BETH WAHLER
CONSULTING

TOOLKIT: MEASURING THE IMPACT OF A LIBRARY-BASED SOCIAL WORK STUDENT

WRITTEN BY:

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ACKNOWLEDGEMENTS:

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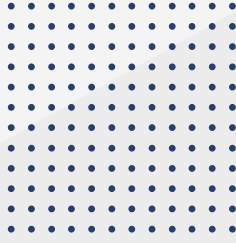
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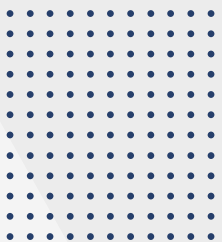Wahler, E. A. (2022).*Toolkit: Measuring the impact of a library-based social work student*. City Library Collective of Wisconsin.

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INTRODUCTION TO EVALUATION

Evaluation is essential for libraries, since data collected from an evaluation or assessment can tell us whether services or programs are successful in the way we want them to be or if we need to make some changes to reach our goals. Evaluation results can also be used to justify continued services to board members, city administrators, or other decision-makers and constituents who may have a say in the programs that are offered. Evaluation data is important for grant applications for new or expanded services or programming. Evaluation data can be particularly helpful for library-based social work initiatives since many libraries initially add services by hosting a social work student. With this approach, libraries work collaboratively with the student to gather data, which is later used for a grant proposal or other funding mechanism to expand services and support paid internships, a subcontract with a nonprofit organization for a social worker to hold office hours in the library, or even to hire an on-staff social worker.

Evaluation/assessment can feel intimidating, depending on the training and background of the people tasked with doing the assessment. Some libraries choose to hire a consultant or trained evaluator to carry out an in-depth, rigorous evaluation/assessment. However, this toolkit is written to reduce the 'intimidation factor' and to help libraries know how to conduct relatively simple evaluations of library-based social work student activities. Examples of various assessment methods are included in this toolkit, as well as the strengths and weaknesses of each method, so libraries can use informed judgment to determine what might work best for their organization. All methods included in this toolkit do not require any additional training or special skills.

One thing to keep in mind when hosting a social work student in the library is that evaluation or assessment will be part of the student's required learning contract/plan. The best evaluations of the student's activity will thus be collaborations between the library and the student. Library administrators should feel empowered to discuss their ideas for evaluation with the student and to partner together to plan the assessment methods for evaluating the potential impact of the placement.

A Word of Caution

Evaluation must take into account the planned short-term and long-term outcomes of the initiative being assessed, the resources put into the initiative, and internal or external factors that might impact the overall project, its participants, or the outcomes. Keep in mind that social work students do many different types of activities in libraries, and assessment methods should directly correspond with the activities performed by a student. Assessment methods should also take into consideration the length of time a student is in the position and reflect realistic expectations of outcomes. Without taking these factors into consideration it is possible to accidentally create an evaluation plan that is not realistic or one that is not accurate in its assessment of the program's quality and impact.

