Supporting & Supervising Student-Intern Evaluation & Research Coursework Projects

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OhioGuidestone

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Overview of Today

What are student evaluation projects? And why it matters to OhioGuidestone?

Research Regulations & Policies

Evaluation Policies & Procedures

What are the requirements and expectations for interns? What are the requirements and expectations for supervisors?

What are some example evaluation projects that fit procedure criteria?

Where to get more support and continued learning?

What say you?:

What is evaluation in your words?

And why does it matter to your field?

What are these student evaluation projects, and what's this got to do with me?

Pre-service learning and training components

An evaluation project? What's that?

- Large Project (often spans multiple semesters)
- Part of the course curriculum
- Learning objectives:
  - Better understand formal evaluative processes
  - Think critically about research and evaluation done by others
  - Reinforce Ethical standards of practice
    - Showing effectiveness of our work
  - Better understand agency procedures and programing (mezzo and macro)
  - Think critically about client and community need

It’s their project, What’s this got to do with me?

Relationships with schools

- We like having interns
- We want their students to have a good experience
- We want schools to trust that students can not only meet their academic expectations, but thrive here at OhioGuidestone

It's tied to CSWE Competencies

- The big ones:
  - Engage in Practice Informed research and Research informed practice
  - Evaluate practice with individuals, families, groups, organizations, and communities

- But also these:
  - Demonstrate ethical and professional behavior
  - Engage Diversity and difference in practice
  - Advancing human Rights and Social, economic, and environmental justice
  - Engage in policy practice
  - Engage, assess, and intervene

Ethics

The code of ethics says we need to be effective in the work that we do.

It is not enough to be effective, but we need to show we are effective:

This helps us to fulfill our other ethical obligations.

- Obligations for our clients
- Obligations to the profession
- Obligations to everyone else
- Obligations to ourselves

How do I know if my intern has an evaluation project?

- Many Masters level social workers, but maybe others
- In a specific evaluation class
  - Structured assignments, sometime over multiple semesters

- Can I get more information about
  - Demographics of clients and populations served
  - Programs at OhioGuidestone
  - Challenges/needs for the agency/clients
  - Gaps in resources for clients

