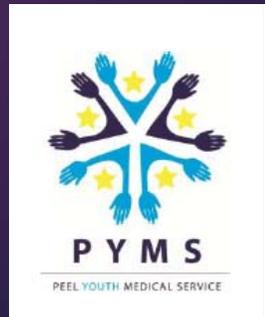


# Evaluating a process evaluation: Client and evaluator perspectives

A mini-evaluation of the GP down south Three Tier Youth Mental Health Program evaluation



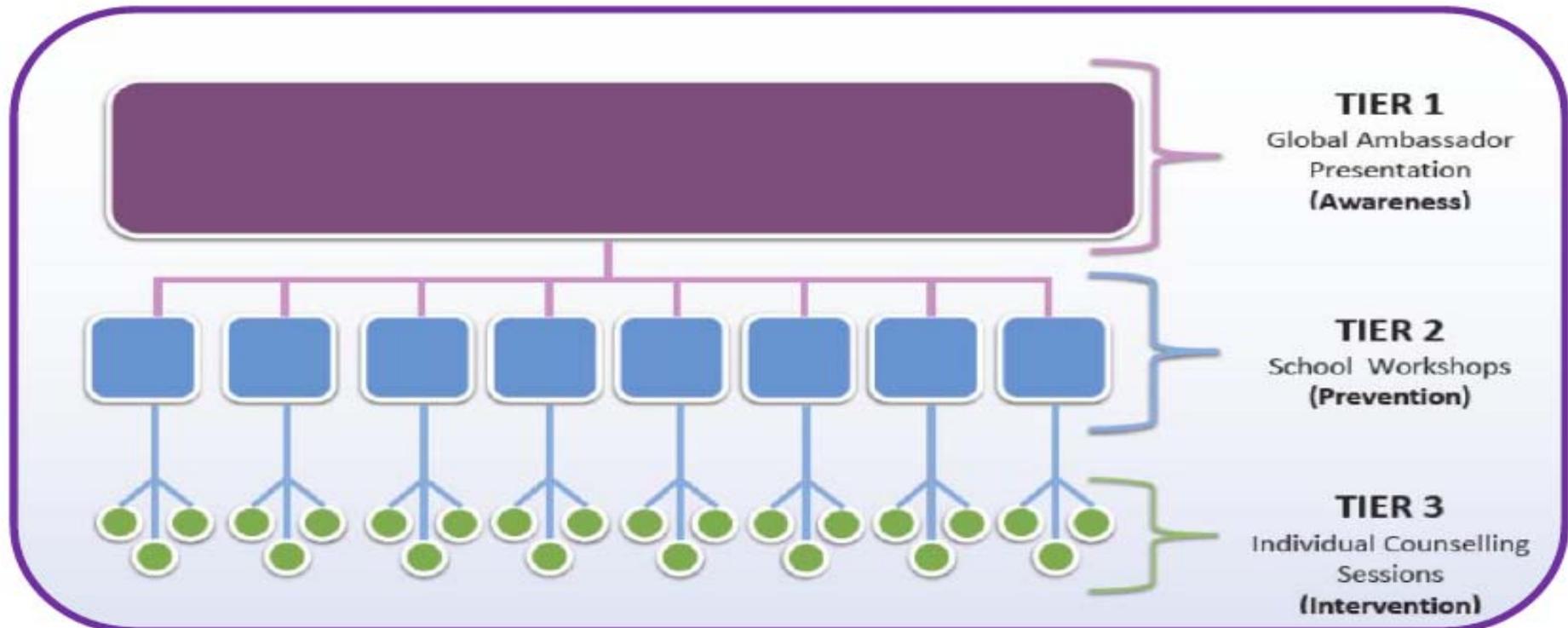
# Presentation Outline

- Introducing the Three Tier Youth Mental Health Program.
- Background to the evaluation.
- Process evaluation methodology.
- Evaluation outcomes.
- Lessons learned.
- Mini-evaluation - the case for an “Evalu-mentoring” approach.
- Discussion.