It is also essential to understand that the methods described in this toolkit will not allow you to prove a causal relationship between the practicum/student and the outcome being measured. This means that you will not be able to *definitively* say that the practicum student caused or did not cause a change in either staff or patrons that you might observe and measure. Therefore, your results must be interpreted with caution, and that caution must be apparent in the language used when describing what you find in your measurement plan. For example, you can say that the change you observe *might* be due to the student's activities in the library, *is likely to be* a result of the student, or *is presumed to be* related to the student's work in the library. Rigorous research methods from someone with specialized training are necessary to fully establish that the intervention (the practicum student's activities) caused or led to the outcomes measured. For these types of in-depth evaluations, it is typically necessary to hire a consultant or trained program evaluator unless someone on the library's staff has this type of training. This toolkit contains guidance and options for conducting a basic assessment to gain preliminary feedback about the success of the student that will help guide the library's next steps or pursue funding opportunities.
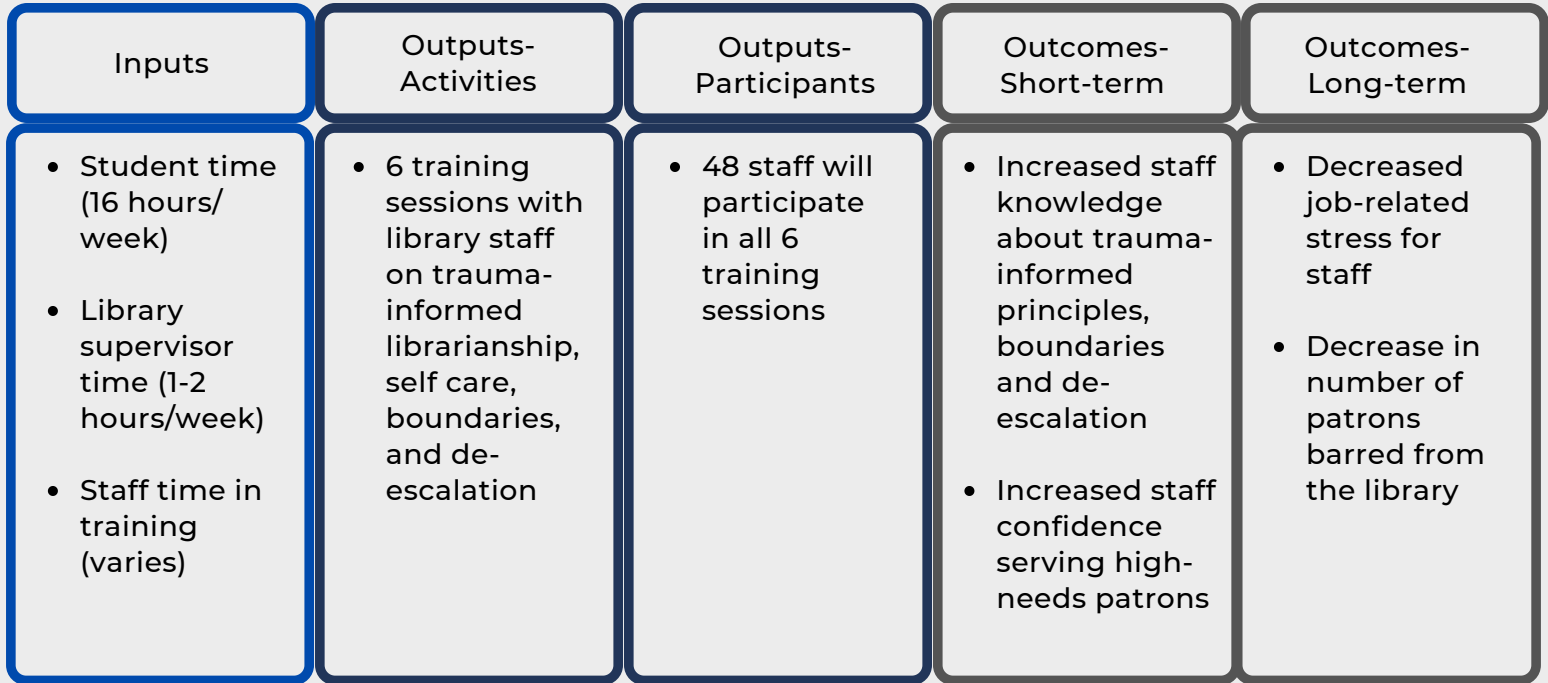
LOGIC MODELS

Before determining what assessment method will work best for your library, it is important to first determine the outcomes planned for the practicum. The best way to do this is to work with your staff or administrative team to create a logic model for the program. A logic model is a visual diagram of the program being implemented, and includes the resources/inputs, outputs (which include the planned activities and participants), and the short and long-term outcomes desired for the program.

- Resources/inputs- The resources needed to conduct the program, including financial resources, staff time, etc.

- Outputs- The components of the program to be delivered, including the following:
  - Planned activities- The activities that will be implemented or conducted by the practicum student
  - Participants- The people planned to be impacted by each activity

- Outcomes- The intended results of the initiative, or the desired impact of the specified outputs. Outcomes typically include which results are intended to be short-term and which are planned as long-term outcomes. It is essential that the planned outcomes are realistic and achievable in relation to the resources being put into the initiative.
  - Short-term outcomes- These should be goals that can realistically occur immediately after the planned activities of the student or in the time period in which the student is placed in your library.
  - Long-term outcomes- These are goals that might occur in your library in the future, after hosting multiple social work field placements in your library or after the short-term outcomes have come to fruition. Long-term goals are intentionally bigger and broader than the planned short-term outcomes of any new initiative.

