NEW FORMAT OF THE QUALITY OF LIFE SYSTEMIC INVENTORY FOR CHILDREN (QLSI-C):
PRELIMINARY RESULTS

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Introduction

In the quality of life (QOL) literature, some authors (Campbell et al., 1976; Calman, 1984; Dupuis et al., 1989; Wu, 2009) proposed that QOL is related to the perceived discrepancy between current and wanted life status. But, the tools assessing QOL did not consider this notion. Thus, Dupuis et al. (1989) developed a theoretical model based on this notion of discrepancy and the Aristotelian notion of happiness. In this model, all human activities are oriented towards an end (a goal), that certain ends (goals) are subordinated to others but that the ultimate end (goal) is the pursuit of happiness. The QLSI created based on Dupuis’s conceptualisation could be a good tool to capture these frameworks.

Objective

This study assesses the test-retest reliability and iPad-Paper equivalence of the QLSI-C.

Method

PARTICIPANTS
Sample consisted of 52 children aged 8 to 12 years
PROCEDURE
Children were recruited in primary schools of Liège and its surrounding. They completed QLSI-C twice over a two-week delay.
Participants were divided into 4 groups for administration of the QLSI-C:
• 13 participants completed iPad (T0) – paper (T1),
• 13 participants filled paper (T0) – iPad (T1),
• 13 participants answered iPad (T0) – iPad (T1),
• 13 participants completed paper (T0) – paper (T1).

MEASURE
The Quality of Life Systemic Inventory for Children (QLSI-C in French; Etienne, Dupuis, Spitz, Lemetayer & Missotten, 2011) considers QOL (gap score) like the difference between the present situation (state score) and the expectations (goal score). This difference is weighted by the importance (rank score) that children assign for each life domains. QLSI-C is a dynamic tool, using a Visual Analog Scale.

New format: IPAD

Results

TEST-RETEST RELIABILITY

<table>
<thead>
<tr>
<th>STATE (T0)</th>
<th>GOAL (T1)</th>
<th>GAP (T1)</th>
<th>BANK (T1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.91*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>0.74*</td>
<td>-</td>
<td>0.77*</td>
<td>-</td>
</tr>
<tr>
<td>0.83*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>p &lt;0.05</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlation analysis (T0 – T1) was performed on the four global score of the QLSI and show that all correlations are significant. QLSI test-retest stability is good.

Analysis of variance (4x2, i.e. 4 groups and 2 testing times) (n=52)

<table>
<thead>
<tr>
<th>SC</th>
<th>df</th>
<th>MC</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>9.85</td>
<td>3</td>
<td>3.28</td>
<td>1.13</td>
</tr>
<tr>
<td>Time</td>
<td>0.21</td>
<td>1</td>
<td>0.21</td>
<td>0.22</td>
</tr>
<tr>
<td>Group*Time</td>
<td>0.98</td>
<td>3</td>
<td>0.33</td>
<td>0.35</td>
</tr>
</tbody>
</table>

Analysis of variance indicates that group effect and time effect are not statistically significant nor the interaction effect for the QOL score.

Conclusion

QLSI-C test-retest stability and paper – iPad version equivalence are good. This new format is more attractive for children, decreases time for administration and makes easier the encoding.

References


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