

VICTIM SERVICE PROGRAM EVALUATION
Empowerment and Satisfaction Questionnaire (ESQ)

IMPLEMENTATION CHECKLIST

1. Understand the available tools for the ESQ; these may be used with individuals 14 years and older:

- A. Empowerment and Satisfaction Questionnaire – Long Form (ESQ-LF): the instrument you will use for PCAR, PCADV and PCCD outcomes.
- C. Demographics Form (optional)

2. Achieve buy-in from key stakeholders:

- A. External (funders, etc): Identify the kinds of outcomes funders are or will be asking you to measure.
- B. Internal (Board of Directors, management team, service providers, support staff, etc.):
 - ✓ Clarify the concept.
 - ✓ Determine the benefit of outcome information for each group.
 - ✓ Address any concerns or questions raised.

Potential benefits for internal stakeholders

Direct service staff	<ul style="list-style-type: none"> ✓ Validation of their work ✓ Opportunity to identify areas for their skill enhancement
Board of Directors	<ul style="list-style-type: none"> ✓ Objective and concrete basis for measuring the impact of services offered ✓ Better equipped to answer community questions about the effectiveness of services
Management team	<ul style="list-style-type: none"> ✓ Valuable information for program planning and resource allocation
Overall	<ul style="list-style-type: none"> ✓ Validation of the agency's work ✓ Enhanced funding opportunities

3. Respond to questions about the impact on clients:

Will procedures be too intrusive on clients' time when they are in crisis and need to deal with their issues?	✓ Through field-testing and use during the first round of implementation, the Project Team found that clients have not been adversely affected, since it takes less than 10 minutes for each administration of the instrument.
Will this process raise anxiety?	✓ The model does not involve clients reliving the trauma. Rather, the instrument is designed to ask clients how they are feeling <i>today</i> . ✓ During field-testing, the Project Team and field test agencies did not receive negative feedback from either clients or counselors about the instrument or the methodology. ✓ In addition, since this is a voluntary activity for clients, they may decline to participate or may opt not to complete the full instrument.
Will this process take time away from service provision to clients?	✓ The process has been designed to fit within the regular flow of an agency's services and to occur outside of time normally spent with clients.

4. Respond to any questions about confidentiality. For example:

Will this compromise client confidentiality or anonymity? Will it in some way provide information that could be used against a client?

- ✓ Since this is completed anonymously, there will be no connection of the outcome data to client identity.

5. Assess the impact on staff resources:

To get started, make preliminary decisions about who will be involved, and then be ready to adjust this once you complete your implementation plan.

- A. Outcomes Project Manager: who will take the lead on implementation? This person will manage the project and should have a hands-on knowledge of service provision.

General responsibilities will include:

- ✓ Development and implementation oversight of all procedures related to the outcomes project.
- ✓ Coordination of data management.
- ✓ Involvement in the development of reports.
- ✓ Analysis of reports.

- ✓ Involvement in program planning and related activities.

B. Counselor or Direct Service Provider: which of your staff members is providing a service that will be evaluated?

Though the process should have a limited impact on this person's daily work, the counselor or direct service provider should have time scheduled initially to become familiar with the process. In addition, the counselor will need to allocate time for:

- ✓ Tracking for administering the ESQs.
- ✓ Providing client contact information at the end of service if an agency has decided to mail the ESQ instrument (each agency will decide how to administer the tools; this is addressed later in the checklist).
- ✓ Participating in program planning adjustments based on the outcome information.

Note: If administrative or support staff will not be administering the instruments, counselors may have to support each other in this function. (For example, Counselor "A" would administer the ESQ to clients of Counselor "B", and vice versa). This would require an additional time commitment from direct service staff.

C. Administrative or Support Staff: who will be administering the instruments?

A practical option is to have the instruments administered by administrative or support staff since, ideally, counselors should not administer the instruments to their own clients.

- ✓ The administrative staff person should have time in her or his schedule for brief interactions with clients. The ESQ is given following the last session.
- ✓ Establish a communication mechanism to facilitate the flow of information between the counselor and the administrative or support staff person who will be administering the instruments.

D. Data Management Person: who will handle the data input, and possibly the initial analysis of data?

- ✓ This person is responsible for data entry of all instruments, and should have the ability to generate reports needed for analysis and program planning.

6. Prepare for implementation:

A. What services do you want to evaluate? As you consider this, keep in mind the volume of clients who receive each of the services you are considering for evaluation. In your decision-making, consider:

- ✓ The amount of time that the client is in personal contact with the agency. Short-term interactions may not lend themselves to this design.
- ✓ The state of crisis existing for a client in relationship to a particular service. Some services have contact based on an immediate crisis when it would not be appropriate to administer an instrument (for example, medical advocacy).