LOGIC MODEL (CONTINUED)

Inputs	Outputs-Activities	Outputs-Participants	Outcomes-Short-term	Outcomes-Long-term
• Student time (16 hours/ week) • Library supervisor time (1-2 hours/week) • Staff time in training (varies)	• 6 training sessions with library staff on trauma-informed librarianship, self care, boundaries, and de-escalation	• 48 staff will participate in all 6 training sessions	• Increased staff knowledge about trauma-informed principles, boundaries and de-escalation • Increased staff confidence serving high-needs patrons	• Decreased job-related stress for staff • Decrease in number of patrons barred from the library

When drafting a logic model for a social work student hosted in a public library, it might look like the diagram above. In this logic model, a key activity of the social work student is to conduct training sessions with library staff. These trainings are planned to cover specific topics, including trauma-informed librarianship, self-care, boundaries, and de-escalation. The desired short-term outcomes are increased staff knowledge about these particular topics and increased confidence serving high-need patrons. Notice that these outcomes are immediately achievable and could be measured at the conclusion of the training program initiated by the social work student. The listed long-term goals are decreased staff stress and a decrease in the number of patrons barred from the library. These are outcomes that might take longer to achieve and would result from a sustained change in staff self-care behavior and staff responses to the behavior of high-needs patrons.

One thing to keep in mind when listing the outcomes is that these are unknowns at the time you create the logic model. These are things you *hope* might occur as a result of the social work practicum student's activities, but they need to be measured in a way that allows you to know whether they're occurring or not. With any new initiative, there is a risk we will not meet the outcomes we planned and we should be open to that possibility. When we assess outcomes, we view all information learned as helpful and informative and part of a process of continuous quality improvement. Failure to reach the desired outcomes informs us that either the inputs need changed, the activities need modified, or perhaps we need to consider more realistic outcomes for the current inputs and activities of the student. As the saying goes, "if at first you don't succeed, try, try again."

USING THIS TOOLKIT

After preparing a logic model and identifying the planned short-term and long-term outcomes, you are ready to decide what methods of measurement to use. The measurement chosen needs to match the outcomes identified and be as simple and straightforward as possible.

To use this toolkit, look at your desired short-term or long-term outcomes and find a corresponding measurement/assessment tool below. Although some libraries may have different outcomes, we have included examples of the most common outcomes in this toolkit.

For each assessment tool, you will find a description of what it measures, the instructions for using the tool, the strengths and limitations or challenges of each tool, and a sample to show how you can summarize results in a narrative report. The full questionnaire and scoring instructions for each tool are located in the appendices. For each outcome, please note that it is possible to develop more advanced assessment methods and use advanced statistical methodology for the analysis; however, we have kept things very simple for this toolkit.

Please note that the first entry below is actually focused on measuring *outputs* rather than *outcomes*. In some cases, reporting outputs may be all that is necessary to meet the needs of a funder, board, or other decision-making body. For this reason, we have started with how to measure and report outputs before moving into examples of short or long-term outcomes.

MEASURING OUTPUTS

Sometimes what needs measured and reported are some of the "outputs" in your logic model. Especially when a practicum student is only in the library for a limited time, the library may be most interested in the activities performed by the student while in their placement. For many grants or funding sources, outputs might be enough to justify continued services.

Outputs include things like:

- The number of patrons served by the practicum student
- The number of referrals made by the practicum student
- The number of community partnerships developed during the practicum placement
- The number of programs added to address patrons' psychosocial needs
- The number of staff training sessions conducted

Methods

There is no special method needed to measure outputs. Simply determine which output(s) is/are of most interest, count the number, and report that count.

Strengths

- No special training needed
- No cost involved
- Easy to measure
- Can be measured by anyone
- Does not run the risk of overestimating the impact of the student or the placement
- Can be used for micro, mezzo, or macro-focused student placements
- Can be used to measure activities of the student over short periods of time

Limitations/Challenges

This method only measures the number of events that happened, not what kind of change in patron need/behavior, staff knowledge/behavior, etc. presumably happened as a result of the services provided.

How to Write Up the Results

During the two semesters our MSW practicum student was with our library, they worked with 125 patrons and made 353 referrals to community agencies. Patrons met with the social work student an average of 8.3 times, with the number of visits ranging from 1 to 32. The social work student reported that the most common reason for referral to a community partner was for housing (53 referrals made), followed by mental health services (48 referrals made), food insecurity (40 referrals made), intimate partner violence (35 referrals made), and transportation (22 referrals made). Because of these needs, the MSW practicum student established partnerships between the library and five new agencies. These partnerships have resulted in one agency holding weekly housing information sessions at the library, one mental health organization sending an outreach worker to the library to host a resource table once per month, and a new depression-focused mutual aid/support group being held in a library meeting room every week.

