



Skill Building Workshop for Carers of People with Eating Disorders: Evaluating *the Effects* on the Participants or Evaluating *the Program*?


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EVIDENCE *and* EVALUATION



Australasian Evaluation Society
International Conference
Canberra, 2001



Consolidate, Innovate, Expand



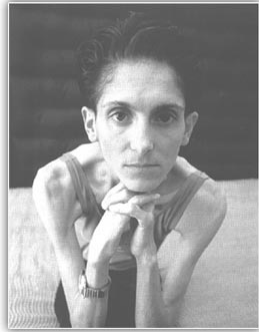
Australasian Evaluation Society
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Evidence *and* Evaluation

Skill Building Workshop for Carers of People with Eating Disorders:

Evaluating *the Effects* on the Participants or Evaluating *the Program?*

- > Eating disorders (ED) are serious chronic illnesses associated with significant physical, psychological, and social impacts (Mehler, Crews, & Weiner, 2004).
- > They are in the ten leading causes of non mortality-related burden of disease within young Australian women and because the age of onset is typically adolescence or early adulthood, individuals who suffer from ED often ***rely upon a carer such as a parent or spouse for assistance*** with their recovery (AIHW, 2007).
- > Literature identified that caring for an individual with an ED is associated with significant burden (Perkins, Winn, Murray, Murphy & Schmidt, 2004; Treasure, Whitaker, Whitney & Schmidt, 2005).



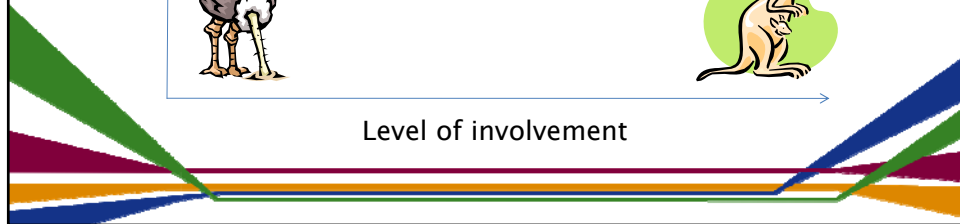
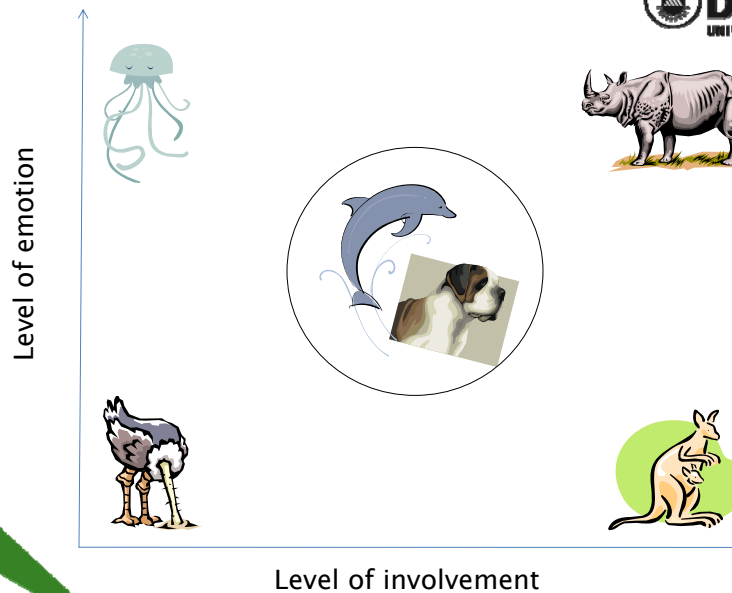
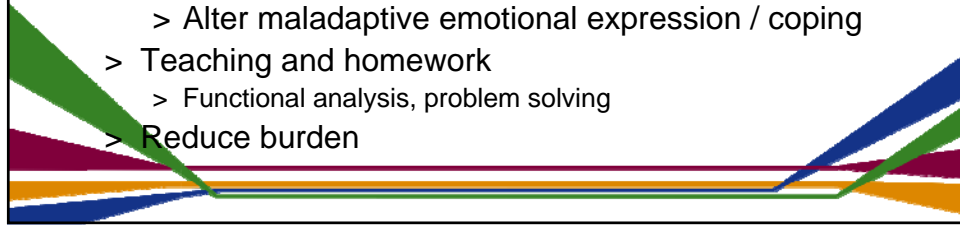
Support Groups Community Resources /Agencies

Skill Building Interventions

(Sepulveda, Lopez, Todd, Whittaker, & Treasure, 2008; Treasure, Smith & Crane , 2007)

Skill Building Workshops (Treasure et al., 2007)

- > 6 x 2 hour workshops
- > Styles
 - > Emotion and involvement
 - > Animal metaphors
- > Motivational Interview
 - > Readiness to change
 - > Introduce model of carer strain & stress and model of maintenance of ED
 - > Alter maladaptive emotional expression / coping
- > Teaching and homework
 - > Functional analysis, problem solving
- > Reduce burden



What About Your Readiness to Change Your Behaviours?

