



THE SCOPE

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In this issue, we look at the standards of psychosocial care for children with cancer across the illness trajectory and share our findings on how CCF's model of care compares against these standards.

We also introduce the topic of programme evaluation and explore the various types of evaluation.

Standards of Psychosocial Care for Children with Cancer Across the Illness Trajectory

By Khoon Chai Wee

Background

Psychosocial risks have been found to be prevalent amongst children with cancer and their families both during and after treatment. While interventions to allay distress and support this population group have been well documented, there remain significant variations in the psychosocial services provided across different countries and service providers.

To address this, the Psychosocial Standards of Care Project for Childhood

Cancer (PSCPCC) developed **15 evidence- and consensus-based standards** that are deemed essential.

As a provider of psychosocial care for children with cancer, CCF constantly looks to improve the programmes and services that we deliver. Therefore, a review to benchmark CCF's programmes and services vis-à-vis the 15 standards was undertaken.

How was the review conducted?

[CLICK HERE](#)

to read more about the 15 standards in detail!



1. Standard Operating Procedures (SOPs) of all social work departments were collated and reviewed.



3. Semi-structured interviews were conducted to understand the different phases of psychosocial care and interventions provided.



5. Reviewers determined which of these 15 standards were met.

Phase 1: Collecting information from various stakeholders

2. A preliminary cross-check against the recommendations listed in the 15 standards of psychosocial care was conducted.



Phase 2: Determining if standards were met

4. Interviews were transcribed and the information shared were collated and cross-checked again with the recommendations from the 15 standards.