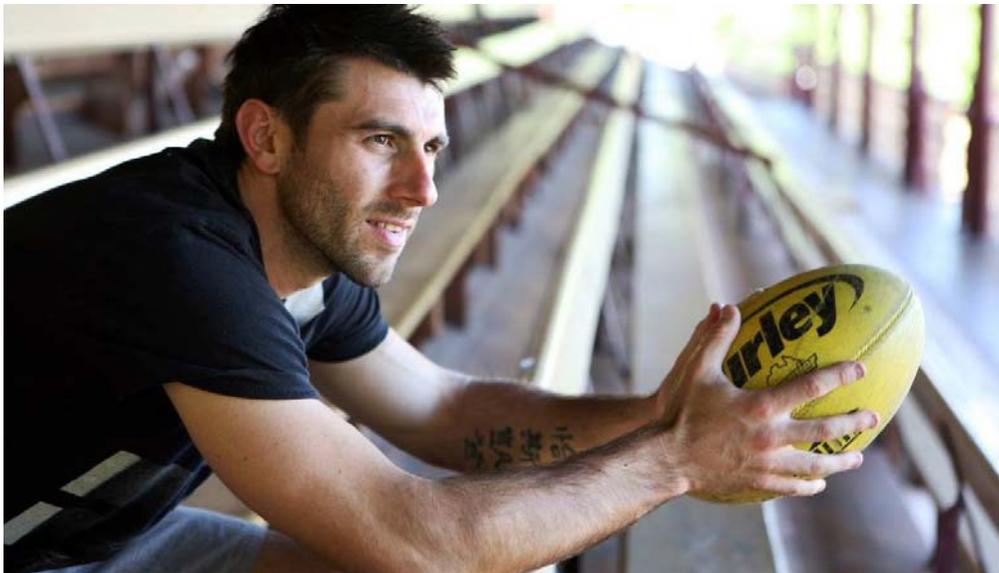
# Mental ill-health amongst young people in the Peel region

- Suicide is the leading cause of death in children and young people aged 5-17 (ABS, 2015).
- 70% of premature deaths in adults due to behaviours initiated in adolescence (World Health Organisation, 2001).
- Increasing population of young people in the City of Mandurah.
- Availability of mental health services an identified constraint in Mandurah and Peel.

# The Three Tier Youth Mental Health Program



# Tier 1 Ambassador Heath Black's story



Heath Black has documented his tortuous battle with alcohol abuse, Bipolar II and ADHD. After hitting rock bottom, the former Fremantle and St Kilda footballer, Heath found new purpose — helping others.



**GP down south**

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# Tier 1: Ambassador Presentation – raising awareness; taking action



