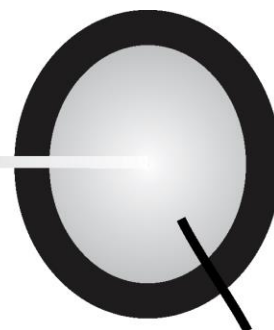


Quality of Life Profile

Adult Version



Manual and Questionnaire

(2012 Revised Edition)

Quality of Life Research Unit
University of Toronto
2012

Quality of Life Profile: Adult Version
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A NOTE ON THIS MANUAL FOR THE QUALITY OF LIFE PROFILE: ADULT VERSION

Information in this manual is upgraded, revised, and amended from the first edition, published in 1996 and 1998.

Quality of Life Research Unit (1996). *Quality of Life Profile Adult Version*. Toronto, ON: Quality of Life Research Unit, University of Toronto.

Additional information has also been adapted from:

Brown, I., Raphael, R., & Renwick, R. (1994). *Quality of Life Instrument Package for People with Developmental Disabilities*. Centre for Health Promotion, University of Toronto.

Information included here is also shared with other manuals for Quality of Life profiles and instruments published by the Quality of Life Research Unit, University of Toronto.

The profile itself, that is, the questions included in the questionnaire, remain unchanged from the original version.

ABOUT THE QUALITY OF LIFE PROFILE: ADULT VERSION

The *Quality of Life Profile: Adult Version* was developed at the Quality of Life Research Unit as an exploration of the quality of life concepts and model developed for the *Quality of Life for People with Developmental Disabilities* research project.

Although a small sample was used to pilot and develop the instrument, it was a study of 219 gay men, half of whom were living with HIV, that provided the statistical validation of the instrument (Raphael, et al., 2001). The population examined in the research is clearly specific, however, the sample size and the demonstration of a strong statistical reliability suggests the instrument is also statistically valid for a general population. It is recommended that researchers reporting on results, conduct reliability tests on their own results.



USING THE QUALITY OF LIFE PROFILE

Information for Administrators

The *Quality of Life Profile: Adult Version* may be used for the purpose of program evaluation or for individual assessment. In either case, the questionnaire may be self-administered or the questions may be asked by an assessor, or other representative of the agency/organization conducting the evaluation. (The questions are written in the first person to facilitate self evaluation, but this does not mean that the instrument cannot be administered by an assessor.)

It is important that administrators understand the conceptual basis of the Quality of Life model and the process of rating the items for importance, satisfaction, control, and opportunities.

The following sections provide an overview of the Quality of Life concepts, and instructions for completing the questionnaire.

If the instrument is being self-administered, the section “Information for Participants”, starting on page 19, may be included with the questionnaire to provide instructions for the person completing it. However, it is recommended that an administrator, who has learned the fundamentals of the Quality of Life model and understands the process for scoring the items, is present, or available, to answer any questions that may arise.



THE QUALITY OF LIFE MODEL

Definitions, Concepts, and Principles

The Quality of Life Profile: Adult Version is based on a specific conceptual framework, the Centre for Health Promotion (CHP) model of Quality of Life (Renwick & Brown, 1996; Renwick, 1998, 2004). The CHP model defines quality of life as:

the degree to which a person enjoys the important possibilities of his or her life.

Possibilities result from the opportunities and constraints, limitations, or restrictions that each person has in his/her life. These possibilities are affected by both personal and environmental circumstances that may be under the person's control, or not, to varying degrees. Because there are many possibilities in an individual's life, this model focuses on possibilities in areas of life that are most significant or important to people. *Enjoyment* refers to the experience of satisfaction. Accordingly, this conceptual framework emphasizes importance and satisfaction with aspects of life within three major areas or domains of life: *Being*, *Belonging*, and *Becoming*. Each of these three major domains encompasses three areas of life, or sub-domains, as follows:

<i>Being</i>	Physical Being Psychological Being Spiritual Being
<i>Belonging</i>	Physical Belonging Social Belonging Community Belonging
<i>Becoming</i>	Practical Becoming Leisure Becoming Growth Becoming

BEING: Who You Are As A Person

Physical Being

More than just physical health, these items reflect a person's relationship and attitude to his/her body. Important aspects of Physical Being include physical health, nutrition, personal hygiene and overall appearance, being physically fit, and one's sex life.