INDIRECT METHODS OF EVALUATING STUDENT SUCCESS

Sometimes it is possible to evaluate an initiative through existing sources of data so that it is not necessary to survey people or do any other type of direct data collection. In research terms, <u>direct methods</u> of evaluation involve using surveys, questionnaires, interviews, or observation of people to collect data and answer a research question. <u>Indirect methods</u> refer to evaluation methods that use existing data. For example, if one of your library's desired outcomes is a reduction in patrons getting barred from the library, a reduction in calls to police or security, or a reduction of patron incidents, you can often find this information in records already kept in the library.

To make an adequate comparison using existing data, be sure to pick comparison timeframes that are similar in all other ways except for one of them being pre- social work student and one being post- social work student. Inadvertently choosing comparison timeframes that are somehow different can lead to faulty assumptions about the impact of the social work student on the library. For example, if you hope the student's activities ultimately led to a reduction in security calls, you might compare the number of calls in the month of August 2021 (pre-student) to the number of calls in May of 2022 (post-student) if you normally serve similar numbers of patrons in those months. You would not, however, use these months as comparison timeframes if your library was not working at normal capacity in August of 2021 or if this month is typically substantially different than May for your library. Using an atypical month for comparison might lead to the erroneous assumption that the student's activities led to an increase in security calls when in reality your library had higher numbers of calls because of serving a higher number of patrons in May 2022 than August 2021.

OUTCOME: CHANGES IN STAFF CONFIDENCE WITH HIGH-NEED PATRONS

Description of Tool

The 10-item General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) can be used to assess whether staff have had a change in their general level of confidence in their ability to handle difficult situations at work, presumed to be due to training or other activities of the social work student. This scale has been used in a variety of different settings as a measure of how much self-confidence someone has in their ability to solve problems and handle difficult situations. The wording is general and can be applied to many different situations, so instructions have been added in this version for participants to think specifically about their job at the library when responding to the statements. This tool allows for a comparison between at least two points in time to determine whether staff are feeling more or less confident in their ability to manage difficult situations at work.

Methods

Ask the participant(s) to complete the ten-item scale, which can be found in Appendix A. Scoring instructions are also included in this appendix. Participants may score themselves or scores may be determined by someone else. The scale should be administered at two different points in time. For example, staff might complete the scale prior to training sessions conducted by the social work student and then complete it again one month after finishing the training. Although there is no minimum time required to pass between the two times someone completes the scale, enough time should pass to allow staff to have time to learn and demonstrate new skills. A higher score at the second point in time indicates greater confidence/self-efficacy.

Strengths

You do not need any special training or skills to use this scale. It has been used for nearly thirty years and has been found to be valid with many different populations and in many settings. No special permission is needed to use the scale. It is quick to administer and easy to score. It is recognized as a valid and reliable measurement tool, which might be preferred for certain funders over a tool that someone creates themselves.

Limitations/Challenges

To compare scores, the same person must complete the scale at two different points in time and data must be stored and then compared across the two points in time.

The scale was created for general situations, but the instructions have been edited to specifically request that staff consider their library jobs when responding to each statement in the scale. If staff do not see those instructions, it is possible that they will think of experiences outside of the library when responding to the prompts.

How to Write Up the Results

Forty staff members completed six one-hour workshops with the social work student. Workshops were focused on trauma-informed skills that can be used in a library setting as well as de-escalation tactics. Staff completed the 10-item General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) prior to the first training session and again six weeks after completing the final training session. Instructions were included for staff to consider their jobs at the library when responding to the questions. Scores increased from an average of 22.4 at the beginning of the training to 31.8 six weeks after completing the training. Although a causal relationship between the training and the staff self-efficacy scores cannot fully be established, these findings suggest that the training conducted by the social work student helped staff gain more confidence with addressing difficult situations in the library.

OUTCOME:
CHANGES IN PATRON UNMET NEEDS

Description of Tool

For a student focused largely on addressing individual patrons' needs, such as those related to mental health problems, substance use, housing instability, or poverty-related needs, the library hopes to observe a reduction in unmet needs after the social work student has worked with each patron. This assessment tool assists with determining whether there has indeed been a reduction in each person's unmet needs. It includes the most frequently addressed areas of need for patrons seeking social work services in most libraries but can be edited to add additional types of need as required for each library. The questionnaire can be found in Appendix B.