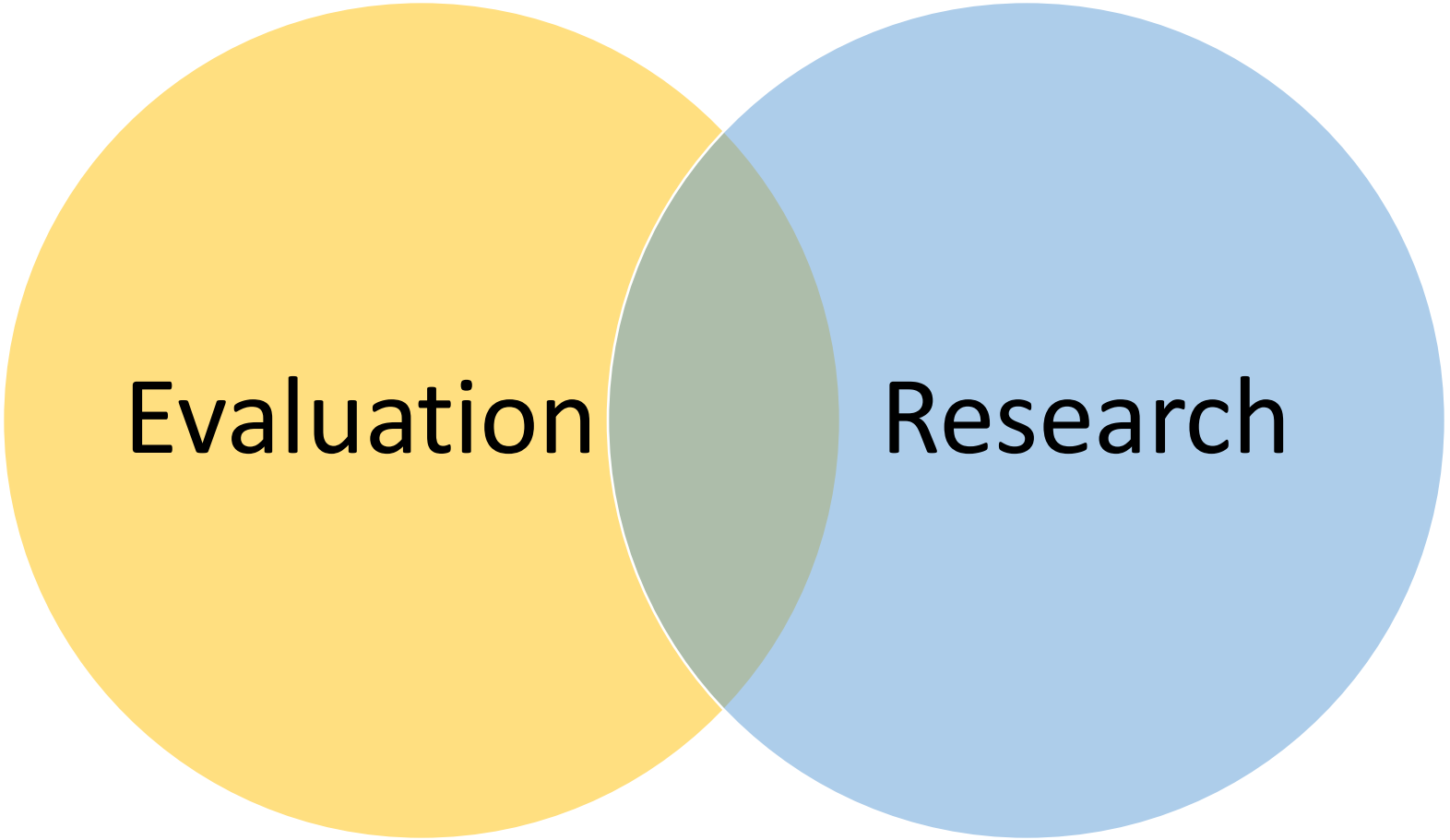
How to Best Support Your Student

- Ask about their classes and how they connect with their internship
- Catch them early, provide pathways for learning and success
- Stay involved, continue to check in
- Help them set appropriate timelines (especially for data collection)
- Think about a plan B, or back ups incase something falls through
- Know OhioGuidestone’s process and who to ask when there are questions

What really is Research & Evaluation?

Overviews and Federal/State/Agency Policies

What is Research & Evaluation?