Psychological Being

Psychological Being reflects mental health and the quality of your relationship to yourself. Important aspects of Psychological Being include self-acceptance, satisfaction with self, freedom from stress, and thinking and acting independently.

Spiritual Being

Spiritual Being involves having personal values (i.e., notions of right and wrong, good and bad) and personal standards to live by. These values include spiritual beliefs which may or may not be characterized by formal religious beliefs. Other important aspects of Spiritual Being include feelings of hope and purpose, acting in an altruistic manner, and celebrating special events in a way that adds meaning to your life.

BELONGING: How You Fit With Places And People in Your Life

Physical Belonging

Physical Belonging pertains to how you fit in with the physical aspects of your environment. Important aspects of Physical Belonging include the place where you live, your material possessions, your privacy, your feelings of safety, and the neighbourhood and country where you live.

Social Belonging

Social Belonging refers to how you fit with the people around you in your life. Important aspects of Social Belonging include your relationship with a spouse or special person, your family members, your friends, and with other people you know casually. Other aspects are the social groups which you involved in, and the cultural or interest groups with which you identify.

Community Belonging

Belonging has to do with the connection between you and the resources that are typically available to most members of your community. Important aspects of Community Belonging include having access to education, employment, social and medical services, financial resources, as well as access to community places and events.

BECOMING: Things You Do To Achieve Your Hopes, Goals, and Dreams

Practical Becoming

Practical Becoming concerns the day-to-day activities in your life, such as work around home, paid work, going to school, volunteer activities, one's daily self-care routines, looking after other people or pets, and seeking out services helpful to you (e.g., health or social services).

Leisure Becoming

Leisure Becoming involves the things you do for fun and enjoyment. Important aspects are activities such as a game of ping pong, a stroll through your neighbourhood park, a visit with friends, reading, watching TV, engaging in a hobby, going to a movie or to the theatre, taking part in a sports or recreation event, or participating in holiday and vacation activities.



Growth Becoming

Growth Becoming refers to adjusting to life's changes and improving yourself. Important aspects include learning about new things, improving or maintaining physical skills and relationships with others, solving problems, trying out new activities and ideas, and adjusting to changes in your life.

THE QUALITY OF LIFE PROFILE - OVERVIEW

Importance, Satisfaction, and the Quality of Life Score

The concepts of Being, Belonging, and Becoming and the nine areas of life provide the conceptual framework which serves as the foundation and organizing structure for the Quality of Life Profile.

To measure quality of life, we first examine how important each area of life (sub-domain) is for the person, and then how satisfied that person is with that aspect of his or her life. The degree to which a person is satisfied within each of the nine sub-domains described above and how important each sub-domain is to the person, taken together, make up quality of life in any given sub-domain. This principle can be summed up in the following way:

importance and satisfaction → quality of life

The person's satisfaction with and the importance attached to each sub-domain is assessed through a number of questions or items. A five-point scale (see below) is used to rate importance and satisfaction for six items in each of the nine conceptual areas.

1	2	3	4	5
Not at All	A Little	Some	Quite a Bit	A Lot

The resulting importance and satisfaction ratings are combined, using an algorithm, to produce a Quality of Life score*. The algorithm that produces the Quality of Life score is weighted towards importance. That is, a lower importance rating will result in a lower Quality of Life score even if the individual is very satisfied with a particular aspect of his or her life. This is based upon the assumption that an individual derives more satisfaction from the aspects of life that are important to them. (This is discussed further in the section *Interpreting Quality of Life Scores*).