Methods

The social work student should give patrons the questionnaire after meeting with them. Patrons should not put their names on the questionnaire and should be able to turn it in in a private way without anyone being able to see their responses. Typically, there will be a box in several locations throughout the library to make it easy for patrons to submit these forms. To get the most honest responses from patrons, it is essential that they can submit the forms in as private of a way as possible so their identity cannot be determined. The social work student should empty the box regularly and input the data into a spreadsheet for storage/analysis.

To create a "score" for unmet needs, add the number of unmet areas of need identified in question #1 and the number of unmet needs identified in question #3. Then, subtract the sum from question #3 from the sum for #1. This allows you to determine the reduction in unmet needs.

Strengths

This questionnaire is easy to administer and you do not need permission or any special training to administer it. It should take five minutes or less for patrons to complete. It is a one-time assessment and does not need to be measured at different points in time, so it is a convenient tool to use that does not require the retention of records for comparison to another point in time.

Limitations/Challenges

This questionnaire was created for this toolkit and it is not a known assessment tool. Because the information is only captured at one point in time, it does not allow for comparison to gauge changes in unmet needs over time. It also does not measure severity of unmet need, so it is always possible (and often likely) that the social work student's work could result in a reduction in the severity of the unmet need but not the complete elimination of the need.

How to Write Up the Results

Between September 1, 2021 and May 1, 2022 the social work student met with 132 patrons an average of 4.5 times (# of visits ranged from 1-14). Patrons were asked to complete a questionnaire after every visit about their unmet needs and their perception of whether or not the social work student had helped them. The questionnaire also asked about which unmet needs remained after meeting with the social work student. In total, there were 398 submitted questionnaires. On 60% of these visits, patrons reported that the social work student was able to partially help meet their needs. Patrons reported that on 29% of these visits, the social work student helped with everything they needed. The average number of patron unmet needs was 4.3 before meeting with the social work student and 2.9 after meeting with the social work student. See the table below for information about specific areas of unmet need. The most commonly addressed unmet need was financial, and the percentage of patrons with that need reduced from 82% to 42% after meeting with the social work student.

Area of unmet need	% who had this unmet need when they walked in	% who though the student was able to at least partially help with the need	% remaining with this area of unmet need after meeting with the student
Financial	82%	98%	42%
Housing	58%	42%	50%
Food	43%	100%	37%
Health-related Needs	32%	55%	32%
Mental health	56%	85%	48%
Substance abuse	14%	92%	14%
Relationship Problems	10%	75%	10%
Loneliness/Social Isolation	63%	100%	28%

OUTCOME:
CHANGES IN STAFF KNOWLEDGE

Description of Tool

This assessment tool allows the library to assess whether staff increased their knowledge in specific areas, presumably due to the activities of the social work student. This could be because of the student modeling behaviors and approaches for working with high-needs patrons or providing training sessions on de-escalation tactics, trauma-informed library practice, or other specific areas of desired staff knowledge.

Methods

There are two options for measuring changes in staff knowledge: 1) a quiz or test given at two points in time, one before an initiative or event which is planned to lead to a change in knowledge, or 2) a retrospective survey. For each of these methods, the questionnaire used must be tailored for the exact knowledge you hope staff will gain. When designing the questionnaire, remember that questions should be direct and clear, and should ask about only one thing per question.

1) Pretest/Post-test Method- Testing gains in knowledge by administering a quiz or test at two different points in time is called a pretest/post-test method of evaluation. In this method, an objective test must be designed to measure desired knowledge, gauge learning, and determine what people know after an event or initiative compared to what they knew before it started.

2) Retrospective Survey- Testing gains in knowledge by only administering a single survey after an event or initiative has ended is called a retrospective survey. This requires less time of participants, but is not as objective as using a pretest/post-test method. With the retrospective survey, participants are asked simultaneously what they knew before an initiative or event and what they now know after it has concluded.

A sample of both of these types of surveys is located in Appendix C.

Strengths

The tool is developed specifically for an event or initiative, is easy to use, and needs no special skills to administer or analyze.

Limitations/Challenges

1) Pretest/Post-test Method- A challenge of this method is that participants have to complete the survey or quiz at two different points in time. Participants are likely to do this only if the surveys are short and do not require much time to complete. Depending on how far apart the two measurement points in time are scheduled, the library has to keep the pretest data to be able to compare to the post-test responses.