# Tier 2 – Particular sessions for specific interests : Prevention



# Tier 3: Intervention

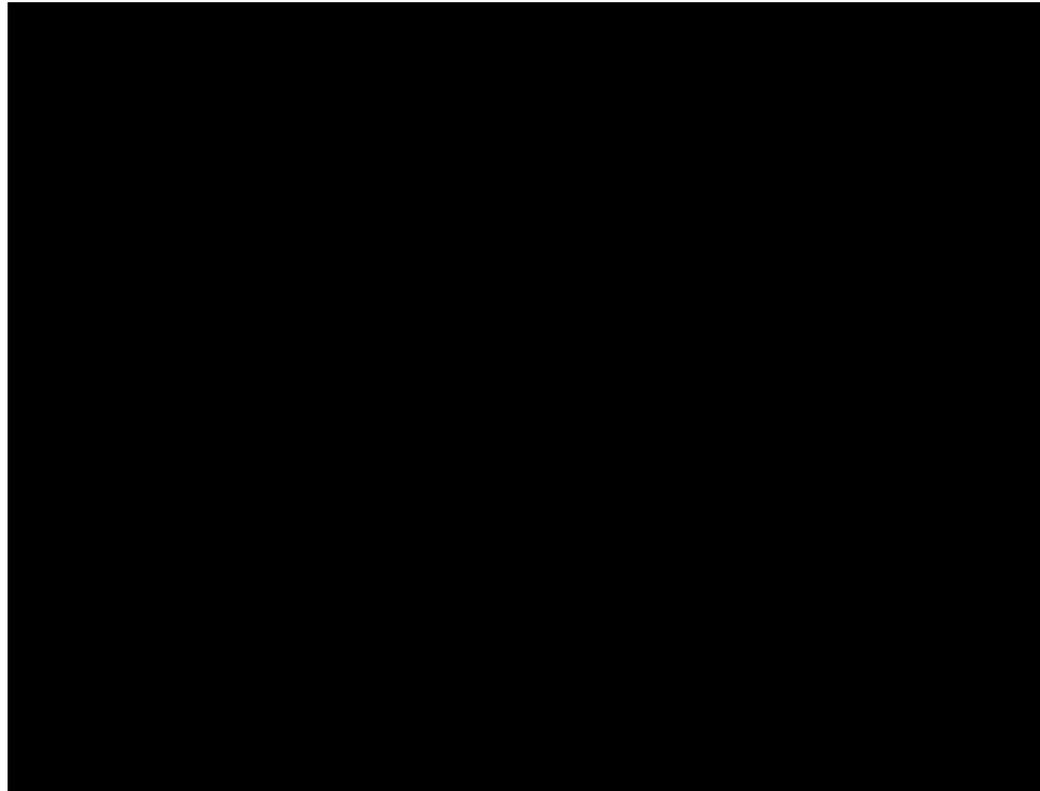


# Why a Process Evaluation

- Ⓢ GP down south pilot project.
- Ⓢ Clear design concept but expected outcomes not documented.
- Ⓢ Wanted to evaluate pilot to understand if/how successful;
- Ⓢ If successful have evidence to assist in fund-raising.



# Mini-evaluation on evaluation: Client perspectives



# The Process Evaluation Methodology

- Refine the program Goals & Objectives.
- Design framework and process documentation prepared.
- Design survey instruments for each Tier that are appropriate to young people.
- Direct observation.
- Process evaluation input and interim reports after each Tier.
- Stakeholder interviews.
- Final evaluation report.

# Refine the program Goals & Objectives

## (Program Funding Proposal Objectives)

1. To raise awareness of mental health issues among Year 11 secondary school students through an annual Ambassador presentation.
2. To engage Year 11 secondary school students in discussion of mental health issues in a safe, interactive workshop setting.
3. To deliver school based workshops on mental health and wellbeing topics e.g. Stress Management and Coping Strategies; Dealing with Peer Group Pressure; Drugs, Alcohol and Mental Health; Body Image.
4. To encourage young people in the target group to identify when they need to seek help or how to refer a friend for help.
5. To provide individual counselling/mental health treatment services to at risk youth; accessible through schools, the Peel Mobile Health Service and the Peel Youth Medical Service.

# Program Goals and Objectives

## Overall Program Goals:

1. To increase mental health of young people in the Peel region; and to
2. Decrease suicide occurrence among young people in the Peel region.

## These goals were supported by four program objectives:

1. Increase awareness of mental health issues and opportunities for recovery;
2. Increase knowledge of coping strategies for specific mental health issues;
3. Improve access to appropriate, individual support to young people with mental health concerns; and
4. Effective program management.

