

The Zoom Interface

The screenshot displays the Zoom Webinar interface with several key components and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Session View:** "Click here to maximize your session view" and "Enter Full Screen" button.
- Content Area:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Audio Settings:** "Select a Speaker" menu with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".
- Q&A Feature:** "Question and Answer" window with "All questions (1)" and "My questions (1)" tabs. A test question "This is a test question!" is shown. A text input field "Type your question here..." is at the bottom. Annotations explain: "You can switch between questions you've asked and those asked by others using these buttons." and "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above."
- Chat Feature:** "Zoom Webinar Chat" window. Annotations explain: "The chat feature will allow you to talk with other people in today's webinar." and "The To field will tell you who will receive your message. Be mindful of who you are chatting to." The "To" field is set to "All panelists" with the note "Your text can only be seen by panelists".
- Bottom Bar:** "Audio Settings" button, "Click Here to adjust your audio settings", "Chat" button, "Raise Hand" button, "Q&A" button, "Click here to leave the session", and "Leave" button.

Program Implementation and Evaluation, Session 3: Evaluation

Sean Karyczak
Northeast and Caribbean MHTTC
September 19, 2023



Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

**General Mental
Health Workforce**

**Provider
Wellness**

**Youth & Young
Adult Services**

**School Mental
Health Workforce**



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

EPBs for serious mental health conditions

Wellness & Recovery for Providers and people with mental health conditions

School Mental Health
Comprehensive, multi-tiered services & supports

Hispanic and Latiné mental health education

Online Education Courses
Wellness Matters, IMR, Functional Thinking & more

Services Available

No-cost training, technical assistance, and resources





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We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

MHTTC

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Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

A woman with dark, curly hair and a nose ring is looking out a window. The window shows a view of a blue sky with clouds and green foliage. The woman is in the foreground, looking towards the right side of the frame.

988

SUICIDE
& CRISIS
LIFELINE

For people experiencing:

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

Meet Today's Presenter



Sean Karyczak

Northeast and Caribbean MHTTC

Rutgers University

Assistant Research

Coordinator



Recap of The Previous Stages

- Planning Stage
- Implementing Stage
 - Data collection and outcome tools
 - Putting our plan into action
 - Setting up for success
 - On-the-fly adaptations
 - Common barriers

TODAYS AGENDA – EVALUATION STAGE

01

What does it mean to evaluate our program

02

When do we do our evaluation

03

What do we evaluate

04

Disseminate our findings

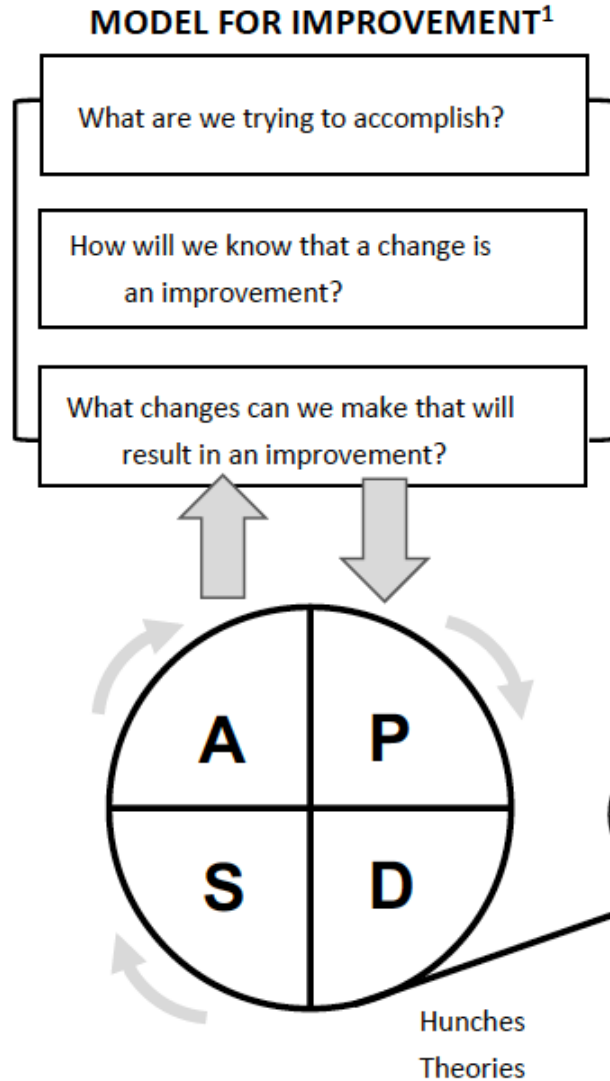
05

Next steps

Implementation and Evaluation Frameworks

- Many different models
 - RE-AIM
 - PDSA
 - ERIC
 - EPIS
 - NIAANTx

NOTE: PDSA Cycles are entered on pg-2 of the *Change Project Form*.