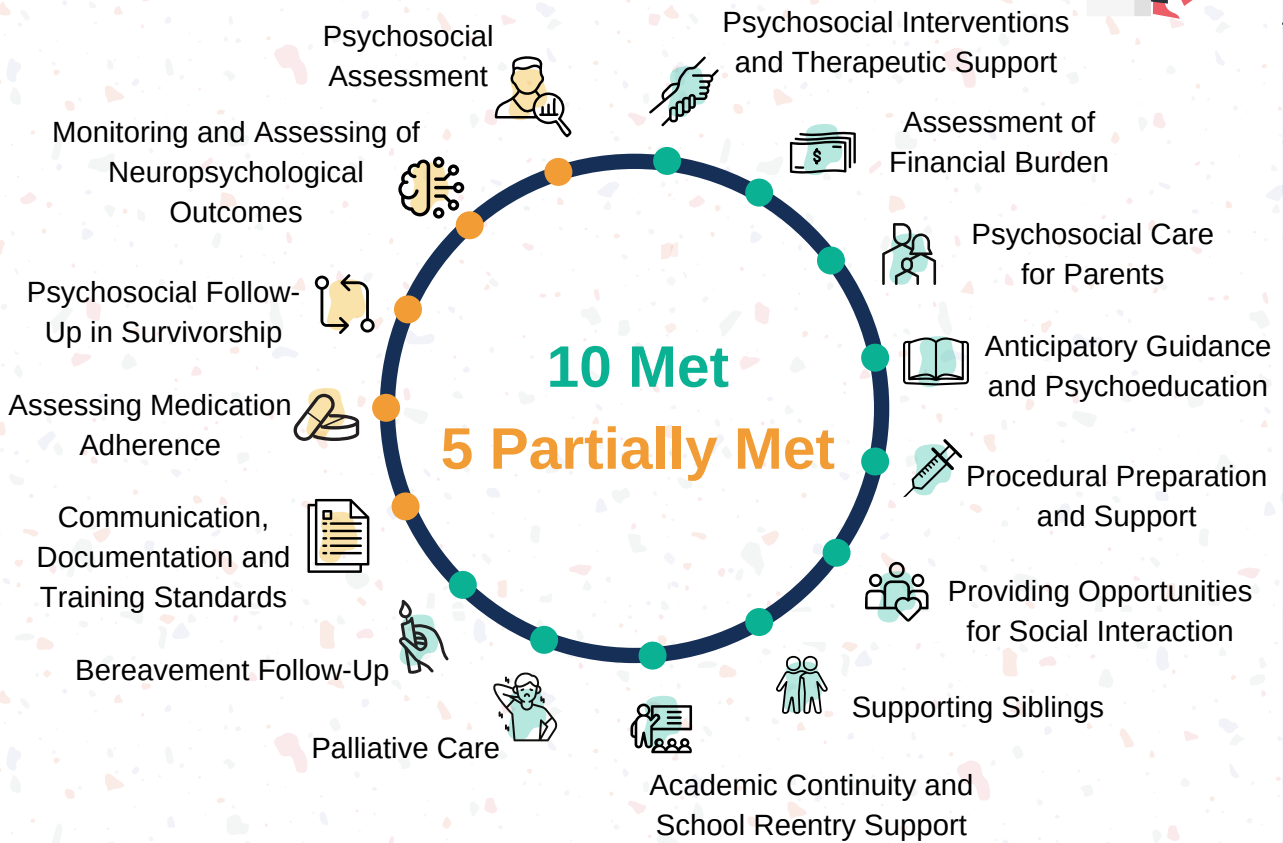




A standard for CCF is considered:



Results



Even though some standards were partially fulfilled, it is evident that CCF's current services practise all 15 areas that the standards of psychosocial care address. In addition, some of the standards could only be partially met due to the Personal Data Protection Act (PDPA) which restricts information sharing between organisations.

Findings from this review were shared with the relevant teams in CCF. In areas where direct provision of recommended services were not possible, collaboration with other organisations was suggested. This review provided a basis for CCF to look into areas for improvement in accordance to established standards.

An Introduction to PROGRAMME EVALUATION

Programme evaluation refers to the use of scientific methods to determine the effectiveness of a programme in terms of its design, implementation, or outcomes.



Programme evaluation can be useful in various ways:



**Knowledge
Generation**



**Programme
Improvement**



Accountability

The two main approaches to conducting programme evaluation:

FORMATIVE

- to provide feedback or direction on how to best achieve intended results
- typically done while the programme is still under way and during its development or implementation phase

SUMMATIVE

- to assess the extent to which the programme is achieving its intended result
- typically done when the programme has been completed or is well established