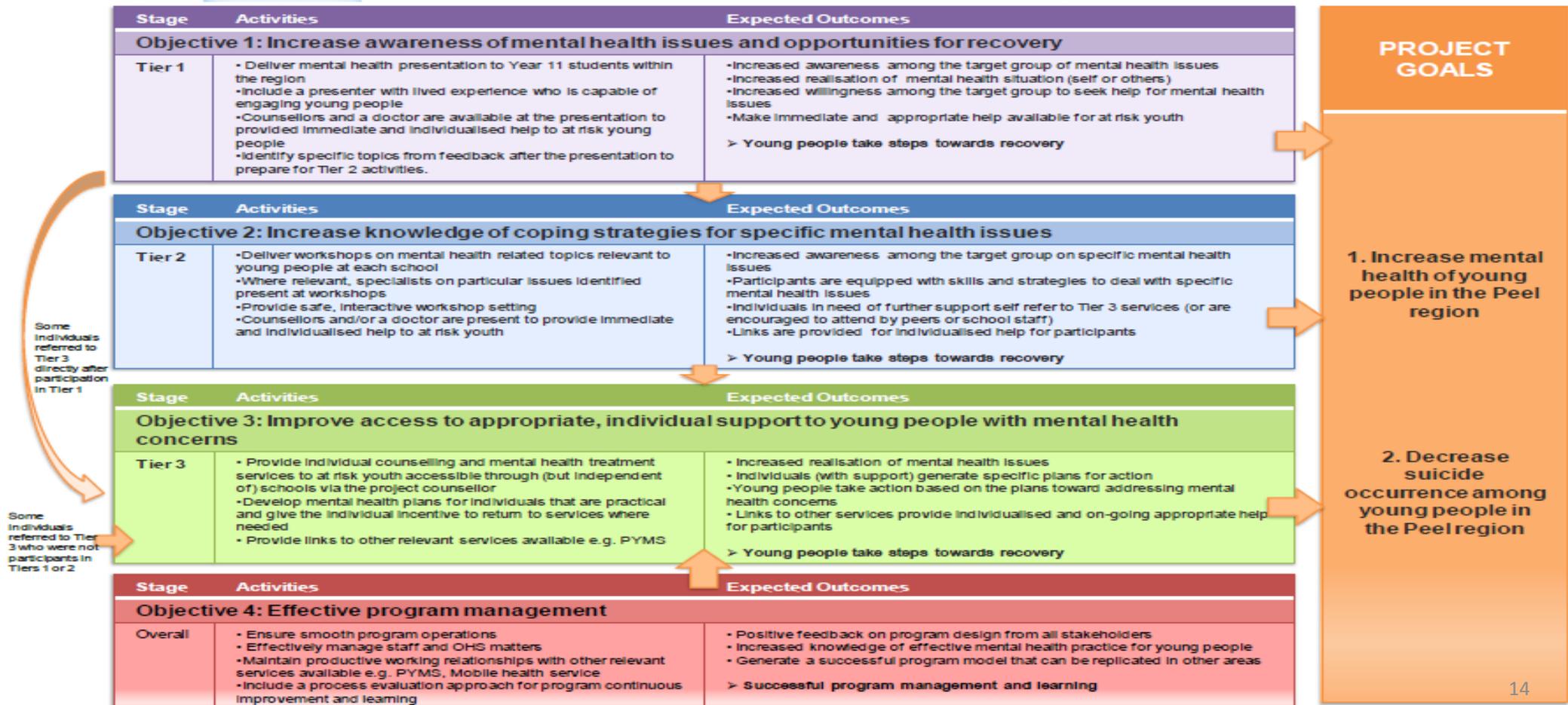


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# The Process Evaluation – tracking progress

## 1. Program Logic Model for the Three Tier Youth Mental Health Program



# Implementing the process evaluation

- Design survey instruments for each Tier that are appropriate to young people.
- Direct observation.
- Process evaluation input and interim reports after each Tier.
- Stakeholder interviews.
- Final report

**FEEDBACK FORM # 1 - TO BE COMPLETED BEFORE THE PRESENTATION**

Which school do you attend:  MCC  WDHS  PSHS  HHCC  CCC  
 JTC  MBC  FIAS  ACBC

Do you know what todays presentation is about?  Yes  No

Would you chat to a friend about your mental health?  Yes  No

How would you rate your knowledge of mental health issues? (1 = not at all | 10 = a lot)  
☹ 1  2  3  4  5  6  7  8  9  10  😊

Please tick, are you:  Male  Female

If you require support or advice for your mental health, where would you access help:  
 Family  School  Friends  Doctor  PYMS  Online  Telephone Helpline  
Other: \_\_\_\_\_

Are you concerned about your mental health?  Yes  No

Would you like information on the following topics?  Yes  No

<input type="checkbox"/> Coping with stress	<input type="checkbox"/> Body image
<input type="checkbox"/> School or study problems	<input type="checkbox"/> Bullying / emotional abuse
<input type="checkbox"/> Suicide	<input type="checkbox"/> Personal safety
<input type="checkbox"/> Depression	<input type="checkbox"/> Drugs & alcohol
<input type="checkbox"/> Social media	<input type="checkbox"/> Peer group pressure
<input type="checkbox"/> Family conflict	Other: _____