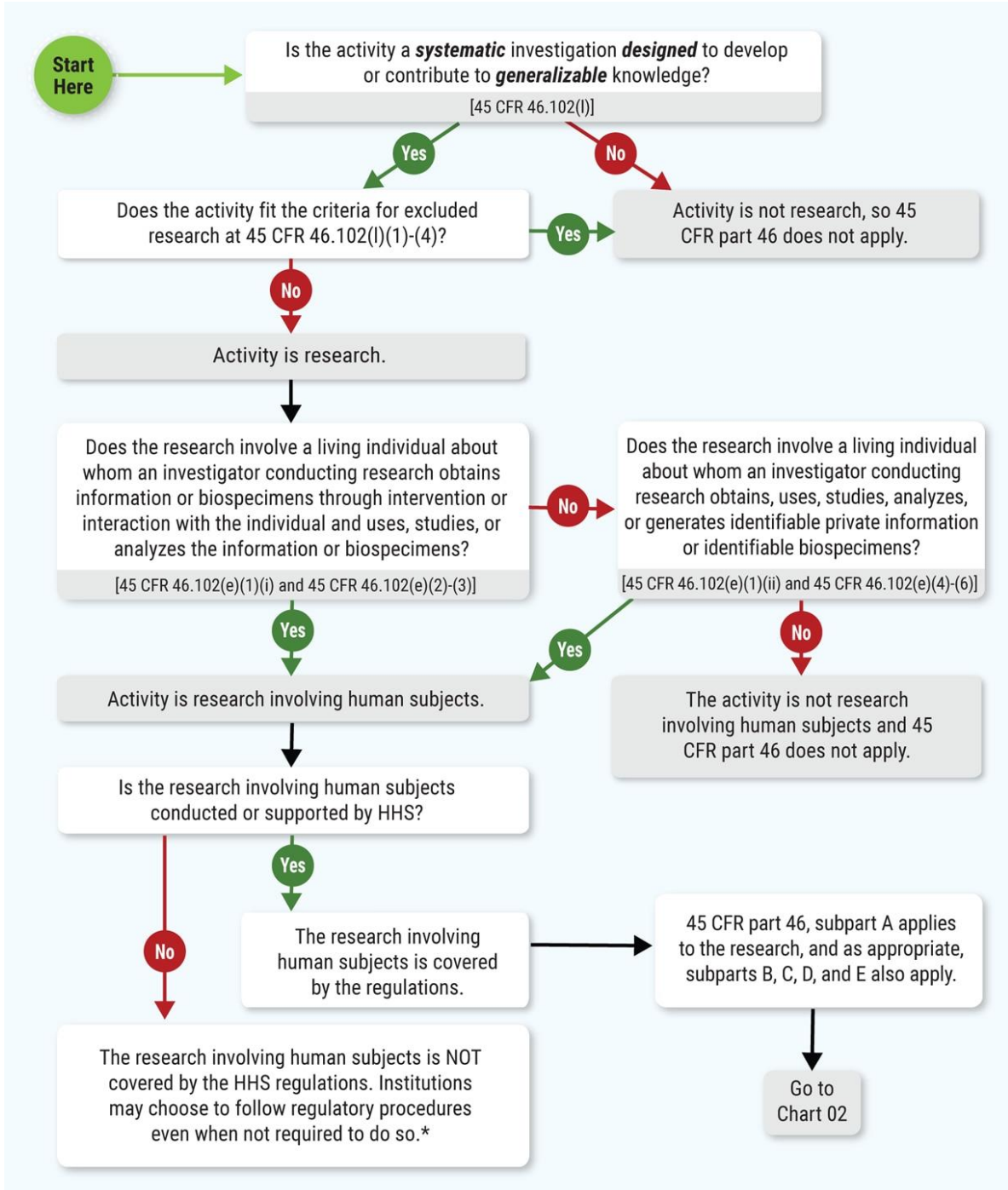


OhioGuidestone Policy: Research

- Full document available in PolicyStat
- Defines Research
- Outlines 9 Key Requirements:
  - Reviewed & Approved by Review Board with appropriate representation to population being studied, and people with research and methodological expertise
  - Ensure attention to need and characteristics of “minority groups” and consider both quantitative and qualitative analysis of potential differences
  - Detailed review of all consent process, relevance to scientific processes, alignment with definition of research, and risk to agency/personnel/people/communities
  - Information kept confidential, secure, and safeguard identifying information
  - All participation must be voluntary; children can refuse
  - Consent forms are required (unless waiver allowed)
  - Cannot be greater than “minimal risk”- what is reasonably and generally experienced in everyday life/common in setting
  - All OhioGuidestone research is owned by agency
  - Researchers must follow policy and procedures

Research

- As defined by the Department of Health and Human Services (HHS)
  - "a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Activities that meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities" (45 CFR 46.102(l) Public Welfare: Protection of Human Subjects)
- As defined by the Ohio Department of Mental Health
  - " a systematic investigation of phenomena or relationships, among variables, guided by existing theory in the mental health field, and executed within a rigorous methodological design, such that the results are generalizable and have the potential t o yield new knowledge about the causes and prevention of mental health problems, the mental health needs of special client populations, and the development of effective services."
- Expanded definition with 4 categories not included in research definition per 45 CFR 46.102
  - (1) Scholarly and journalistic activities (*e.g.,* oral history, journalism, biography, literary criticism, legal research, and historical scholarship), including the collection and use of information, that focus directly on the specific individuals about whom the information is collected.
  - (2) Public health surveillance activities, (3) Collection and analysis of information authorized by law or court order solely for criminal justice or criminal investigative purposes, (4) Authorized operational activities national security



https://www.hhs.gov/ohrp/sachrp-committee/recommendations/attachment-c-july-25-2022-letter/index.html

What is Research & Evaluation?

Evaluation

We defined Research…Consider this general summation of Evaluation

- Purpose- often different than research
  - Make a judgement or assessment of the quality, value, worth, significance of something
- Methods- some overlap, but not always the same
  - Depends on purpose, practice, context, etc.
  - Often a systematic approach
  - Evaluation purpose usually guides…
- Activities/Practice
  - Lots of involvement or consideration of Stakeholders
  - Variety of approaches

Sometimes rises to the level of research (to contribute generalizable knowledge)…therefore, we use the lens of federal and state regulations and agency policy to advise on evaluation activities

Current Agency Policy

OhioGuidestone Personnel Restrictions for Involvement in Research Activities

- All research activities at OhioGuidestone must be reviewed and approved.
  - Internal & External
- Staff wanted to do research, or approached by external source to do research or share about research (e.g. flyers): email to research@ohioguidestone.org requesting a consultation.
- No student or intern research projects involving OhioGuidestone client or personnel for school projects
  - Some changes and clarifications

Student-Intern Research

- Bachelors & Masters Levels:
  - School/Class projects- Not Allowed
  - Joining agency research- Allowed
  - (clarification) Some evaluation class projects *might* rise to level of research
    - Requires further review

- (new) Doctoral Level:
  - Allowed with specific considerations
    - Related to agency scientific frame/paradigms and theories of change
    - Aligned with current research and advocacy agendas
  - Requires partnership with and oversight from IFCI Research Teams