Example.

<i>Item #2 of Physical Being</i>	<i>Rating</i>
How important is "exercising and being fit?"	5
How satisfied are you with "exercising and being fit?"	2
Quality of Life score	-5**

**Interpretation: problematic, needs attention

* The charts on page 7 provide a full list of the Quality of Life values for the range of importance and satisfaction ratings.

Decision-Making and Opportunities: Elements of Personal Control

For each of the nine sub-domains, two other concepts and the relationship between them are also important to quality of life. The first concept is *decision-making* or the extent to which you have the chance to your own decisions and choices. The second concept consists of *opportunities*, that is, the range of opportunities from which you have to make these choices and decisions. Together, decision-making and opportunities make up *personal control*. This principle can be summed up in the following way:

decision making and range of opportunities → personal control

Although the Personal Control score is separate from the Quality of Life score, it can place the Quality of Life score in perspective. For example, if you have a low Quality of Life score but a high Personal Control score (making most decisions by yourself) and you have numerous opportunities for making decisions and choices, your quality of life would be quite different than if you had a low Quality of Life score as well as a low Personal Control score. In the latter situation we would examine whether the degree of control and opportunities has contributed to the low QOL and may seek ways to increase the levels of control and opportunities, while in the former situation we might examine reasons why you are not availing yourself of your opportunities.

A Note on Rating “Don’t Know” and “Not Applicable”

The rating scale includes categories for “don’t know” and “not applicable”. These categories should only be used in very rare circumstances.

To understand how the items will nearly always be “scorable”, it is important to remember that it is not simply the presence or absence of an aspect of life that is being considered. It is the individual’s relationship to that aspect of life that is to be determined and rated, a relationship that is defined by importance and satisfaction.

For example, if the participant does not have a job, it does not mean that item does not apply. It may still be a very important part of life for the person and he or she may be very dissatisfied with not having a job. Conversely, having a job may not be important at all and the individual may be quite satisfied with that set of circumstances.

Likewise, if an individual does not have a spouse or special person in his or her life, it does not mean that that item is not applicable. It may well be a very important aspect of life for the individual and he or she may experience feelings of loneliness as a result. Again, it might also be that it is not important and that the individual is very satisfied with not having a spouse or special person.



CALCULATING QUALITY OF LIFE SCORES

Quality of Life Scores may be calculated and recorded as follows:

- Enter scores, on the Score Sheets (pages 11-15) for Importance (Imp), Satisfaction (Sat), Control (Con) and Opportunities (Opps) for each item.
- Refer to the table on page 7 to calculate a Basic Score for each item based upon the Importance and Satisfaction scores for that item.
- To obtain a Quality Of Life Score for each of the nine areas of life:
 1. Total the Basic Scores within each of the nine areas;
 2. Divide each total by its valid n , (i.e., the number of values entered for that area);
 3. Enter the Basic Score for each of the nine areas of life.
- To obtain an overall Being Score: add together the Physical Being Score, Psychological Being Score and the Spiritual Being Score, then divide by three. Calculate overall Belonging and Becoming Scores in a similar way. (page 17)
- To arrive at the *Overall Quality of Life Score*, add the *Being*, *Belonging*, and *Becoming* scores and divide by 3. (page 17)
- To arrive at the *Overall Control Score*, add the nine *Control* scores and divide by the valid n . (page 17)
- To arrive at the *Overall Opportunities Score*, add the nine *Opportunities* scores and divide by the valid n . (page 17)

Replacing “Don’t know” and “N/A” Ratings with Composite Values

If an item is left unanswered, or is rated with a “Don’t Know” or “Not Applicable” response, a score for the item may be obtained by calculating the average rating for that area of life and replacing the missing data with the composite value.

Example

If the items for Physical Being Importance are rated:

My appearance - how I look	3
My exercising and being fit	1
My hygiene - caring for myself	4
My nutrition and the food I eat	2
My physical health	dk
My sex life	3

The composite importance value for this area of life would be: $(13 / 5) = 2.6$. The missing importance value may be replaced with the composite value for that area of life and the quality of life score may then be calculated.