PDSA Cycle explained²

Plan

- Plan a change or test, aimed at improvement.
- Include how you will collect data.
- What is your prediction for the test?

Do

- Carry out the change or test, preferably on a small scale.
- Document your observations.
- Record data.

Study

- Study the results. Was your prediction correct?
- What worked and what went wrong.
- Summarize what was learned.

Act

- Adopt the change (or) abandon the change (or) adapt the change and run another cycle.
- Move on to next cycle.

Rapid-Cycle Testing: Trying a small scale change for a short period of time to see if it is an improvement. (NIATx Principle #5)

¹Source: Langley, Nolan, Nolan, Norman, & Provost. (2009 Apr. 20) *The Improvement Guide*.

²Adapted from: Moen R. (2009 Sep. 17) *Foundation and History of the PDSA Cycle*.



What is Evaluation

- More than just checking the boxes
- Looking at our programs critically
- The goal of increasing effectiveness and making improvements

Looking at Information about our Program

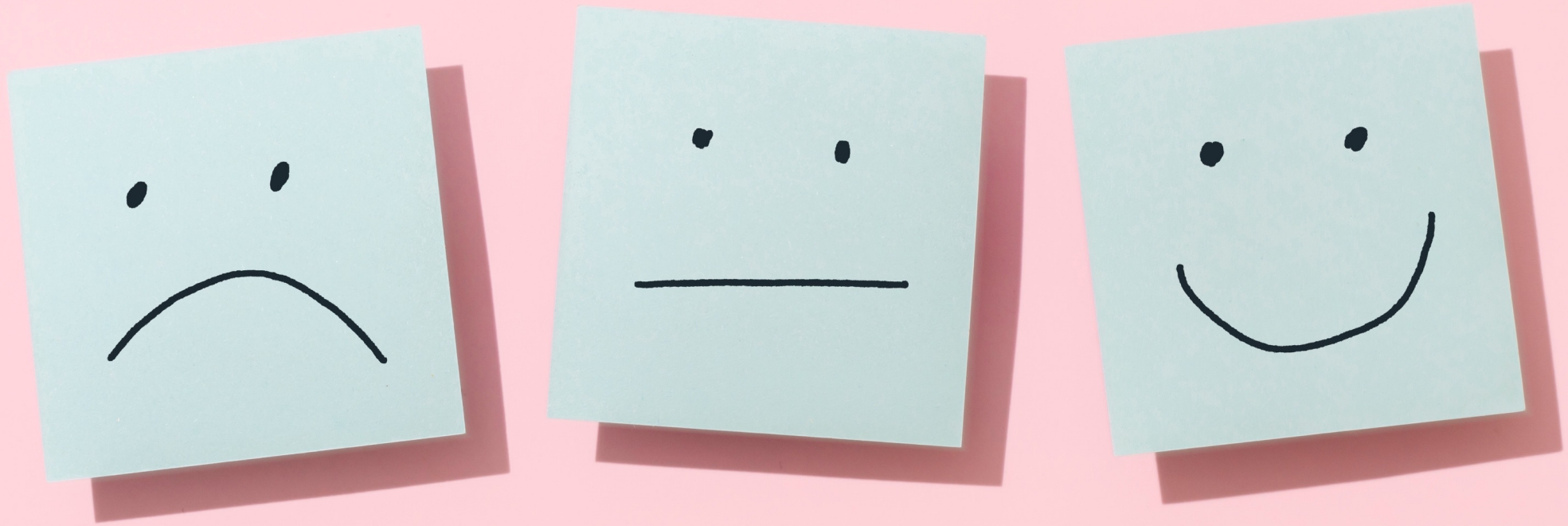
- Outcomes
- Characteristics
- Activities



When Do We Evaluate?

- End of the project
- During the project
- More frequently for new programs





Questions and Check In



Considerations for Evaluations

- Done in a repeatable way
 - Similar data
 - Similar intervals
- Multiple people know the information
 - What
 - Where



What Do We Evaluate?