Current Agency Policy

- Restrictions for OhioGuidestone Personnel Involvement in Course-related Evaluation Projects and Activities

- No student or intern research projects involving OhioGuidestone client or personnel for school projects
  - Students might participate in on-going OhioGuidestone facilitated program evaluation activities
  - Some changes and clarifications

Student-Intern Evaluation

- Bachelors, Masters, Doctoral Levels:
  - (clarification) Expanding and clarifying what evaluation class projects are allowed
  - Must still be related to OhioGuidestone program evaluation priorities and activities
  - (new) Requires submission of project details and enhanced partnership and oversight of supervisors
  - (new) Flowchart to help identify what is allowed
  - (new) Building library of examples and exemplar projects
    - Guide with procedures, and
    - Offer ideas and help with adult learning: experiential, applied
  - (clarification) Some evaluation class projects *might* rise to level of research
    - Requires further review
  - (new) Intern Evaluation Showcase

Why so serious?

Impact of research & evaluation could cause:

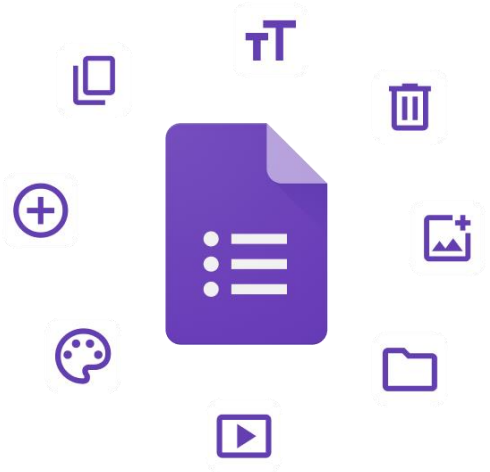
- harm,
- increase stigma,
- increase discrimination,
- reinforce stereotypes,
- reify social violence,

- Violate human rights

Expectations for Student-Intern Evaluation Projects/Activities

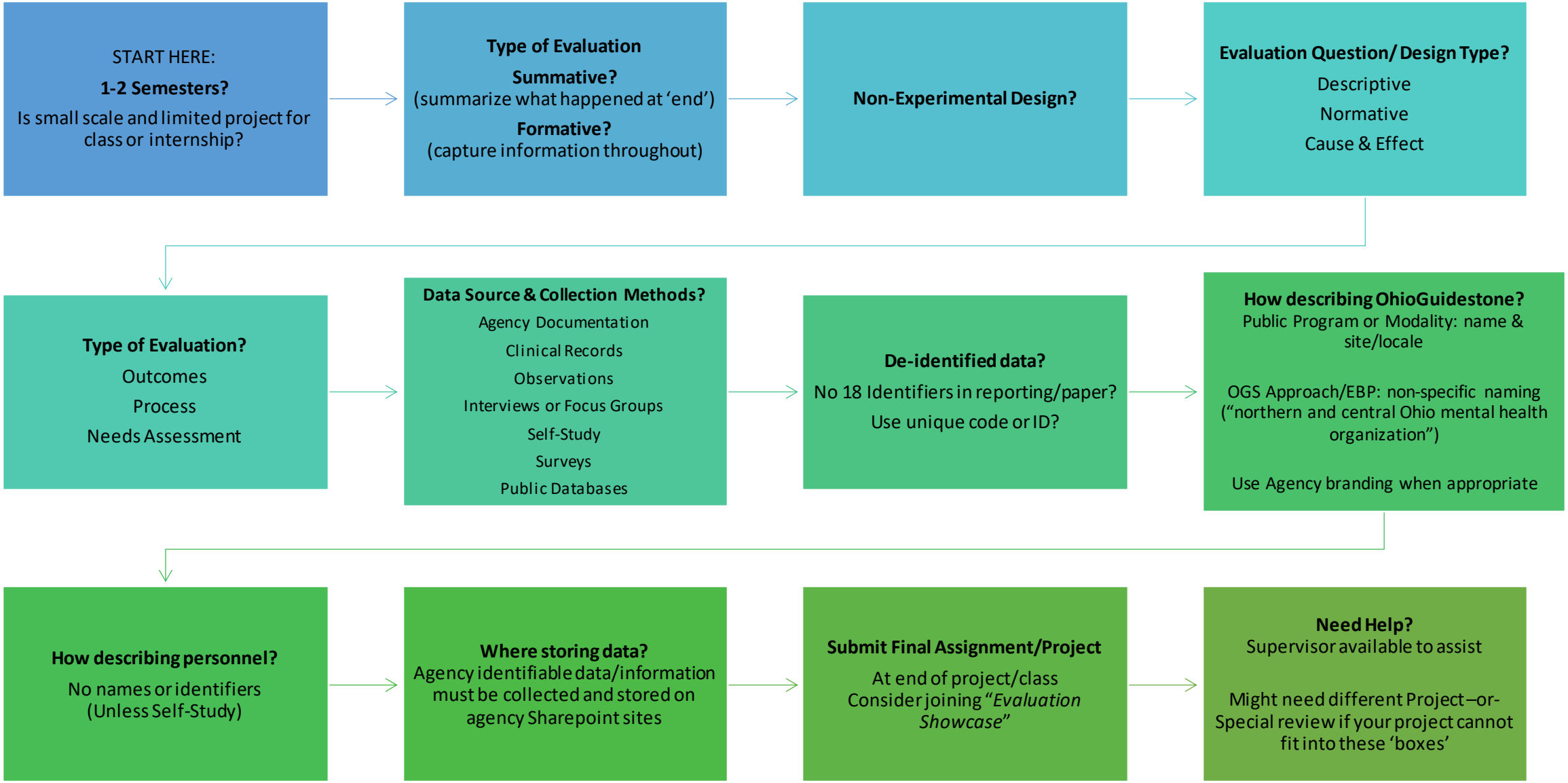
Student-Intern Expectations –and- Supervisor Expectations

