

## SHORT TERM IMPACTS TOOL



### Summary

The *Short Term Impacts Tool* is an online survey for young people who are participating in a program. The tool explores the dimensions emotional well-being, social support, future thinking, communication skills, and problem solving skills. Additional questions can be added depending on needs.



### Keywords

Cross sectional data  
Longitudinal (trend analysis)  
Quantitative data (frequency)  
Qualitative data (descriptive, explanatory)  
Survey  
Evidence  
Reporting



### Participant Use



### Participant Evaluation



### Resources

Computer and internet access  
1 x facilitator  
Online survey account (for example [www.surveymonkey.com](http://www.surveymonkey.com); free trial, AUS\$19.95 per month or approx. AUS\$200 per annum).



### Individual Activity



### Time

Set up: N/A  
Implementation: 10 minutes  
Analysis: 1-2 hours (depending on number of participants)



### Frequency of use

Pre/Post  
Periodically (e.g. four-monthly)



## How to Use This Tool

The *Short Term Impacts Tool* includes a series of questions and validated scales to explore the following 6 dimensions for program participants:

- Attitudes
- Employment/study
- Social support
- Mental health
- Problem solving
- Optimism.

The aim of the tool is to capture short term changes that take place at a group level and to provide agencies with a measuring tool that can demonstrate that their program had a positive impact on the development and mental well-being of program participants.

The tool has been created using Survey Monkey. Survey Monkey is a website which allows users to create and edit surveys, collect and analyse results quickly and easily. It enables users to view their results as they are collected, and allows users to create graphs and charts to obtain overall group responses as well as individual answers. The software is easy to use even for those with little or no experience in evaluation. The software has a privacy policy which states that all the data collected remains absolutely confidential.

Survey participants are given access to the survey through the Survey Monkey website [www.surveymonkey.com](http://www.surveymonkey.com) or can be sent a link to the survey via email or sms. The survey guides participants through the survey which includes a range of response types – comments, scales, multiple choice, tick boxes.



## Suggested Uses of the Tool

The *Short Term Impacts Tool* is most appropriate for programs which run for at least 1 year or are semester-based. It can be used to collect baseline data or to provide a snapshot of a group at a point in time. For programs of 1 year or more, the survey can also be used to provide data showing changes over time if it is implemented every 3-6 months. The survey is less appropriate for shorter programs since the dimensions which are assessed may not have had time to take effect.

Some questions in the *Short Term Impacts Tool* are identical to those used in the *Long Term Outcomes Tool* enabling a comparison of results at a later stage in time.



## Complementary tools

The *Short Term Impacts Tool* assesses changes in young people as a result of participating in a program. Short term program impacts on participants can also be assessed using a range of discussion or arts-based strategies for example:

*My Support Map*

*Digital Story Telling*

*Evaluation through group artwork*

*What if...? Scenarios*

*Journal Writing Guide*

*Group Discussion Guide*

The *Short Term Impacts Tool* provides data from the perspective of participants. In order to increase the reliability of the data collected using this tool, programs should consider implementing an evaluation tool which collects data from the perspective of staff, for example the *Weekly Monitoring Tool*. Data from participants and staff could then be compared to identify any consistencies or inconsistencies.



## Implementation Tips

- Using online evaluation tools has been found to be a time efficient and favourable method of data collection among agencies as it facilitates the process of data collection, evaluation and reporting, as well as data storage for trends analysis. Visually, online tools can be made appealing by branding them with the agency's colours, styles and logos.
- If not all dimensions are relevant for a program wishing to use the tool, the survey can be adapted to encompass only those scales that suit the program's needs.
- To ensure the survey is completed regularly and by all participants, it needs to be built into the program curriculum and have a fixed time when participants will complete it, and those who are absent followed up until they have completed it.
- Participants need to be clearly informed about how their information will be used.
- Be prepared to change the survey as the target group or program changes. All evaluation tools should be reviewed and may need to be refined if used over a long period of time.



## Links

[Short Term Impacts Tool](#)  
[Long Term Outcomes Tool](#)  
[My Support Map](#)  
[Digital Storytelling Guide](#)

[Group Artwork](#)  
[What if...? Scenarios](#)  
[Group Discussion Guide](#)  
[Journal Writing Guide](#)



# MY-PEER USER GUIDE

toolkit <sup>[1.0]</sup>



The My-Peer Toolkit [1.0] was developed by [Western Australian Centre for Health Promotion Research](#) and is licensed under a [Creative Commons Attribution-NonCommercial-No Derivative Works 2.5 Australia License](#). It can be accessed at [www.mypeer.org.au](http://www.mypeer.org.au).



# Short Term Impacts Tool

## 1. INTRODUCTION

This questionnaire is for young people who are participating in [name of program]. You will be asked some questions about your general health and your attitudes.

At the end of the program, you will be asked to complete the same questionnaire again to see what has changed for you.

This is not a test. There are no right or wrong answers.

Please answer all questions as truthfully as you can. Use the mouse to scroll down the questions on each screen.

If you are unsure of an answer, please give the best answer you can or choose the closest response. If you have any questions, please ask your program facilitator.

Your answers are confidential and anonymous. They will not be shown to your friends, family or any health workers.

Thank you for completing this questionnaire, your time is greatly appreciated.