- Data Evaluation
- Impact Evaluation

Evaluation of Data

- Collected data
- Learning on our planning stage
- Matching to our outcomes

Goals	Objectives	Method of Measurement
Goal 1: To increase the number of women with SUD, including OUD who sustain long-term recovery.	Objective 1.1: Recruit, hire, and train a project team qualified to provide and expand recovery support services.	Advertisements through appropriate channels, offer letters, timesheets, payroll registers/records, training attendance
	Objective 1.2: 100% of participants without a primary care provider (PCP) will be referred to a PCP.	Case notes
	Objective 1.3: 100% of women who are pregnant will be connected with prenatal medical care.	Case notes
	Objective 1.4: 100% of homeless participants will be referred to safe, temporary or permanent housing.	Homeless Management Information System (HMIS)
	Objective 1.5: 70% of participants will be employed, volunteer, or be enrolled in a vocational or training program.	Employment offer letter or employer verification, attendance sheet, acceptance letters, self-reports
	Objective 1.6: 100% of participants who are eligible for some form of public assistance will complete the appropriate application.	Case notes, public assistance application
	Objective 1.7: 80% of women will participate in gender-specific support groups.	Attendance sheets



Evaluation of Impact

- What is the impact on clients and the community?
- Can be informed by data
- Also informed by “other” information

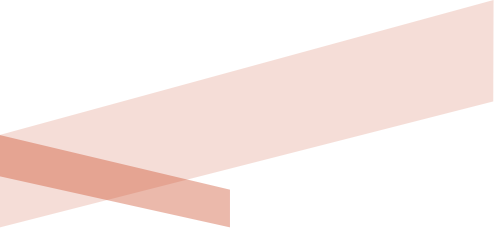
Fidelity Scales

- Fidelity Assessment
 - Supported Housing Example

Score 1.1.a =	4	2.5	1
1.1.a: Extent to which tenants choose among types of housing (e.g., clean and sober cooperative living, private landlord apartment)	Tenants choose the type of housing they prefer from a range of housing types, with an integrated, affordable apartment as 1 choice.	Tenants have a restricted choice of housing types (e.g., 2 types of project-based housing).	Tenants are not given a choice of type of housing and are assigned to a type of housing.
Score 1.1.b =	4		1
1.1.b: Extent to which tenants have choice of unit within the housing model. For example, within apartment programs, tenants are offered a choice of units.	Tenants choose among multiple units.		Tenants are assigned to a unit.

- General Organizational Index

	1	2	3	4	5
G4. Assessment	Assessments are completely absent or completely non-standardized	Pervasive deficiencies in 2 of the following: <ul style="list-style-type: none"> Standardization, Quality of assessments, Timeliness, Comprehensiveness 	Pervasive deficiencies in 1 of the following: <ul style="list-style-type: none"> Standardization, Quality of assessments, Timeliness, Comprehensiveness 	61-80% of consumers receive standardized, high-quality assessments at least annually OR Information is deficient for 1 or 2 assessment domains	More than 80% of consumers receive standardized, high-quality assessments, the information is comprehensive across all assessment domains, and updated at least annually
Full standardized assessment of all consumers who receive EBP services. Assessment includes history and treatment of medical/psychiatric/substance use disorders, current stages of all existing disorders, vocational history, any existing support network, and evaluation of biopsychosocial risk factors.					