However, it is strongly recommended that every effort is made to obtain a direct response and rating to the question.

Calculating Quality of Life Scores from Importance and Satisfaction Rating

If Importance =	and Satisfaction =	Quality of Life Score =
5	5	+10
	4	+5
	3	0
	2	-5
	1	-10
4	5	+8
	4	+4
	3	0
	2	-4
	1	-8
3	5	+6
	4	+3
	3	0
	2	-3
	1	-6
2	5	+4
	4	+2
	3	0
	2	-2
	1	-4
1	5	+2
	4	+1
	3	0
	2	-1
	1	-2



INTERPRETING QUALITY OF LIFE SCORES

Examining Quality of Life Scores

Quality of Life scores can be examined for a specific item, for an area of life (e.g., physical being), for a particular domain (e.g., Becoming), or for the your life as a whole.

Scores Weighted Towards Importance

Items rated as especially important produce especially high QOL scores for items where high enjoyment is indicated. Similarly, items rated as especially important produce especially low Quality of Life scores where lack of enjoyment is indicated.

To illustrate, an individual who describes an item as Very Important (4) and reports being Very Satisfied (4) receives a score of 4. An individual who rates an item as Not Very Important (2) and reports being Not Very Satisfied (2) receives a score of -2. Items rated as being less important produce more moderate Quality of Life scores.

Therefore, it is important to contextualize Quality of Life scores, especially when conducting individual assessments.

Control and Opportunities Scores: Providing Context

Control and Opportunities scores provide an important context in which to interpret quality of life scores. For example, a person may have a good quality of life score for "the daily things I do" but has had very little opportunity to see what other activities are like. Similarly, a person may have a good score on "the people around me" but not have chosen who those people are. Conversely, a person may have a low quality of life score for growth becoming, or "the things I do to improve or change", yet reports quite a few opportunities in the category.

General Interpretation of Scores

The Quality of Life rating is not a standardized or normative score. It is a descriptive measure that serves as an indicator of the quality of life experienced and perceived by people within their specific circumstances and environments. Thus, the Quality of Life scores must be interpreted in relation to other factors of peoples lives, such as the Control and Opportunities scores described above, and other descriptive and demographic data.

Generally speaking, however, Quality of Life scores may be interpreted as outlined in the following table.

Range of QOL Scores *Quality of life indication*
(scale: -10.00 to +10.00)

6.0 to	10.00	The ideal range indicating an excellent quality of life
3.0 to	5.99	A 'good' quality of life with no major concerns
-1.0 to	2.99	Adequate quality of life but some areas might need improvement
-1.1 to	-5.99	Problematic and needs improvement
-6.0 to	-10.00	Very problematic and may indicate a need for assistance or intervention

ANALYSING THE DATA

People who wish to have data entry, analyses and interpretation carried out for them may arrange to have this done for a fee by contacting the Quality of Life Research Unit. This may be more suitable if you or your organization does not have the experience or expertise required to conduct statistical analyses.

Users of the Quality of Life Profile who do have expertise in data analysis and interpretation, or those people who only wish to have an overview of quality of life ratings, may calculate Quality of Life Scores according to the table on page 7 and use the summary sheets for recording the results.

ADDITIONAL INFORMATION

Further discussion of quality of life concepts and their applications can be found on the Quality of Life Research Unit web-site: www.utoronto.ca/qol.

Quality of life books, journal articles, papers and other resources are also listed and can be ordered directly from the site.