[Name of Program Coordinator]

## 2. INFORMATION ABOUT YOU

Please tell us about yourself

1. How old are you?

Years

Age

2. What is your gender?

Male

Female

Other (please specify)

3. What postcode do you live in?

4. What date did you start the program OR for how long (weeks/months/years) have you been attending the program?

## Short Term Impacts Tool

5. What are your current living arrangements?

- On my own
- With friends
- With housemate/s
- Temporary
- With my partner
- With parents
- With family
- Homeless

Other (please specify)

6. What is the highest level of education you have completed?

- Primary School
- High School
- TAFE
- Trade Certificate
- Diploma
- Tertiary Degree

Other (please specify)

7. What is your current employment status? (you can tick more than one if you need to)

- Working
- Unemployed
- Internship
- Student
- Voluntary

Other (please specify)

## 3. FEELINGS

# Short Term Impacts Tool

These questions will ask about your feelings and how you feel about yourself.

\* 1. In the past two weeks, how often have you felt like this? (Please tick one circle for each statement)

	Not at all	Sometimes	Often	Not sure
I felt miserable or unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt so tired I just sat around and did nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was very restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cried a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it hard to think properly or concentrate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hated myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was a bad person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought I could never be as good as other mums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did everything wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt I was no good any more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought nobody really loved me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I didn't enjoy anything at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hargreaves J, O'Brien M, Bond L, Forer D, Basile A, Davies L & Patton G 2005, Paying Attention to Self PATS: an evaluation of the PATS program for young people who have a parent with a mental illness - Participant Survey. Centre for Adolescent Health, Melbourne.

## 4. SOCIAL SUPPORT

These next few questions will ask you about your friendships and relationships.

\* 1. Which of these statements best describes how you feel about friends and relationships? (Please tick one circle for each statement)

	Not At All True	A Little True	Pretty Much True	Very Much True
I will always have friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along well with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being around other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is hard for me to make friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Short Term Impacts Tool

Springer JF & Phillips JL 1997, Individual Protective Factors Index (IPFI): A Measure of Resiliency. EMT Associates, Inc. California.

\* 2. How much do you agree or disagree with these statements about you?  
(Please tick one circle for each statement)

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
There is a special person who is around me when I am in need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a special person with whom I can share my joys and sorrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family really tries to help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get the emotional help and support I need from my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a special person who is a real source of comfort to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends really try to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on my friends when things go wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk about my problems with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends with whom I can share my joys and sorrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a special person in my life who cares about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family is willing to help me make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk about my problems with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hargreaves J, O'Brien M, Bond L, Forer D, Basile A, Davies L & Patton G 2005, Paying Attention to Self PATS: an evaluation of the PATS program for young people who have a parent with a mental illness - Participant Survey. Centre for Adolescent Health, Melbourne.

## 5. FUTURE THINKING

The following questions will ask you how you feel about yourself and your future goals.



# Short Term Impacts Tool

\* 1. How true do you feel these statements are about you personally?  
(Please tick one circle for each statement)

	Not At All True	A Little True	Pretty Much True	Very Much True
I have goals and plans for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to go for help with a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to work out problems by talking or writing about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work out my own problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do most things if I try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with someone who has different opinions than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many things that I do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bad when someone gets their feelings hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to understand what other people go through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I need help, I find someone to talk with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stand up for myself without putting others down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to understand how other people feel and think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a purpose to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my moods and feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why I do what I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

California Healthy Kids Survey 2008, California Department of Education.

## 6. COMMUNICATION SKILLS

This section will ask you about your assertiveness and communication skills.

\* 1. How true do you feel these statements are about you personally?  
(Please tick one circle for each statement)

	Very Much True	Pretty Much True	A Little True	Not At All True
If I disagree with a friend, I tell them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I have a reason, I will change my mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I don't understand something, I will ask for an explanation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often too embarrassed to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hate being in front of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often disappoint people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Short Term Impacts Tool

Springer JF & Phillips JL 1997, Individual Protective Factors Index (IPFI): A Measure of Resiliency. EMT Associates, Inc. California.

## 7. HANDLING PROBLEMS

A problem is something important to you that bothers you a lot and that is difficult to resolve. The following questions will ask you how you typically handle problems.

Adapted from: Hargreaves J, O'Brien M, Bond L, Forer D, Basile A, Davies L & Patton G 2005, Paying Attention to Self PATS: an evaluation of the PATS program for young people who have a parent with a mental illness - Participant Survey. Centre for Adolescent Health, Melbourne.

\* 1. How true are these statements about you? (Please tick one circle for each statement)

	Not at all	Moderately	Very
When my first efforts to solve a problem fail, I believe that if I keep trying I will eventually succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult problems make me very upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When making decisions, I try to predict the good points and the bad points of each option.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to deal with problems as soon as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend more time avoiding my problems than solving them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When solving problems, I go with the first good idea that comes to my mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put off solving problems until it is too late to do anything about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem, I get as many facts about it as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put off solving problems for as long as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can solve difficult problems on my own if I try hard enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When solving problems, I think of many different options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am too quick to act when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When making decisions, I go with my "gut feeling" without thinking about what will happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 8. FEEDBACK

Please tell us what you thought about the survey! Your opinion is very valuable to us as it will help us to further improve the survey.

## Short Term Impacts Tool

\* 1. Please tell us how you liked the survey overall?

Satisfied

Unsure

Unsatisfied

Please explain briefly why

\* 2. What did you think about the survey length? Did you find it was...

too long

not sure

okay

3. Was there anything in the survey that you didn't like (e.g. particular sections, not being able to skip questions, wording, etc.)?

4. Is there anything you would suggest to improve the survey?

5. If you wish to make any other comments about the survey, please write in the box below.