Evaluation Project Information Form & Agreement (new)



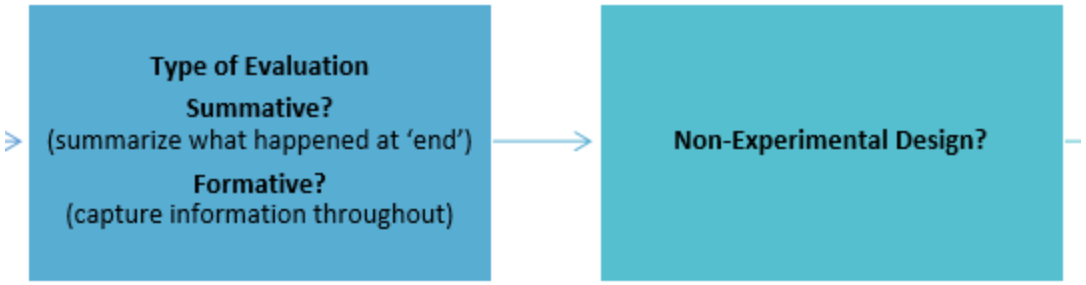
- **Must submit form and agreement prior to committing to project design or at least 2 weeks before finalizing project with professor**
- Online submission (will share link)
- Asks Student:
  - Basic class information
  - Evaluation assignment details
    (i.e. upload class assignment or syllabus)
  - *When* have available:
    - Evaluation question
    - Program/Project want to evaluate
    - Sample/target of interest
  - Intentions with data and report at end of class project
  - Submit final assignment/project
- Offers Student:
  - Link to flowchart and information to guide and help with evaluation project
  - Limitations and expectations
- Form gets forwarded to Supervisor
  - Supervisor must review and return noting agreement (more details coming)
  - Review updated form (evaluation question, program/project want to evaluate, sample/target or interest)

Does your evaluation project fit in these boxes?



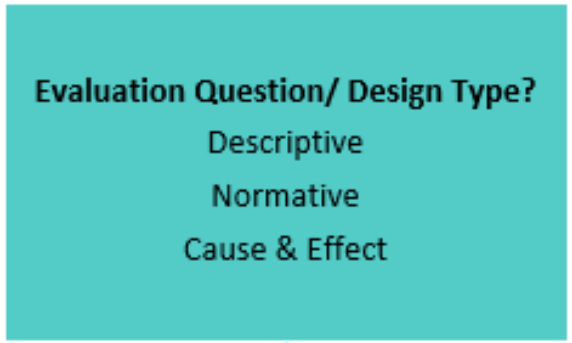
Does your evaluation project fit in these boxes?

- If project is <u>not</u> for school, needs to partner with IFCI to be efficient and responsive to agency priorities and capacity
- If <u>not</u> needs more than 1-2 semester*, will re-do Evaluation Project Information Form & Agreement
  - Students need to have S.M.A.R.T. goals for their evaluation project
  - Specific, Measurable, Achievable, Realistic, Time bound
  - *If part-time student: will work with their semester duration



- Summative- capture information for time of project or program, and summarize at end
  - "Did the program achieve it's intended outcomes?"
- Formative- capture information and evaluate/analyze throughout project or program
  - "What is working well, or not working so well from group participants' perspective?"
  - "Is the program proceeding as planned?"
- No Randomized Control Trials (RCTs), Quasi Experimental

Does your evaluation project fit in these boxes?