B. What type of demographic information do you want to collect with the instruments?

You may choose to collect demographic information specific to this evaluation process. If so, you will need to design a form that will be administered at the time you give the ESQ (See sample form in the Appendices of the manual.)

C. What will you do if a client is unable to complete the ESQ because she/he is not able to read the form (e.g., due to literacy issues or visual impairment)?

A staff member (preferably not the counselor who has provided the service) may offer to read the items to the client and record the client's answers on the form.

D. How will you track the administration of the ESQ, to be sure you've given it to clients?

A logbook is a helpful tool to keep track of information, such as:

- ✓ Any unusual circumstances in the way the instrument is administered (for example, mailing versus in-person).
- ✓ Other unusual circumstances that you may want to track. These would not be noted with client identity, but could be kept as a count. Items you might want to track include but are not limited to:
 - An individual who cannot read.
 - An individual who declines to participate.
 - An individual who is unable to complete the instrument due to mental health issues or state of crisis.
- ✓ The number of ESQs distributed versus how many were returned.

E. When will you give the instruments? In making this decision, consider the typical length of service time for clients in each service.

You will administer ESQs at the termination of the service. This may be done:

- ✓ In person, to be completed and returned at that time
- ✓ In person, to be taken home and returned (consider including a self-addressed stamped envelope)
- ✓ By mail, to be completed at home and returned by mail (be sure to have permission from clients ahead of time for this method; and consider safety issues for clients)

F. Who will administer the ESQ and demographic forms?

- ✓ Designate a person (or persons, if your staff is large) on your staff to administer the ESQ to each client.
- ✓ This could be the receptionist, a secretary, or other support staff. Ideally it should not be the client's counselor. It could, however, be another counselor.

G. How will you make and store blank copies of the ESQ and demographic forms?

- ✓ You will need to make copies of any instruments and forms that will be used and store them in an accessible place. At this point, they are not confidential, so they can be stored in an unlocked cabinet.
- ✓ You will want to have an ample supply of instruments available at all times. Since the timing on administering these is important, not having an instrument available could mean that you would not be able to obtain the information from a client.

H. How will you introduce this to clients?

Prepare a basic outline of information that you will share with clients. For example:

Explain to the client that she/he will be asked to complete a questionnaire at the completion of services, that it is intended to help the agency improve services, that it is voluntary, that her/his decision not to complete it will have no impact on her/his access to services in future, and that she/he can ask for help in completing the questionnaire.

I. Where and how will clients complete the ESQ and demographic forms?

- ✓ Ideally, the client should complete the ESQ somewhere other than the counseling space. The best scenario is that it is in a quiet space, not a crowded waiting room.
- ✓ Clients may be asked to stay an additional 15 minutes at the end of their last appointment or service contact in order to complete the instruments.

J. How will you maintain anonymity?

Develop a method for ESQ return that will help to preserve client's anonymity. You might have the client place the completed ESQ in an envelope that can be sealed before being returned to the staff person; or have a locked box with a slot through which the client can slide the completed ESQ.

K. Who will keep track of which clients should be receiving instruments, and when?

Designate someone to keep track of the clients on each day's schedule who are due for an ESQ. This will likely be the counselor, who will review her or his schedule the day before, make note of the clients who are due for the ESQ, and inform the person who administers

the instruments. This allows the person administering the instruments to prepare, and to anticipate when she or he will be needed throughout the day.

L. How will completed ESQs be passed to the data management person?

- ✓ Develop a system for paper flow.
 - Identify an area for storing the completed instruments until they are transferred to the data management person.
 - Identify an area for the forms to be stored after the data is entered and compiled. Establish a regular schedule for data entry of completed instruments.
- ✓ As with any client information, completed instruments should be treated as confidential even though no client names should appear on the instruments.
- ✓ Pay attention to who will be seeing client comments on the ESQ. Consider a review by a supervisor/manager to screen for negative comments before the person assigned to do data entry receives the ESQs. This does not mean that negative comments will not be noted, but does suggest that counselor identity may be removed before it is seen by other staff and before the information goes into general agency information.

M. What software will you use to track the outcomes data?

There are several options for data management software, including an Excel spreadsheet that has been developed for tracking data from the ESQ.

NOTE TO IMPLEMENTATION WORK GROUP: I'M NOT SURE WHAT WE WANT TO SAY ABOUT SOFTWARE AT THIS POINT.