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QOL RATINGS SUMMARY SHEET: BEING

Physical Being

1. My appearance - how I look
2. My exercising and being fit
3. My hygiene - caring for myself
4. My nutrition and the food I eat
5. My physical health
6. My sex life

Imp	Sat	Quality of Life Score
Physical Being QOL Score		

Control (item #1 from page 35)	
Opportunities (item #1 from page 35)	

Psychological Being

7. Accepting the way I am
8. Being free of worry and stress
9. How I feel about myself
10. My mental health
11. The mood I am usually in
12. Thinking and acting independently

Imp	Sat	Quality of Life Score
Psychological Being QOL Score		

Control (item #2 from page 35)	
Opportunities (item #2 from page 35)	

Spiritual Being

13. Celebrating special events in my life
14. Feeling that life has meaning
15. Having hope for the future
16. Having religious or spiritual beliefs
17. Helping others in need
18. My own ideas of right and wrong

Imp	Sat	Quality of Life Score
Spiritual Being QOL Score		

Control (item #3 from page 35)	
Opportunities (item #3 from page 35)	

BEING QOL SCORE

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QOL PROFILE SUMMARY SHEET: BELONGING

Physical Belonging

- 19. Feeling safe where I live
- 20. Having space for privacy
- 21. Having my own personal things
- 22. The house or apartment I live in
- 23. What neighbourhood I live in
- 24. What part of the country I live in

Imp	Sat	Quality of Life Score
Physical Belonging QOL Score		

Control (item #4 from page 35)	
Opportunities (item #4 from page 35)	

Social Belonging

- 25. Being close to people in my family
- 26. Having a spouse or special person
- 27. Having friends
- 28. Speaking with acquaintances
- 29. Socializing within small groups
- 30. Part of a larger cultural group

Imp	Sat	Quality of Life Score
Social Belonging QOL Score		

Control (item #5 from page 35)	
Opportunities (item #5 from page 35)	

Community Belonging

- 31. Going to places in the community
- 32. Attending events in my community
- 33. Having access to education
- 34. Having access to meaningful work
- 35. Having access to professionals
- 36. Having my own money to spend

Imp	Sat	Quality of Life Score
Community Belonging QOL Score		

Control (item #6 from page 35)	
Opportunities (item #6 from page 35)	

BELONGING QOL SCORE

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QOL RATINGS SUMMARY SHEET: BECOMING

Practical Becoming

- 37. Doing work around my home
- 38. Helping other people do things
- 39. Going places (errands, etc.)
- 40. Looking after myself
- 41. Looking after other people/pets
- 42. Working at my job/school

Imp	Sat	Quality of Life Score

Practical Becoming QOL Score

Control (item #7 from page 35)	
Opportunities (item #7 from page 35)	

Leisure Becoming

- 43. Attending public entertainment
- 44. Casual leisure activities
- 45. Sports and recreation
- 46. Having hobbies
- 47. Vacations and holidays
- 48. Visiting and socializing

Imp	Sat	Quality of Life Score

Leisure Becoming QOL Score

Control (item #8 from page 35)	
Opportunities (item #8 from page 35)	

Growth Becoming

- 49. Coping with changes in life
- 50. Improving myself physically
- 51. Learning about new things
- 52. Resolving conflicts with others
- 53. Solving my problems
- 54. Trying out new things

Imp	Sat	Quality of Life Score

Growth Becoming QOL Score

Control (item #9 from page 35)	
Opportunities (item #9 from page 35)	

BECOMING QOL SCORE

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QOL RATINGS: OVERALL SCORE

Add the *Being*, *Belonging*, and *Becoming* scores and divide by 3.

BEING SCORE	
BELONGING SCORE	
BECOMING SCORE	
OVERALL QUALITY OF LIFE SCORE	

PERSONAL CONTROL SCORES

Add all of the “Control” items and divide by the valid n to arrive at a Control score.
Add all of the “Opportunities” items and divide by the valid n to arrive at an Opportunities score.