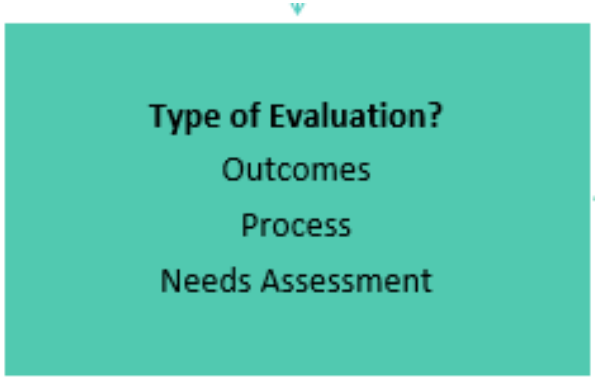


- **Descriptive**: What|Who|Where|How-like questions
  - *"What percent of clients had decreased depressive symptoms after 10 weekly group sessions?"*
  - *"What is the PROM completion rate for residential clients?"*

- **Normative**: What is –vs- should
  - *Did clinical interns achieve learning goals from learning contract?*
  - *To what extent was target of quarterly PROMs completed?*
  - *To what extent was target of weekly CBT+ homework completed?*
  - *To what extent was target of 75% attendance achieved?*

- **Cause & Effect**: Results achieved of doing something
  - Captures: Impact, Pre/Post changes, or other differences in outcomes due to a specific intervention or activity
  - *After therapy sessions in client's native language, do they have improved attendance rates?*
  - *In the week after Triple P sessions, do parents report less temper tantrums?*
  - *After 6 weekly behavioral health sessions, did clients report lower stress?*
  - *Did clients have better school attendance after 6 weekly group sessions with the school counselor?*

Does your evaluation project fit in these boxes?



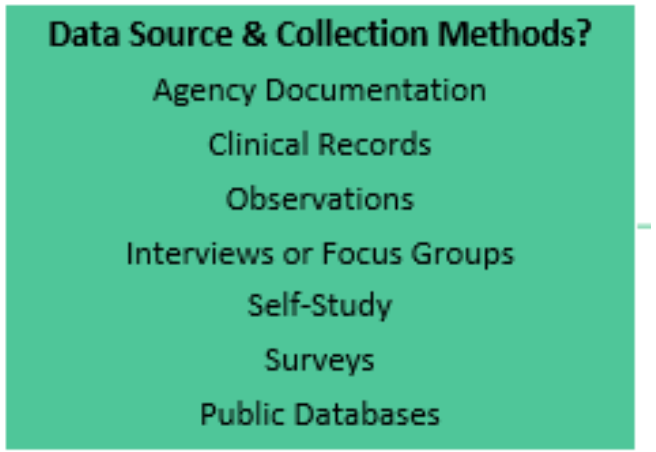
- **Outcomes**:
  - Changes (+ or -)
  - Individual, group or society level
  - Knowledge, attitudes, capabilities, behaviors, economic/health/social/environmental conditions
  - Summative or formative

- **Process**:
  - Evaluates efficiency, content, outputs or delivery
  - Summative or formative

- **Needs Assessment**:
  - Accurate, thorough picture of strengths and weaknesses or resources…to see if need or problem present- and how to address