Data Outcomes



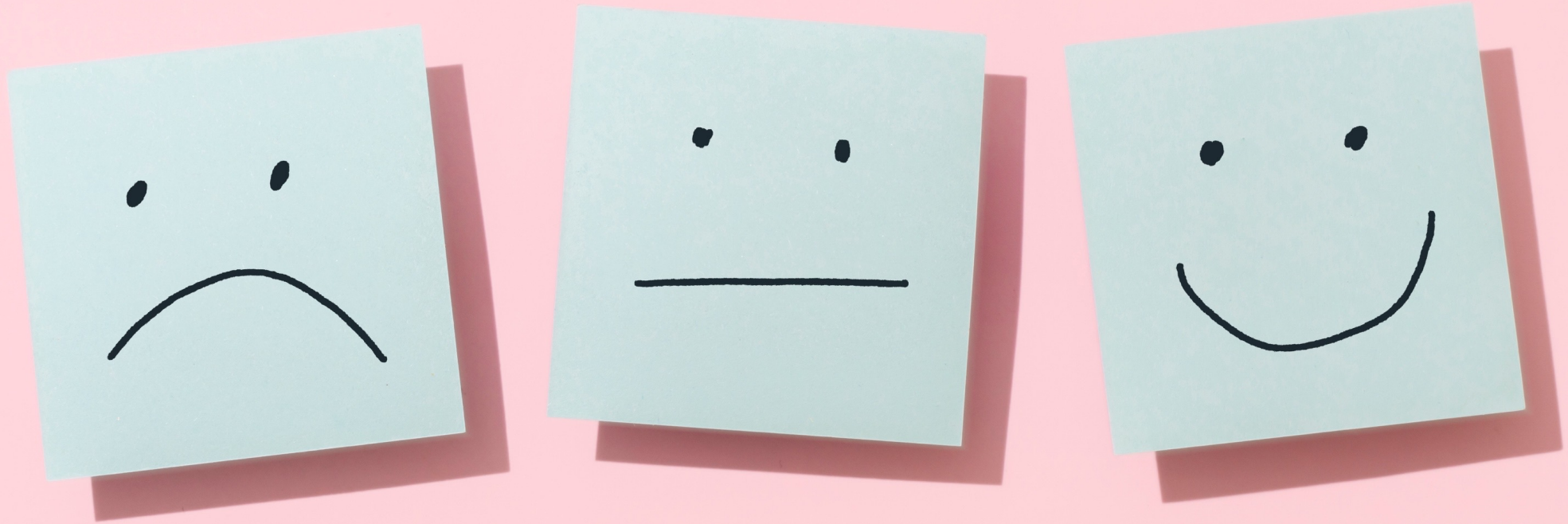
Impact Outcomes



Critically
Evaluating our
Program



Disseminate



Questions and Check In

Disseminating Our Findings

- Staff and Agency
- Stakeholders
- Funders
- Publication



Informing Staff and Stakeholders

- Staff and Agency
 - Celebrating wins
 - Feedback sandwich
- Community and Stakeholders
 - Keeping them engaged
 - Reducing stigma



Informing Funders and Publications

- Funders
 - Sharing highlights
 - Being transparent of shortcomings
- Publications





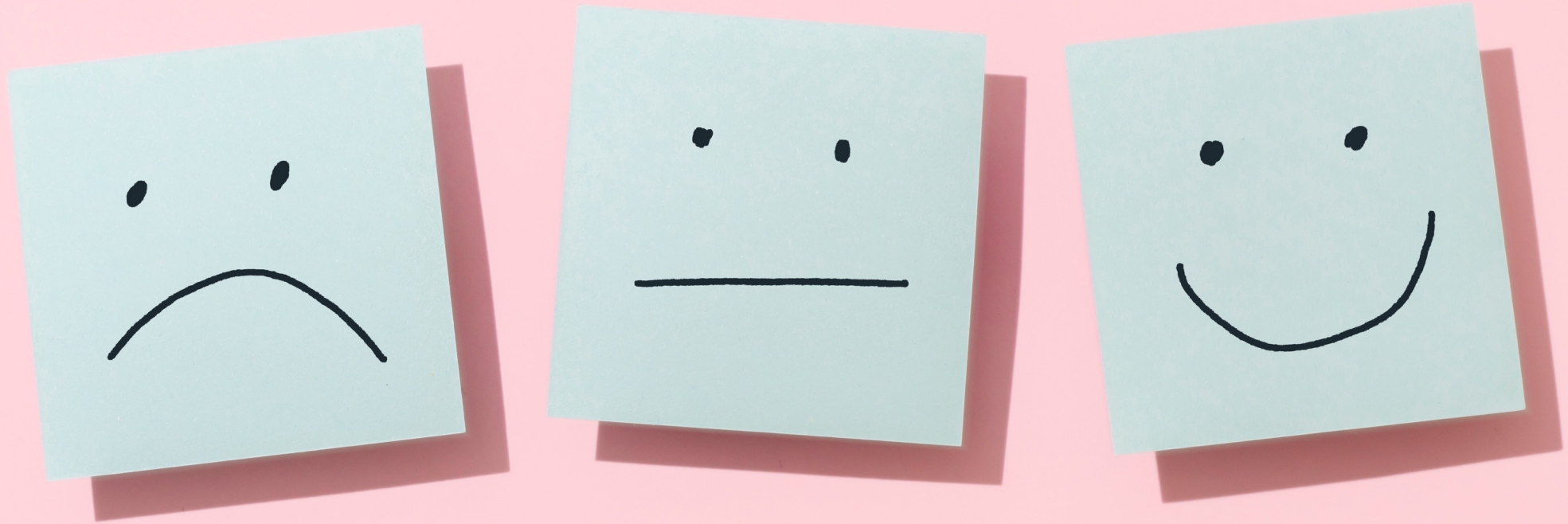
So What Now?

- Creating a sustainability plan and next steps
- Potential Situations
 - 1 – Continuing program
 - 2 – Expiring grant
 - 3 – Research projects

Next Steps for All Programs

- Who will carry the torch?
- Being ready for new opportunities





Questions and Check In




Review of Series

- Importance of planning
- Importance of our team
- Way to collect our outcomes
- Critical evaluation of our programs
- Planning for next steps



Series Wrap Up

- What are your impressions of the series
 - What are ideas that stuck with you?
- 

Question and Answer



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



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**Please allow 14 business days for all recordings to be made available.*

Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants within 7 days of webinar broadcast.

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Services Administration



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The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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