CONTROL	
OPPORTUNITIES	



THE QUALITY OF LIFE PROFILE

Information for People Completing the Questionnaire

In this questionnaire, the term *Quality of Life* refers to: *the degree to which you enjoy the important possibilities of your life.*

These important possibilities are divided into the following categories and subcategories, or areas of life:

Being: Who You Are as a Person

- Physical Being - your body and your health
- Psychological Being - your thoughts and feelings
- Spiritual Being - your beliefs and values

Belonging: How You Fit with Places and People in Your Life

- Physical Belonging - you live and spend my time
- Social Belonging - the people around you
- Community Belonging - your access to community resources

Becoming: Things You do to Achieve Your Hopes, Goals, and Dreams

- Practical Becoming - the daily things I do
- Leisure Becoming - the things you do for enjoyment
- Growth Becoming - the things you do to improve and change

There are 54 items on the questionnaire — 6 for each of the 9 areas of life. Each of the 54 items is scored according to:

- its **importance** to you
- your level of **satisfaction** with it

Additionally, the nine areas of life are rated according to:

- how much **control** you have over it
- whether there are **opportunities** for improvement or change.

When scoring each of the sections:

- rate each of the items from 1 to 5, using the rating scale at the bottom of each page.
- answer each question in terms of your life as it is right now, that is, at the time you are answering the question.
- answer each question whether or not you can actually participate in or do the activities described. For example, having a job may be very important to you even if you do not have one. Likewise, you may be dissatisfied with the fact you do not have a job.
- please complete your ratings as honestly and accurately as you can.



SCORING IMPORTANCE

How ***important*** is this to me in my life?
How much do I care about this?

- Assign a score of **5** if this item is a dominant and driving force in your life. This score means that this area of life is a "reason for being," and that it is highly important to your daily activities and/or thoughts.
- Assign a score of **4** if this item is a strong, but not dominating, force in your life. It should be used when many of your daily activities and thoughts are determined by this area.
- Assign a score of **3** if this item is part of your daily life activities, but does not take on particular importance.
- Assign a score of **2** if this item has some, but only a small, impact on your daily activities and thoughts, or if it is not very relevant to your life.
- Assign a score of **1** if this item has extremely limited or no impact on your daily activities and/or thoughts. This score means that this area of life has almost no relevance to your life.

SCORING SATISFACTION

How ***satisfied*** am I with this part of my life?
How happy am I with this aspect of my life?

- Assign a score of **5** if you are very strongly satisfied with this area of life. You should feel extremely fulfilled in this area and have strong feelings of pleasure or satisfaction that are of an ongoing, not a temporary, nature.
- Assign a score of **4** if you are very satisfied – but not exceptionally so – with this area of life and it is a source of considerable pleasure.
- Assign a score of **3** if you are satisfied with this area of life, but do not think about it especially. Also score 3 if you have scored low on Importance and your feel neither satisfaction or dissatisfaction.
- Assign a score of **2** if you are only a little satisfied with this area of life. Also assign 2 if you feel mild dissatisfaction with this area of life, as it is now.
- Assign a score of **1** if you are very dissatisfied with this area of life as it is now.

SCORING CONTROL

How much **control** do I have over this part of my life?

How much am I in charge of this aspect of my life?

- Rate an item **5** if you have almost total control in this area of your life. You take a full part in making all important decisions, or you have directed others to make them for you.
- Rate an item **4** if you have quite a bit of control in this area of your life. You take part in making most decisions, or you have directed others to make them for you.
- Rate an item **3** if you have some control in this area of your life. You cannot take a full part in making decisions, because in some ways this area is beyond your control.
- Rate an item **2** if you have little control in this area of your life. You cannot take an active part in making decisions, because this area is mostly beyond your control.
- Rate an item **1** if you have almost no or no control in this area of your life. You take very little part in making decisions, because this area is beyond your control.

SCORING OPPORTUNITIES

Are there **opportunities** for me to improve or change this part of my life?

Are there alternative choices available to me about this aspect of my life?