2) Retrospective Survey- This method is less objective because participants are responding after they have completed the event or initiative. Because they are asked retrospectively to remember their knowledge level before the event or initiative, they may misremember or have difficulty accurately recalling their level of knowledge beforehand.

How to Write Up the Results

1) Pretest/Post-test Method- The social work student facilitated three workshops on trauma-informed librarianship for library staff, and all three workshops were attended by a total of 24 library staff. We used a pretest/post-test method of evaluation and found that all 24 staff had an increase in knowledge about trauma-informed practice after the training. Staff were asked a series of six questions gauging their knowledge of trauma-informed organizational principles, examples of trauma, how trauma impacts individual behavior, and five specific skills they could practice in a library setting to respond to patron needs from a trauma-informed perspective. 100% of staff were able to correctly answer the knowledge-related questions at post-test compared to only 12% of staff at pretest.

2) Retrospective Survey- The social work student facilitated three workshops on trauma-informed librarianship for library staff, and all three workshops were attended by a total of 24 library staff. We used a retrospective survey to evaluate gains in knowledge and found that all 24 staff reported an increase in knowledge about trauma-informed practice after the training. Staff were asked a series of six questions gauging their knowledge of trauma-informed organizational principles, examples of trauma, how trauma impacts individual behavior, and five specific skills they could practice in a library setting to respond to patron needs from a trauma-informed perspective. 100% of staff were able to correctly answer the knowledge-related questions at post-test and all self-reported that they lacked the knowledge prior to the training.

OUTCOME:
PATRON SATISFACTION

Description of Tool

This assessment tool allows the library to assess the general satisfaction level of patrons with the social work services. The full questionnaire can be found in Appendix D.

Methods

The social work student should give patrons the questionnaire immediately after meeting with them. Patrons should not put their names on the questionnaire and should be able to turn it in in a private way without anyone being able to see their responses. Typically, there will be a box in several locations throughout the library to make it easy for patrons to submit these forms. To get the most honest responses from patrons, it is essential that they can submit the forms in as private of a way as possible so their identity cannot be determined. The social work student should empty the box regularly and input the data into a spreadsheet for storage/analysis.

Strengths

This questionnaire is easy to administer and you do not need permission or any special training to administer it. It should take five minutes or less for patrons to complete. It is a one-time assessment and does not need to be measured at different points in time, so it is a convenient assessment to use that does not require storing any records to compare with other scores.

Limitations/Challenges

This questionnaire was created for this toolkit and it is not a known assessment tool. Because the information is only captured at one point in time, it does not allow for a comparison to gauge changes in satisfaction over time.

How to Write Up the Results

Between September 1, 2021 and May 1, 2022 the social work student served 132 patrons. Of those patrons, 85 completed a satisfaction questionnaire and 89% reported that the social worker was able to at least partially help meet their needs. 92% reported that they were at least somewhat satisfied with the social work student's services. The social work student helped 63% of these patrons with self-reported mental health needs, 52% with financial needs, 51% with housing, 46% with loneliness/isolation, 30% with food, 28% with relationship problems, 11% with health-related problems, and 7% with substance use-related problems.

Patrons were asked to write in open-ended responses for what they thought the student did well and ways the services could be improved, and these responses were examined and grouped according to theme. Overall, when asked what the social work student did well, 34% of responding patrons thought the student was friendly and welcoming, 26% thought the student was helpful with connecting them to community resources, and 22% specifically responded that the social work student made them feel safe and comfortable to open up about sensitive issues. When asked what could be improved, 53% wished the social work student was available for more hours every day, 48% wanted the student to work on Saturdays and Sundays, and 35% wished the student had more financial resources available.

OUTCOME: REDUCTION IN STRESS

Description of Tool

The 10-item Perceived Stress Scale (Cohen at al., 1988) allows the library to determine whether the presence of the social work program or specific activities of the student might contribute to a reduction in either patron or staff stress (or both). This scale has been used in a variety of settings for nearly 40 years as a measure of how much stress someone feels with their current life circumstances. It has been revised slightly since it was first created, with the most recent version being the 10-item scale included in Appendix E. This tool is not a diagnostic tool, so it cannot distinguish between high, medium, or low amounts of stress. Instead, it is a tool to help compare stress level across a minimum of two points in time to determine whether stress is increasing or decreasing.