Not at all
important
to change

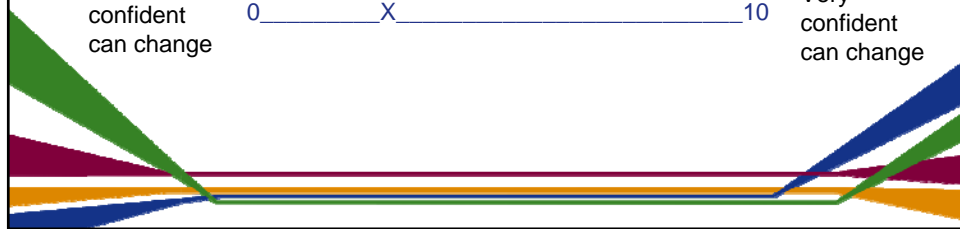
0 _____ X _____ 10

Very
important
to change

Not at all
confident
can change

0 _____ X _____ 10

Very
confident
can change



Deakin Collaboration Occupational Therapy and Psychology

> The aims of this study were to measure the effects of participating in a structured skill-building workshop on:

1. Coping mechanisms of carers,
2. Emotional involvement, and
3. Wellbeing.



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- > The skill building workshop was conducted with 15 carers in Geelong, Australia. Participants completed 3 series of surveys (pre and post intervention and 6 week after completion of the workshop).
 - > Brief Cope Questionnaire, General Health Questionnaire, Eating Disorders Impact Scale, Family Questionnaire
 - > Quantitative data analysis (ANOVAs)

Participants

- > A total of 18 carers attended least 1 workshop
- > **15 persons** (4M, 11F) completed all 3 sets of questionnaires
- > Of these, 6 were spouses (3 children)
- > 80% lived with the person
- > Characteristics of ED:
 - > Mean age 20.13 (SD = 3.04)
 - > 1M, 11F
 - > Diagnosis: 8 AN, 4 BN
 - > Duration of ED: 4.35 yrs (3.61)
 - > 60% currently receiving treatment

Results

- > Reduction of maladaptive coping ($p=.054$),
- > Significant increase in adaptive coping mechanisms ($p<.01$),
- > Significant decrease in participants' emotional overinvolvement ($p<.05$),
- > Improvements in participants' well-being,
- > Improved confidence that their loved one could change and improve their overall functioning.

Results

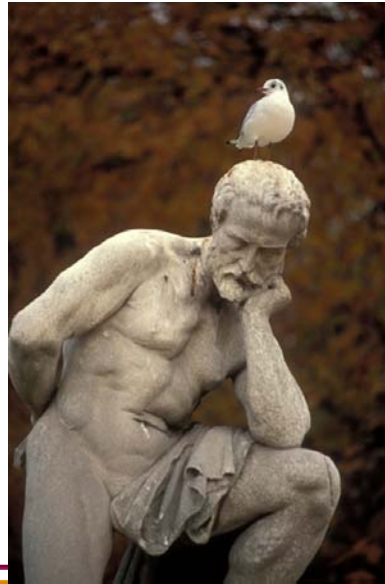
- > Content clearly presented
- > Sufficient info provided
- > Workshops engaging & interesting
- > Material valuable & relevant
- > Presenters knowledgeable
- > Would recommend to others
- > Venue was convenient
- > Problems with ppt
- > Time and duration issues (start on time, ppt, be ready to start)
- > Flip charts to have concepts fresh to our mind

The results of this study demonstrated that this skill-building workshop had significant and positive effects on carers' general well-being and level of burden and support further studies.

Is this *it*?

Was *this* program evaluation?

**Let's think
about
program
evaluation
for a minute**



**« It's more a critique,
it's not a paper »**

**« They don't want
program evaluation,
they want research ».**



- > Modern program evaluation is complex
 - > Theories
 - > Models
 - > Practice
 - > Research

(Alkin & Christie, 2004; Owen, 2006; Patton, 1997, 2004; Scriven, 1991, Stufflebeam, 2004; Stufflebeam, & Shinkfield, 2007; Stake, 2004)

Competencies

- > Quantitative/Qualitative methods and analysis
- > Evaluation theory and methods
- > Data management
- > Report writing
- > Interpersonal skills
- > Supervisory and team management

(Dewey, Montrosse, Shröter, Sullins & Mattox, 2009)