- Rate an item **5** if there are a very large number of opportunities for improvement available to you in this area of your life.
- Rate an item **4** if there are many opportunities for improvement available to you in this area of your life.
- Rate an item **3** if there are only some opportunities for improvement available to you in this area of your life.
- Rate an item **2** if there are only a very few opportunities for improvement available to you in this area of your life.
- Rate an item **1** if there are no opportunities for improvement available to you in this area of your life.



Rating “Don’t Know” and “Not Applicable”

The rating scale includes categories for “don’t know” and “not applicable”. These categories should only be used in very rare circumstances.

To understand how the items will nearly always be “scorable”, it is important to remember that it is not simply the presence or absence of an aspect of life that is being considered. It is your relationship to that aspect of life that is to be determined and rated, a relationship that is defined by importance and satisfaction.

For example, if you do not have a job or career, it does not mean that item does not apply. It may still be a very important part of life for you and you may very dissatisfied with not having a job or career. Or, having a job or career may not be important at all and perhaps you are quite satisfied with that set of circumstances.

Likewise, if you do not have a spouse or special person in your life, it does not mean that that item is not applicable. It may well be a very important aspect of life for you and you may experience feelings of loneliness as a result. Again, it might also be that it is not important and that you are very satisfied with not having a spouse or special person in your life.

Again, please try to think of how important the aspects of life are to you, and how satisfied you are with them.

BEING IMPORTANTANCE

Write your ratings in the boxes

Physical: My body and my health

How important to me is...?

1. My appearance - how I look
2. My exercising and being fit
3. My hygiene - caring for myself
4. My nutrition and the food I eat
5. My physical health
6. My sex life

Psychological: My thoughts and feelings

How important to me is...?

7. Accepting the way I am
8. Being free of worry and stress
9. How I feel about myself
10. My mental health
11. The mood I am usually in
12. Thinking and acting independently

Spiritual: My beliefs and values

How important to me is...?

13. Celebrating special events in my life
14. Feeling that life has meaning
15. Having hope for the future
16. Having religious or spiritual beliefs
17. Helping others in need
18. My own ideas of right and wrong

RATING SCALE				
1	2	3	4	5
Not at all important	Not very important	Somewhat important	Very important	Extremely important
Don't know: DK			Not applicable: NA	



BELONGING IMPORTANCE

Write your ratings in the boxes

Physical: Where I live and spend my time

How important to me is...?

- 19. Feeling safe where I live
- 20. Having a space for privacy
- 21. Having my own personal things
- 22. The house or apartment I live in
- 23. What neighbourhood I live in
- 24. What part of the country I live in

Social: The people around me

How important to me is...?

- 25. Being close to people in my family
- 26. Having a spouse or special person
- 27. Having friends
- 28. Speaking with acquaintances
- 29. Socializing within small groups
- 30. Thinking of myself as part of a larger social group

Community: My access to community resources

How important to me is...?

- 31. Going to places in my community (stores, restaurants, etc.)
- 32. Attending special events in my community (movies, fairs, etc.)
- 33. Having access to education
- 34. Having access to meaningful work activities
- 35. Having access to professional services (medical, social, etc.)
- 36. Having my own money to spend

RATING SCALE				
1	2	3	4	5
Not at all important	Not very important	Somewhat important	Very important	Extremely important
Don't know: DK			Not applicable: NA	



BECOMING IMPORTANCE

Write your ratings in the boxes

Practical: The daily things I do

How important to me is...?

- 37. Doing work around my home
- 38. Helping other people do things
- 39. Going places (errands, appointments, etc.)
- 40. Looking after myself
- 41. Looking after other people and pets
- 42. Working at a job, or attending school

Leisure: The things I do for enjoyment

How important to me is...?

- 43. Attending public entertainment
- 44. Doing casual leisure activities (TV, reading, walks, cycling, etc.)
- 45. Engaging in organized sports and recreation activities
- 46. Having hobbies
- 47. Taking vacations and holidays
- 48. Visiting and socializing for enjoyment

Growth: The things I do to improve and change

How important to me is...?