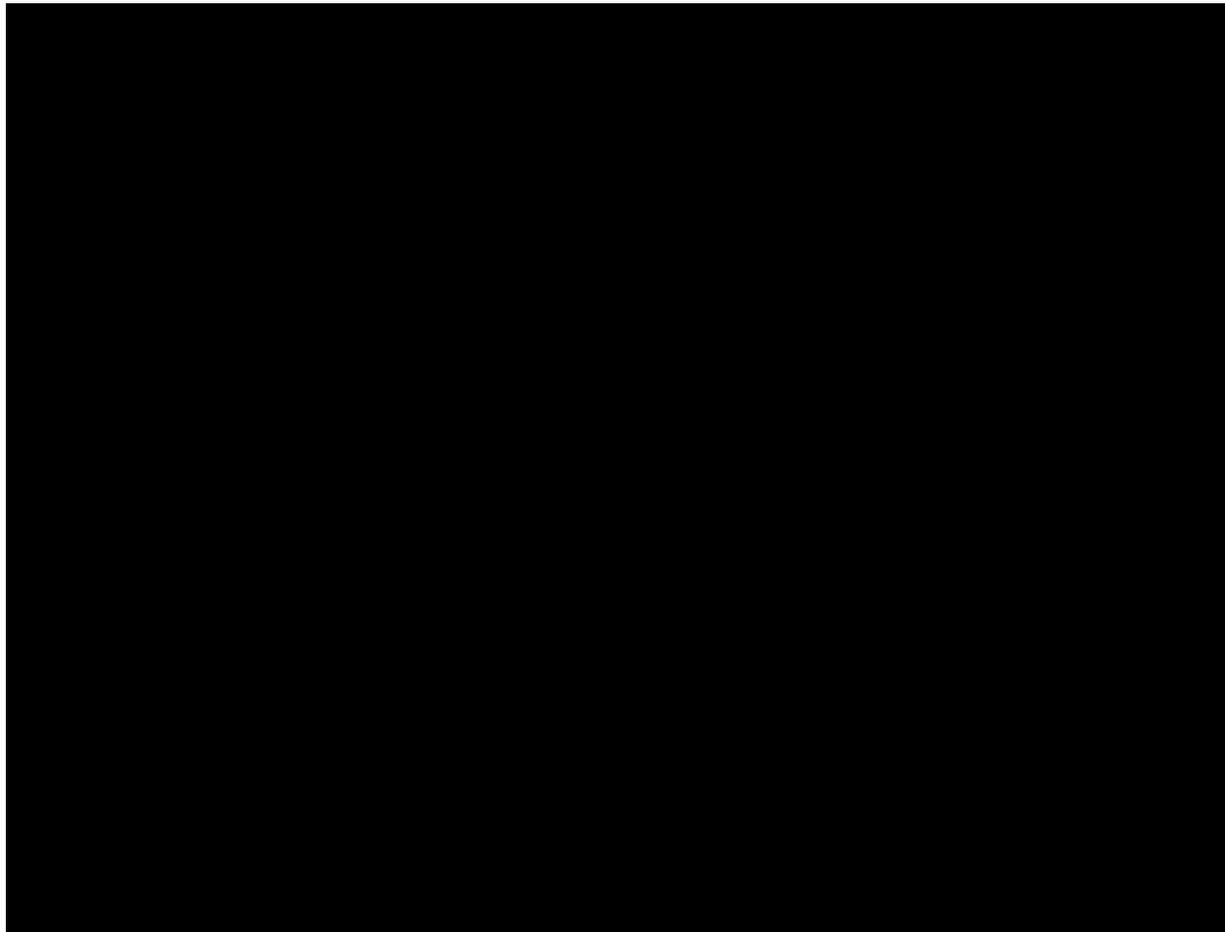


31 YMHIP - Health Week Presentation Tier 1 - Lakes Theatre - 18 March 2015

# Process Evaluation – Key findings

- Program very relevant to young people but concern about younger age groups not included
- Effective – great collaboration with schools and other services
- Efficient – good value for money
- Total of 984 students reached by Tier 1 and Tier 2 – but 35% of those attending Tier 3 had not attended Tier 1 or Tier 2. – the pathways for this were not clear and need further investigation.
- Positive evidence of satisfaction amongst young people on each Tier but difficult to track outcomes.
- Sustainability - high potential for replication – interest but lack of funds