Methods

Library staff/patrons should be asked to complete the ten-item scale. Staff/patrons may score themselves or scores may be calculated by someone else. The scale should be administered at two different points in time, ideally at least one month apart. This is due to the wording of the questions, which ask participants to consider how they have felt over the last month.

Comparisons between the two points in time can be calculated for individuals or the average can be calculated for a group. A lower score at the at the second point in time indicates a lower amount of stress

Strengths

You do not need any special training or skills to use this scale. It has been used for nearly forty years and has been found to be valid with many different populations and in various settings. No special permission is needed to use the scale. It is quick to administer and easy to score. It is recognized as a valid and reliable measurement tool, which might be preferred for certain funders over a tool that someone creates themselves.

Limitations/Challenges

To determine whether there are improvements in stress, the same person must complete the scale at two points in time and their scores must be compared over time. For measuring staff stress, this is most likely not a problem. For measuring patron stress, this can be difficult if patrons do not return to the library or are unlikely to complete a second assessment. Out of concern for patron privacy in library settings, it can also be difficult to maintain patron records to be able to compare scores at two different points in time.

Additionally, there are many factors outside of the library that impact someone's stress. Scores should be interpreted with caution and it should be kept in mind that external events could be responsible for any changes in stress that are observed for a particular individual. External events are less of a problem when examining changes in a group's scores on this tool, though, unless there has been a large-scale environmental or group stressor. For example, if examining the change in stress scores over time for a single patron, a reduction in stress on the Perceived Stress Scale could be due to external factors such as an increase in income, rather than being related to the social work intern's activities.. However, a reduction in average stress score across a *group* of 15 people who all participated in a support group led by the intern is less likely to be due to external factors unless there is something occurring that potentially impacted all 15 people.

How to Write Up the Results

A group of 25 staff members completed 6 workshops with the library-based social work student focused on boundaries, self-care, and peer support. The workshops met for 1.5 hours per week for six weeks. All staff completed the 10-item Perceived Stress Scale (Cohen et al., 1988) immediately prior to the first workshop, again at the end of the 6 workshops, and a final time one month after completing all six workshops. The average score when beginning the workshops was 32.8, which lowered to 29.3 at workshop completion and 24.9 one-month later. Although a causal relationship between the workshops and the staff stress score cannot be fully established, it can be presumed that the workshops positively impacted staff stress levels due to the consistent reduction in score observed in all group members.

General Self-Efficacy Scale- 10 Item

Write the number that best describes your opinion for each statement below. Think specifically about your job at the library when responding to each statement.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

1. I can always manage to solve difficult problems if I try hard enough. _____
2. If someone opposes me, I can find means and ways to get what I want. _____
3. It is easy for me to stick to my aims and accomplish my goals. _____
4. I am confident that I could deal efficiently with unexpected events. _____
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. _____
6. I can solve most problems if I invest the necessary effort. _____
7. I can remain calm when facing difficulties because I can rely on my coping abilities. _____
8. When I am confronted with a problem, I can usually find several solutions. _____
9. If I am in trouble, I can usually think of something to do. _____
10. No matter what comes my way, I'm usually able to handle it. _____

Scoring Instructions:

- Add all scores together.
- Sums should range between 10-40, with higher scores indicating higher levels of self-efficacy at work.

From- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston. Measures in health psychology: A user's portfolio. Causal and control beliefs. Windsor, England: NFER-NELSON; 1995: 35-37.

Change in Patrons' Unmet Needs

The library is interested in your experience with our social work services. Please answer the following questions.

1. What unmet needs did you have when you walked into the library today? Check all that apply.
   a. Money/financial needs
   b. Housing
   c. Food
   d. Health-related needs (including dental needs)
   e. Mental health
   f. Substance abuse
   g. Relationship problems
   h. Loneliness/Isolation
   i. Other _____

2. Was the social work student able to help you with your needs?
   a. Yes, the social worker helped me with everything I needed.
   b. The social worker was able to help me with part of what I needed.
   c. No, the social worker was not able to help me.