Competencies

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Responsibilities

- > Conceptualization
- > Proposal writing
- > Planning and design
- > Instrument development
- > Implementation
- > Data collection / Analysis
- > Write up results and report

(Dewey, Montrosse, Shröter, Sullins & Mattox, 2009)

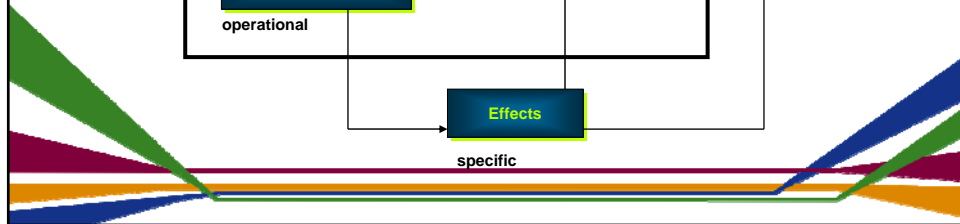
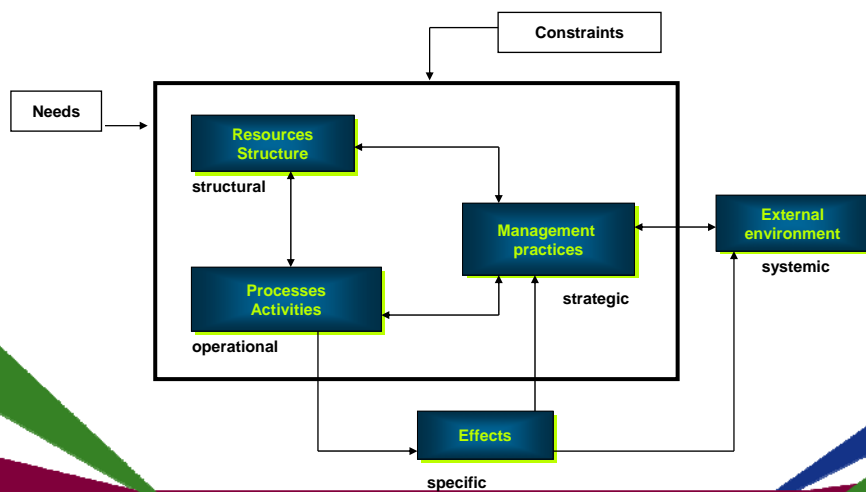


Program Evaluation is Research.... and then some!

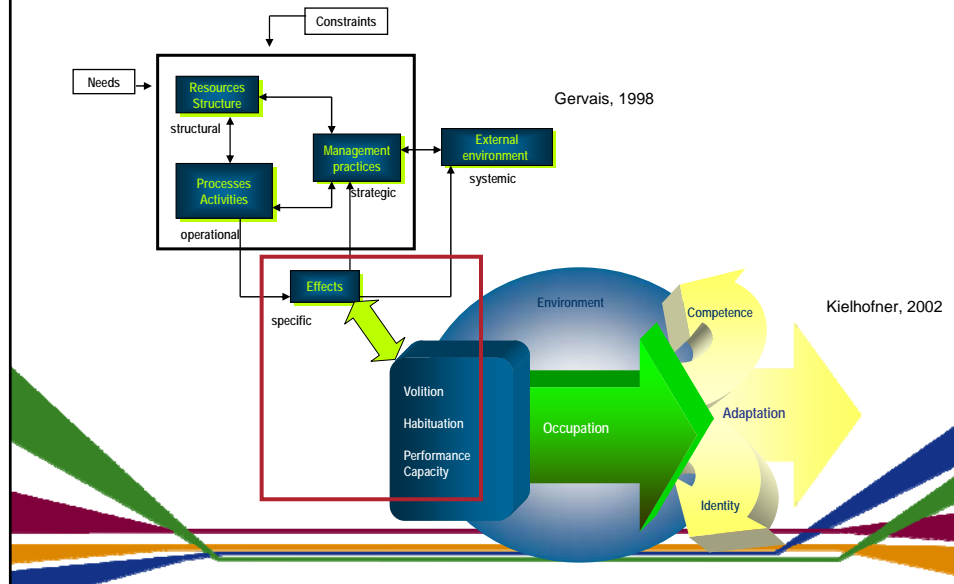


The Model of the Dimensions of a Program

(Gervais, 1998)



A combination of models of practice (Pépin, 2006)



Conclusion

- > Did this study evaluate the effects on the participants or did it evaluate *the program*?
 - > EFFECTS ONLY!
- > Is program evaluation research?
 - > YES!
- > Do we need to advocate and promote program evaluation for all its worth?
 - > YES!

Thanks!

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