# Limitations: Client perspectives

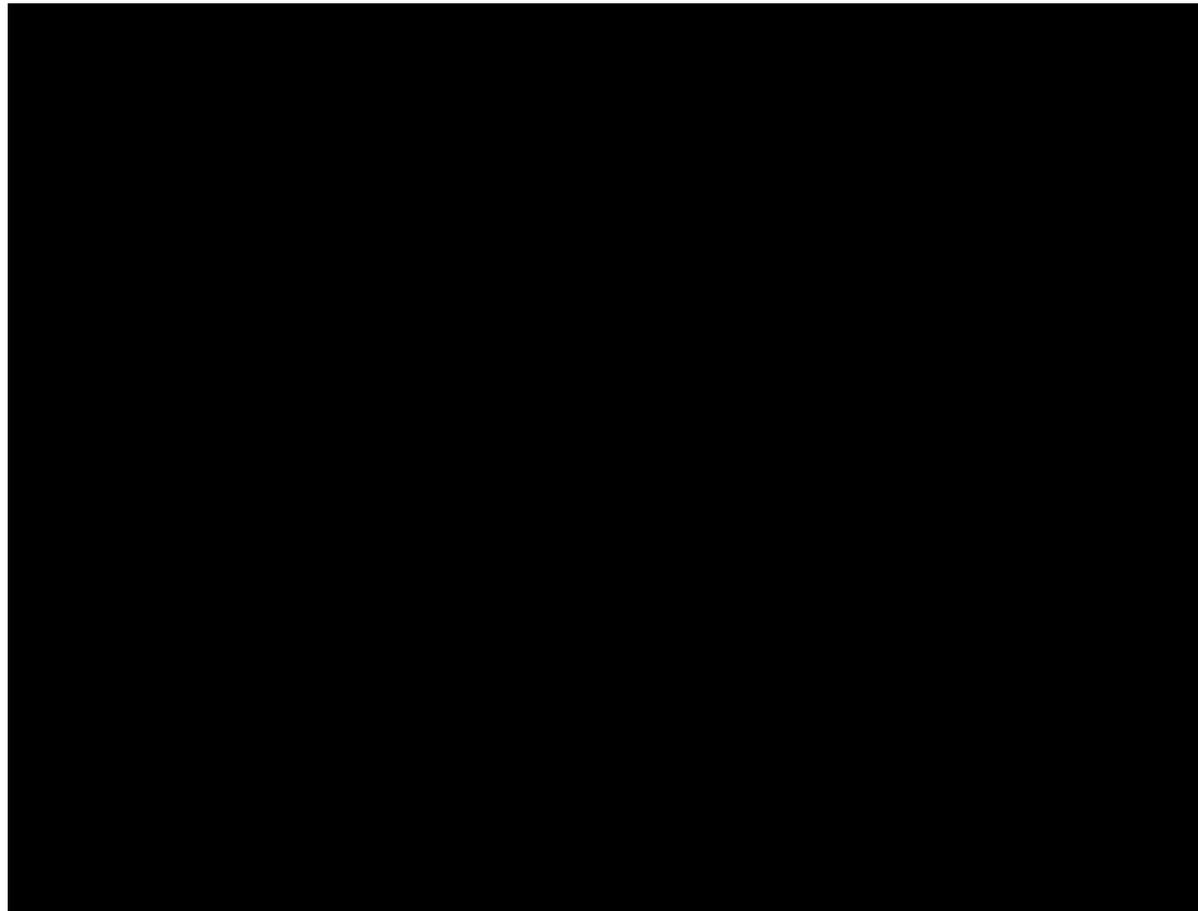


# Evaluation Outcomes

- ⊕ Timely feedback to GP down south.
- ⊕ “Live” findings and recommendations for program adjustment.
- ⊕ e.g. gender designation on forms; contact with young people; age range; concern about friends and family members, not just self.
- ⊕ Target group very specific so design needed to be clearer to develop the evaluation plan and means of measurement.
- ⊕ Input to future design.
- ⊕ Key characteristics of Ambassador.
- ⊕ Use in promotion towards securing funding.