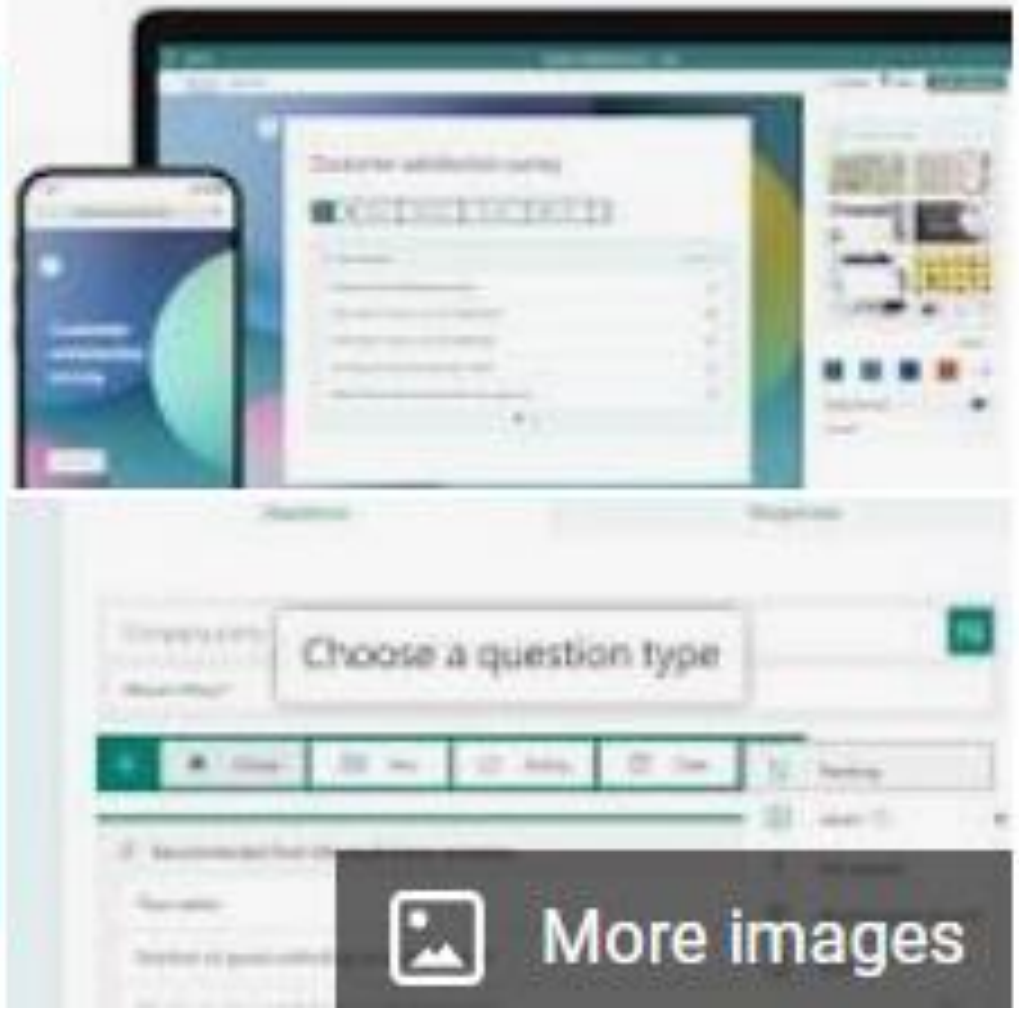
- NOT Permitted
  - Cost Analysis: unless a policy or business field intern
  - Satisfaction: not allowed at internship level

Does your evaluation project fit in these boxes?



- **Agency documentation**: what is readily available via dashboards or program evaluation reports
- **Clinical records**: for own client or if work with agency evaluation teams with a specific request
- **Observations:** own client **only**, group by-stander
- **Interviews or Focus Group:** own client **only** (or if work with agency evaluation teams)
- **Self-Study**
- **Surveys:** own client **only** (or if work with agency evaluation teams)
  - **Survey needs to be reviewed and approved by supervisor before sent**
  - **Use Microsoft Forms (OGS's platform; keeps data in compliance)**
  - **Requires clear statement that is a part of a student/class requirement; not agency process or program; and clear affirmation what are/aren't doing with information**
- **Public Databases**
  - Includes agency's Annual Report