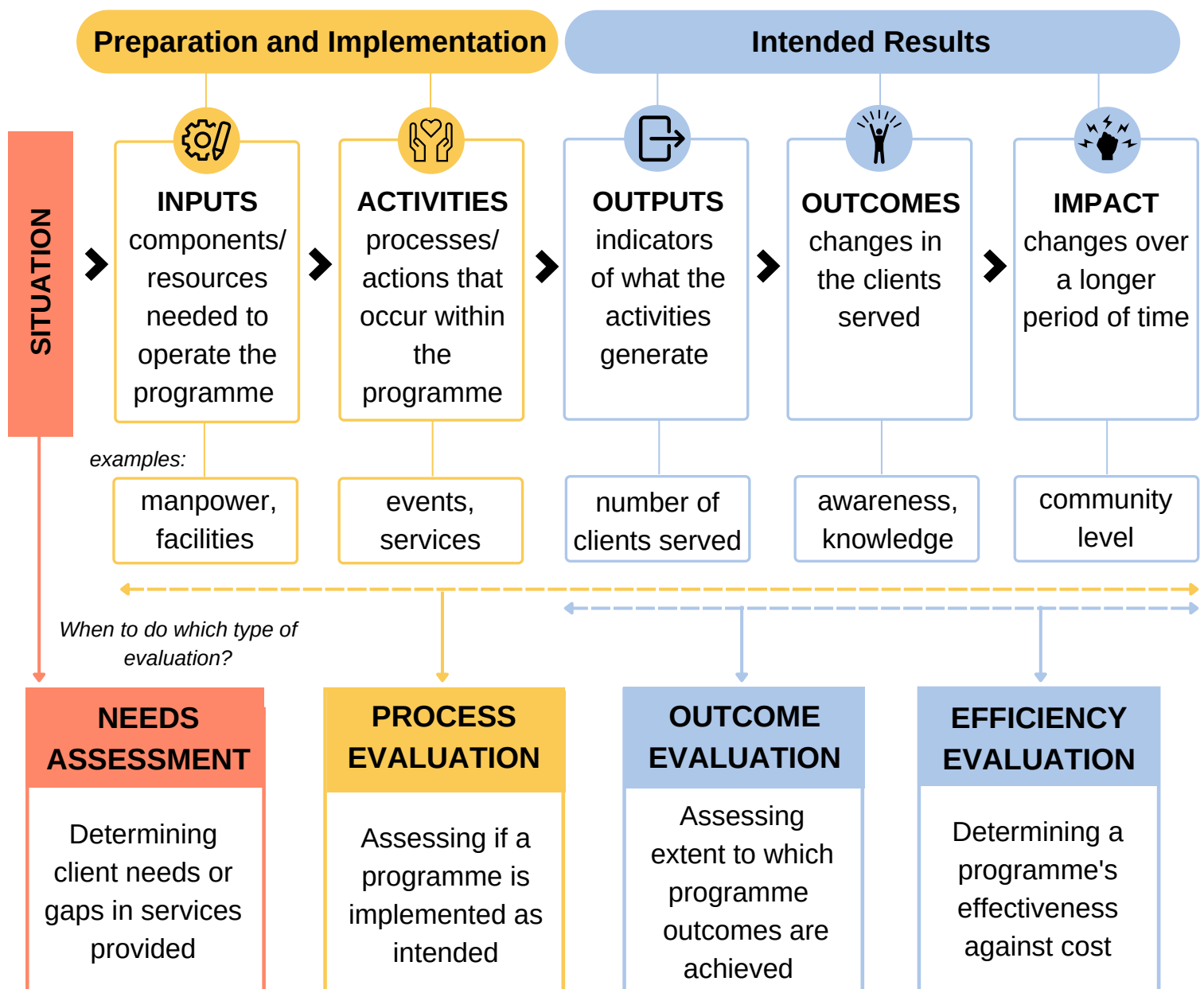
Logic Models



Before embarking on an evaluation, it is important to understand the logic model of your programme. Logic models are typically used in the programme planning stage as they **provide a visual road map to describe how the programme activities will bring about the expected results the programme sets to achieve**. Simply put, a logic model paints a picture of how your programme is expected to work.

The logic model can be an effective evaluation tool as it points out the key programme components and their relationships that may need to be evaluated.

The diagram below illustrates how a logic model is conceptualised, as well as the various components of a programme the four main types of evaluation seek to address and assess.





Process vs. Outcome Evaluation

In this portion, we will focus on and distinguish the two most common types of evaluation in social work – process and outcome evaluation. To know which type of evaluation to undertake, it is important to be clear about the main objective of your evaluation and the questions you seek to answer.

PROCESS EVALUATION

OUTCOME EVALUATION

PURPOSE



To determine whether programme activities are implemented as intended and how the outcome or impact is being achieved

To determine whether the intended programme objectives have been achieved

STRENGTH



Allows for the monitoring of the programme and provides feedback to improve programme in the development phase

Provides data on extent to which the programme is having an effect on the target population and can provide justification for the programme

LIMITATION



Does not indicate whether the programme is successful or effective

Does not provide information on the nature of the programme and what is producing the observed outcomes

SAMPLE QUESTION



What type of problems did social workers face when implementing the programme?

Did the clients' emotional state improve after the programme?




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Thank you!

We hope that you've enjoyed reading this issue of The Scope. The Scope is published bi-annually, providing you with exclusive insights into our latest research studies in a digestible format. Through sharing these bite-sized research findings, we hope that we can make research relating to childhood cancer more accessible to everyone.

If you are interested to read about our studies in greater detail, please reach out to us via email.