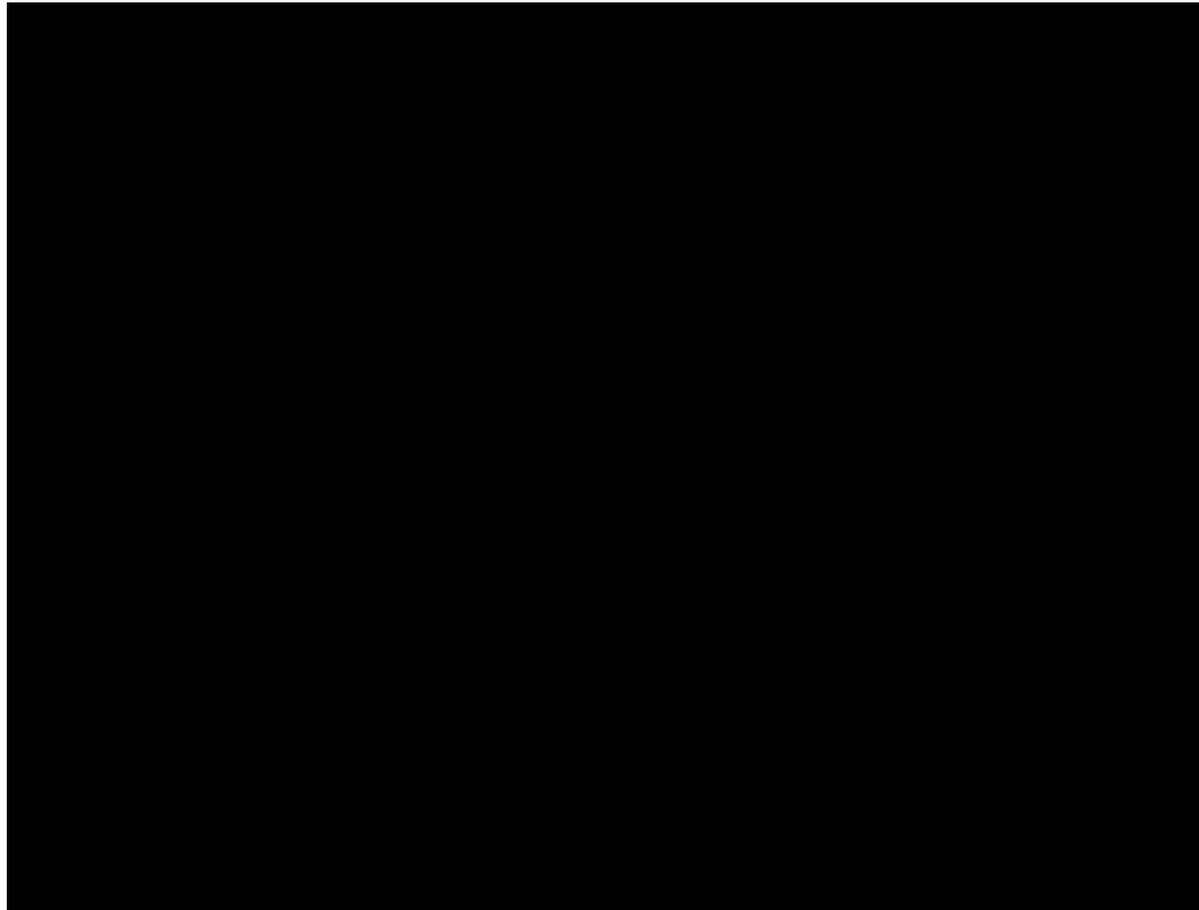
# Client perspectives



# Lessons learned from the evaluation

- Process evaluation was most appropriate for pilot program because of immediate feedback.
- High level of interest from the client stimulated change of approach to capacity building.
- Specific training course held, organisational capacity strengthened.
- Now GPs doing own theory of change/ evaluation plans; SDF Global assists and provides independent view when required.

# Client perspectives



# Discussion: Process Evaluation

- ◆ Advantage of timeliness compared with summative evaluations.
- ◆ Can generate appropriate/useful data.
- ◆ Understanding of evaluative evidence can add value during the course of implementation.
- ◆ Participatory evaluation processes help implementers to generate and understand data/findings.
- ◆ Emphasis on building an ongoing and highly collaborative relationship between clients and evaluators is important.