- 49. Coping with changes in life
- 50. Improving my physical skills
- 51. Learning about new things
- 52. Resolving conflicts with others
- 53. Solving my problems
- 54. Trying out new things

RATING SCALE				
1	2	3	4	5
Not at all important	Not very important	Somewhat important	Very important	Extremely important
Don't know: DK			Not applicable: NA	



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BEING SATISFACTION

Write your ratings in the boxes

Physical: My body and my health

How satisfied am I with ...?

1. My appearance - how I look
2. My exercising and being fit
3. My hygiene - caring for myself
4. My nutrition and the food I eat
5. My physical health
6. My sex life

Psychological: My thoughts and feelings

How satisfied am I with ...?

7. How accepting I am of myself
8. How free I am of worry and stress
9. How I feel about myself
10. My mental health
11. The mood I am usually in
12. The thinking and acting I do independently

Spiritual: My beliefs and values

How satisfied am I with ...?

13. How I celebrate special events in my life
14. My feeling that life has meaning
15. My hope for the future
16. My religious or spiritual beliefs
17. My helping others in need
18. My ideas of right and wrong

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	



BELONGING SATISFACTION

Write your ratings in the boxes 

Physical: Where I live and spend my time

How satisfied am I with: ?

- 19. How safe I feel where I live
- 20. My space for privacy
- 21. My personal things
- 22. The house or apartment I live in
- 23. The neighbourhood I live in
- 24. The part of the country I live in

Social: The people around me

How satisfied am I with: ?

- 25. How close I am to people in my family
- 26. My spouse or special person
- 27. My friends
- 28. My acquaintances
- 29. My socializing within small groups
- 30. How I fit in with a larger social group

Community: My access to community resources

How satisfied am I with: ?

- 31. My ability to go to places in my community (stores, restaurants, etc.)
- 32. My ability to attend special events in my community (fairs, etc.)
- 33. The education I have
- 34. The work I do
- 35. My access to professional services (medical, social, etc.)
- 36. The amount of money I have

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	



BECOMING SATISFACTION

Write your ratings in the boxes

Practical: The daily things I do

How satisfied am I with: ?

- 37. The work I do around my home
- 38. How much I help other people do things
- 39. Going places (errands, appointments, etc.)
- 40. My looking after myself
- 41. My looking after other people and pets
- 42. The work I do at my job or school

Leisure: The things I do for enjoyment

How satisfied am I with: ?

- 43. The public entertainment I attend
- 44. My casual leisure activities (TV, reading, walks, cycling, etc.)
- 45. The organized sports and recreation activities I engage in
- 46. My hobbies
- 47. My vacations and holidays activities
- 48. The visiting and socializing with others I do

Growth: The things I do to improve and change

How satisfied am I with ...?

- 49. How I cope with changes in life
- 50. How I improve my physical skills
- 51. My learning about new things
- 52. My resolving conflicts with others
- 53. My solving of my problems
- 54. My trying out new things

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	



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CONTROL

Write your ratings in the boxes →

How much control do I have over...?

1. My body and physical health
2. My thoughts and feelings
3. My beliefs and values
4. Where I live and spend my time
5. The people around me
6. My access to things in my community
7. The practical things I do
8. The things I do for fun and enjoyment
9. The things I do to cope and change

RATING SCALE

1	2	3	4	5
None	A little	Some	Quite a bit	A lot

Don't know: DK

Not applicable: NA

OPPORTUNITIES

Write your ratings in the boxes →

To what degree are there opportunities for me to improve...?

1. My body and physical health
2. My thoughts and feelings
3. My beliefs and values
4. Where I live and spend my time
5. The people around me
6. My access to things in my community
7. The practical things I do
8. The things I do for fun and enjoyment
9. The things I do to cope and change

RATING SCALE

1	2	3	4	5
None	A few	Some	Quite a few	A great many

Don't know: DK

Not applicable: NA