3. In what areas do you still need help after meeting with the social work student? Check all that apply.
   a. Money/financial needs
   b. Housing
   c. Food
   d. Health-related needs (including dental needs)
   e. Mental health
   f. Substance abuse
   g. Relationship problems
   h. Loneliness/Isolation
   i. Other _____

4. What did the social work student do well?

_____

_____

5. How could the library's social work services be improved?

_____

_____

Pretest/Post-test Example

The same questions are answered by participants before a training and again at the end of the training. Responses are compared to determine how many correct answers participants gave before the training and again after the training. This example is for a trauma-informed librarianship training.

Please respond to the following questions:

1. Name three types of trauma.
2. What does the abbreviation "ACEs" mean?
3. Name four ways that trauma experiences can impact someone's behavior.
4. What is an example of secondary traumatization experienced by a library worker?
5. Name four of the six principles of a trauma-informed organization.
6. What are the five "R" skills a library can use to implement a trauma-informed approach with patron situations?

Retroactive Survey Example

The same questions are answered by participants only once, after the specific training has been completed. This example is for a trauma-informed librarianship training.

Overall Knowledge
1. What was your level of knowledge about trauma prior to this training (a score of 1 is low knowledge and a score of 5 is high knowledge)? 1 2 3 4 5
2. What is your current level of knowledge about trauma after this training (a score of 1 is low knowledge and a score of 5 is high knowledge)? 1 2 3 4 5

Specific Skills
1. Before this training, how many principles of a trauma informed organization could you name?
2. After this training, how many principles of a trauma informed organization can you name?
3. Before this training, did you know what "ACEs" stood for?
4. After the training, do you know what "ACEs" stands for?
5. Before this training, could you describe secondary traumatization?
6. After the training, can you describe secondary traumatization?

Patron Satisfaction with Social Work Services

The library is interested in your experience with our social work services. Please answer the following questions.

1. Did you talk with the social work student today?
   a. Yes
   b. No

2. Was the social work student able to help you with your needs?
   a. Yes, the social worker helped me with everything I needed.
   b. The social worker was able to help me with part of what I needed.
   c. No, the social worker was not able to help me.

3. How satisfied were you with the services you received from the social work student?
   a. Extremely satisfied
   b. Somewhat satisfied
   c. Not satisfied at all

4. In general, what needs did the social work student address? Check all that apply.
   a. Money/financial needs
   b. Housing
   c. Food
   d. Health-related needs (including dental needs)
   e. Mental health
   f. Substance abuse
   g. Relationship problems
   h. Loneliness/Isolation
   i. Other _____

5. What did the social work student do well?
   _____

6. How could the library's social work services be improved?
   _____

There is no overall "score" for patron satisfaction generated by this assessment tool. To report the findings from this tool, the number of participants or overall percentage of patrons who responded with a particular response should be calculated and reported. For the two open-ended questions (#5 and #6), responses should be examined for general themes and the number and/or percentage whose responses matched the given theme should be reported.

Perceived Stress Scale- 10 Item

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate how often you felt or thought a certain way.

0	1	2	3	4
never	almost never	sometimes	fairly often	very often

1. In the last month, how often have you been upset because of something that happened unexpectedly? _____
2. In the last month, how often have you felt that you were unable to control the important things in your life? _____
3. In the last month, how often have you felt nervous and "stressed"? _____
4. In the last month, how often have you felt confident about your ability to handle your personal problems? _____
5. In the last month, how often have you felt that things were going your way? _____
6. In the last month, how often have you found that you could not cope with all the things that you had to do? _____
7. In the last month, how often have you been able to control irritations in your life? _____
8. In the last month, how often have you felt that you were on top of things? _____
9. In the last month, how often have you been angered because of things that were outside of your control? _____
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? _____

Scoring Instructions:

- Reverse code questions #4, 5, 7, and 8. That means scores of 0 should be converted to 4, 1 converted to 3, 3 converted to 1, and 4 converted to 0.
- After reverse coding the items mentioned above, add all scores together.
- Sums should range between 0-40, with higher scores indicating higher levels of stress. There are no cutoffs for high, medium, and low stress and this is not a diagnostic tool. Instead, it helps us examine changes in stress over time by comparing scores from the same individual at two points in time or comparing average scores of a group at two points in time.

From- Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (Eds.), The social psychology of health: Claremont Symposium on applied social psychology. Newbury Park, CA: Sage.

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Schwarzer, R., & Jerusalem, M. (1995). *Generalized self-efficacy scale*. In J. Weinman, S. Wright, & M. Johnston. Measures in health psychology: A user's portfolio. Causal and control beliefs. Windsor, England: NFER-NELSON; 1995: 35-37.

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