was collected?  
(e.g. What do the numbers represent?  
How are they interpreted?)**
- 5. Is there other information that is needed to help interpret the data?**

## **INSTRUCTIONS FOR DATA 101 EXERCISES**

### **Each group should assign:**

- (1) A note taker or recorder of the group's consensus and activities, and**
- (2) A reporter of the group's activities and recommendations.**

**At the end of the time period, each group will be asked to report to the group and participate in a general discussion of the activities, issues and recommendations arising from the workgroups**

### **In your workgroup you will have the following task:**

- 1. Review the description of the role that you have been assigned.**
- 2. Review the scenario that you have been provided.**
- 3. As a workgroup, identify and discuss data related questions and issues pertaining to the scenario that you have been provided.**

**We are asking you to engage in some role playing in order to:**

- (1) Have something close to a "hands on" experience with some aspects of performance measures, and**
- (2) Have the benefit of viewing issues from a different role as a means of exploring the impact of differences in perspectives on the use of data.**

The background features a stylized, muted landscape. In the upper half, there are several mountain peaks of varying heights, rendered in shades of light brown and tan. The lower half of the image is dominated by a large, dark brown willow tree with long, thin, drooping branches that are sparsely covered with small, dark circular leaves or buds. The overall aesthetic is that of a traditional ink wash painting or a textured paper print.

# Group Reports

The background features a stylized, muted-toned illustration of a mountain range with a prominent peak on the right. In the foreground on the right side, there are several thin, dark branches of a willow tree, some with small, dark buds or leaves. The overall aesthetic is soft and artistic, with a textured, paper-like background.

**Recommendations for  
the content of the  
Data Use Toolkit**

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**Thank You!!**