Microsoft Forms

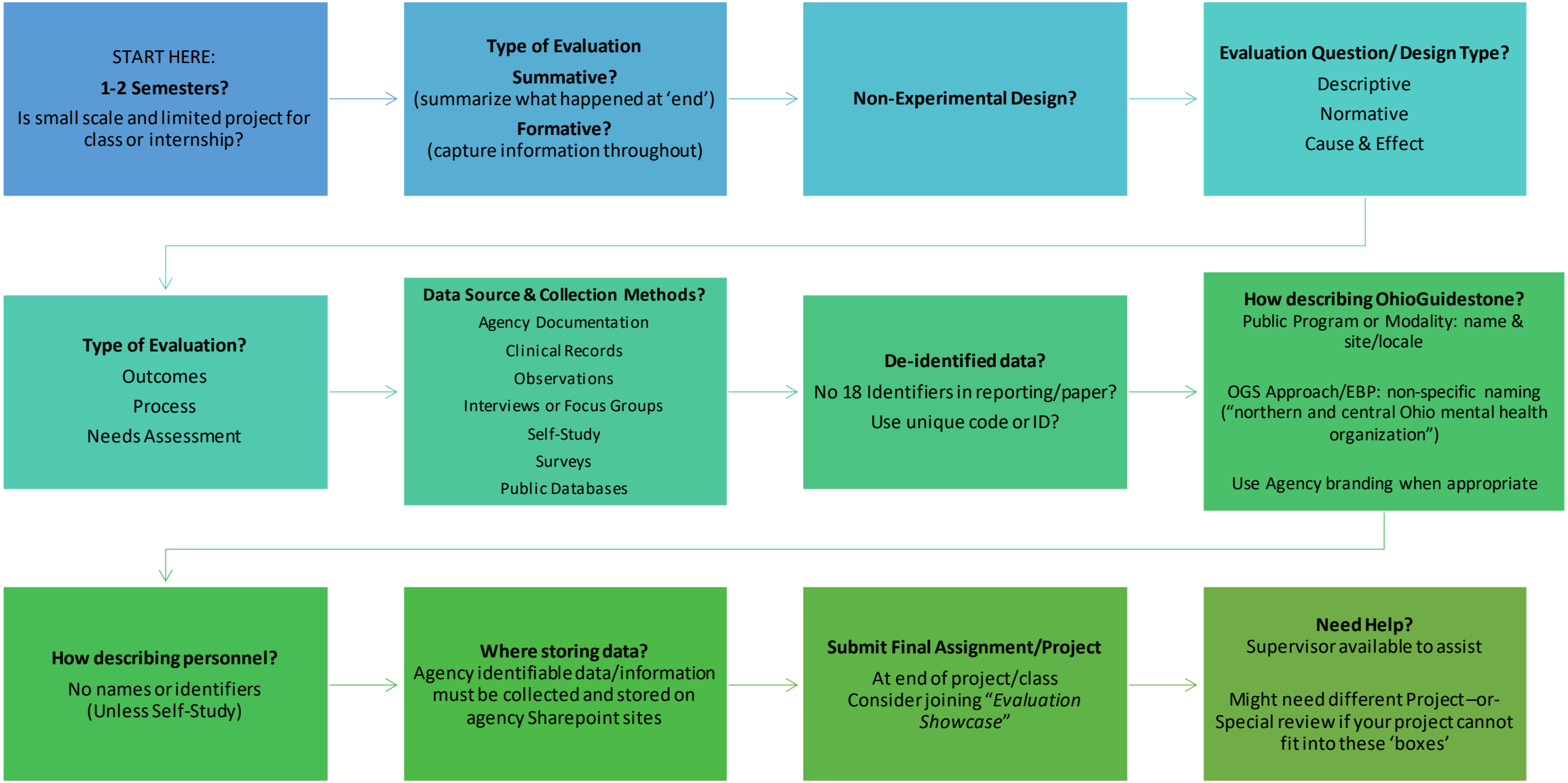


Does your evaluation project fit in these boxes?

De-identified data?
No 18 Identifiers in reporting/paper?
Use unique code or ID?

Will be referred to HHS:
https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html

Does your evaluation project fit in these boxes?



Restrictions- Need further review for possibility

- Research
- Big/Large data requests
- Personnel Studies
- Cost Analysis
- Specific groups/cultural identities:
  - Examples: Refugee Communities, Amish/Mennonite Communities, Youth Residential Treatment Center, Foster Care, Unhouse/Homeless persons, PROTECT participants, Domestic/Intimate Partner Violence clients
- Reporting or presenting outside of class/internship
- Satisfaction data
- Quasi studies

Expectations of Supervisors

- **Review Student-Intern Evaluation Project Information Form & Agreement**
  - Will receive an emailed copy
  - Confirm agreement and alignment

- **Confirm understanding of Student-Intern's:**
  - Evaluation question
  - Information needed for project
    - Including guidance on what, where, how and why to access/use data (e.g. timing of outcome and assessment good enough for evaluation design?)

- **Confirm review and alignment:**
  - Agency policy & procedures
  - Licensure professional competencies & ethics

- **Confirm ability to oversee project**
  - Understanding of student expectations
  - Align practice with Core Competencies for Licensure field

- **Support project**
  - Ask about progress
  - Review updates when have more details of project
  - Connect to internal supports (e.g. evaluation, research, quality team members)

How to Best Support Your Student

- Ask about their classes and how they connect with their internship
- Catch them early, provide pathways for learning and success
- Stay involved, continue to check in
- Help them set appropriate timelines (especially for data collection)
- Think about a plan B, or back ups incase something falls through
- Know OhioGuidestone’s process and who to ask when there are questions

So what's next?

- Presenting this process to interns
- Follow-up with
  - Link to online form submission
  - Resources to help you supervise and support intern
  - Reminders/Guidance of this training
  - Desk Reference
- Plans for Evaluation Showcase

Thanks!

Spread the word about this training!

We’ll announce repeat offerings soon!