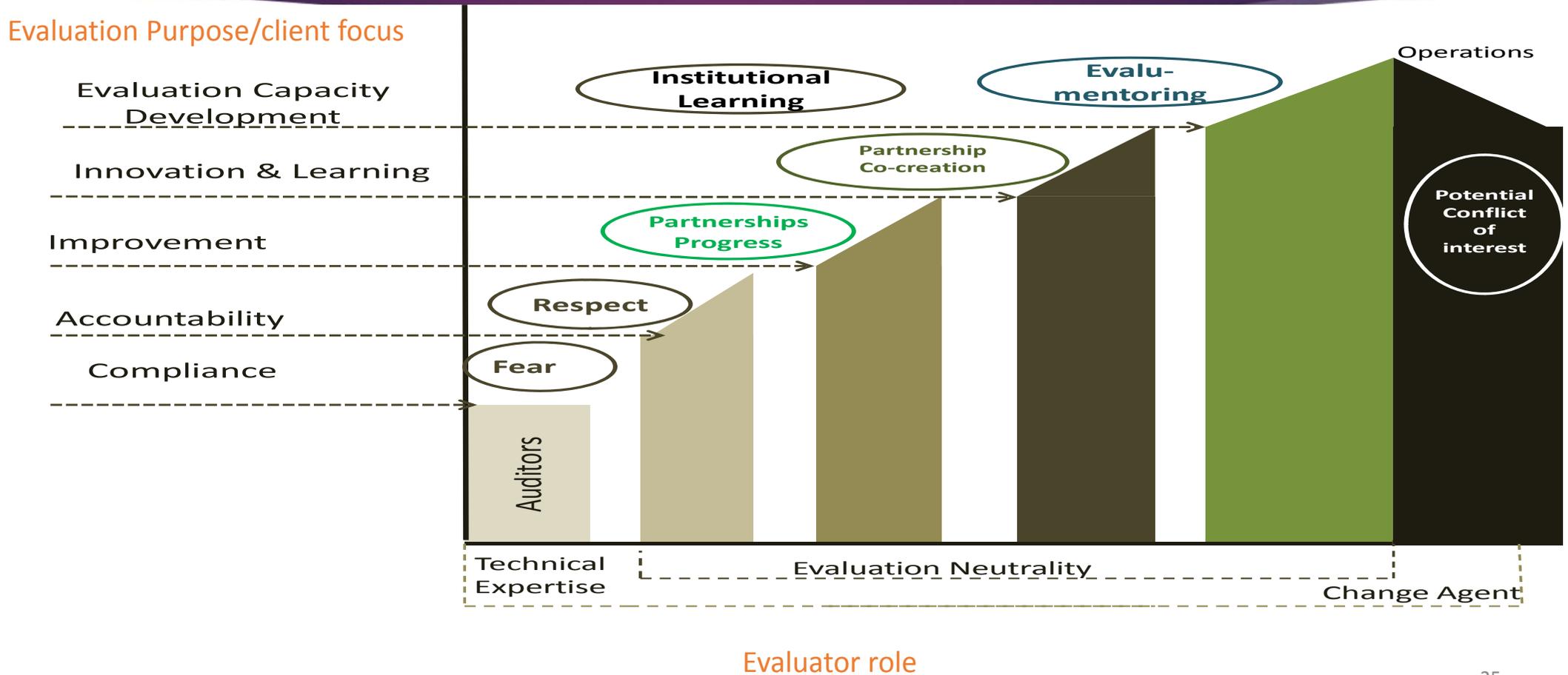
# Discussion: Evalu-mentoring

- ▶ An “embedded evaluator” is a more intensive form of a process evaluation - internal but independent personnel with ongoing responsibility for evaluation (Downing & Rogan 2015).
- ▶ What about smaller programs?
- ▶ Evalu-mentoring can achieve capacity building outcomes while maintaining independence.

# Discussion: Evalu-mentoring

- ◆ Independence and impartiality are important for evaluation credibility, avoiding bias.
- ◆ Independence/impartiality can be maintained even when evaluators are engaged through a process evaluation.
- ◆ Well designed evalu-mentoring and good communication through process evaluations can ensure independence, and add value to evaluation outcomes through capacity building.

# The case for an “evalu-mentoring” approach



# Conclusions

- Process evaluations are particularly appropriate and useful for pilot projects.
- Process evaluations are appropriate for sensitive target groups to give immediate feedback to program.
- “Evalu-mentoring” can add further value to process evaluation implementation.

# Questions?

