

# The webinar will start soon

Zoom housekeeping...

1. This webinar will be recorded – only my slides and I will be visible in the recording
2. You can have your video on if you want - I won't be able to see it and it won't be in the recording (but other participants can see it)
3. You'll be muted and won't be able to unmute yourself
4. Make good use of the chat – the feedback from previous webinars was that people enjoyed seeing others thoughts and ideas. I will do my best to keep an eye on it and answer questions as we go
5. We'll aim for about an hour of content and 1/2hr of question time throughout
6. In the event that the connection drops out at my end, sit tight and I will restart the meeting using my backup connection

I hope you enjoy it and find it useful!



**ConnectEd**

COUNSELLING AND CONSULTANCY

# Using data to understand and improve your work in school

- Dr Matt O'Connor



**ConnectEd**

COUNSELLING AND CONSULTANCY

# Welcome!

- A bit about me...
- I will use school psychology, school counselling, counsellors, psychologists interchangeably throughout!
- Data = plural. Datum = singular. Let's all agree I can use data as singular

A caveat for today:

This is not a statistics class. This is a story-telling class



# Why would you bother with data?

- Scientist-practitioner model
- It is useful (to the extent that it is useful)
- Understanding the return on investment your service provides
- Description/justification of your work/role
- Better/more targeted service delivery
- Cultivation of curiosity
- Development of your skill sets



# What we'll cover today

- Core ideas underpinning data collection and usage
- Understanding what data you have and what you want
- Collecting the data
- What to do with that data
- Examples of how it can be used

# Some core ideas

- Garbage in, garbage out
- Create **feedback loops** – ask a question -> find the answer -> know more for next time
- It has to be **efficient and consistent** – it shouldn't require hours and hours
- It has to be **useful** (warning: consider unintended consequences)
- It needs to be **communicated and used** (how do you bring it to life?)
- What you can collect and how you collect it will depend on what systems you currently use



# Data you have and want?

What is **important** is what is **measured**

OR

What is **measured** is what is **important**

## What you have

- What information do you already collect and have accessible?
- What information do you have available, but perhaps isn't collected or in a useable form?

## What you want

- What are you interested in?
- What are you capable of collecting?



# Broad areas you might be interested in

## **Population level**

- Student wellbeing
- Staff wellbeing
- Knowledge of mental health and mental illness (Mental Health Literacy)
- Parenting knowledge and confidence

## **Impact of counselling**

- Outcome data on effectiveness of your work (individual, group, presentations)
- Student feedback

## **Service use**

- Who uses your service and how often
- What are the main reasons people access counselling





# Tips for collecting your data

- Think about **what is important** to you
- This isn't university-level research and methodology design (**relax!**)
- Garbage in, garbage out
- Make **friends with your IT/eLearning** department
- Can you use/adapt/modify **existing systems** to collect more data (e.g. your attendance/note taking software)
- **Use technology** to standardise, automate or simplify how you get the data and can then interact with it
  - Survey tools – google forms, teams and survey monkey
  - Analysis – excel, PowerPoint, online calculators
- If you collect it, you may have to share it/do something with it



# Using data effectively

- Data are like words, but you need to put it together to **tell a story**
- Present it in ways that are **easier to understand** (e.g. total numbers, averages, percentages, differences)
- Beware **unintended consequences** of how data can be used or misinterpreted or misunderstood
- Do something with it!



# Some examples of what I collected...

## **Impact of counselling**

- Outcome data on effectiveness of my work (individual and group)
- Student feedback

## **Impact of service**

- Evaluation of most of my presentations

## **Service use**

- Referrals and referral patterns
- Who uses your service and how often
- What are the main reasons people access counselling
- Patterns in data across terms and years
- Summary of contact hours and number of participants for: programs, presentations and other services

# Session and student numbers by year



	<b>Total</b>	<b>% of population</b>	<b>Full Time Equivalent</b>
<b># of sessions</b>	1540 (Mean -5, Median – 3, Mode - 1)	N/A	416
<b># of students</b>	349	18%	94

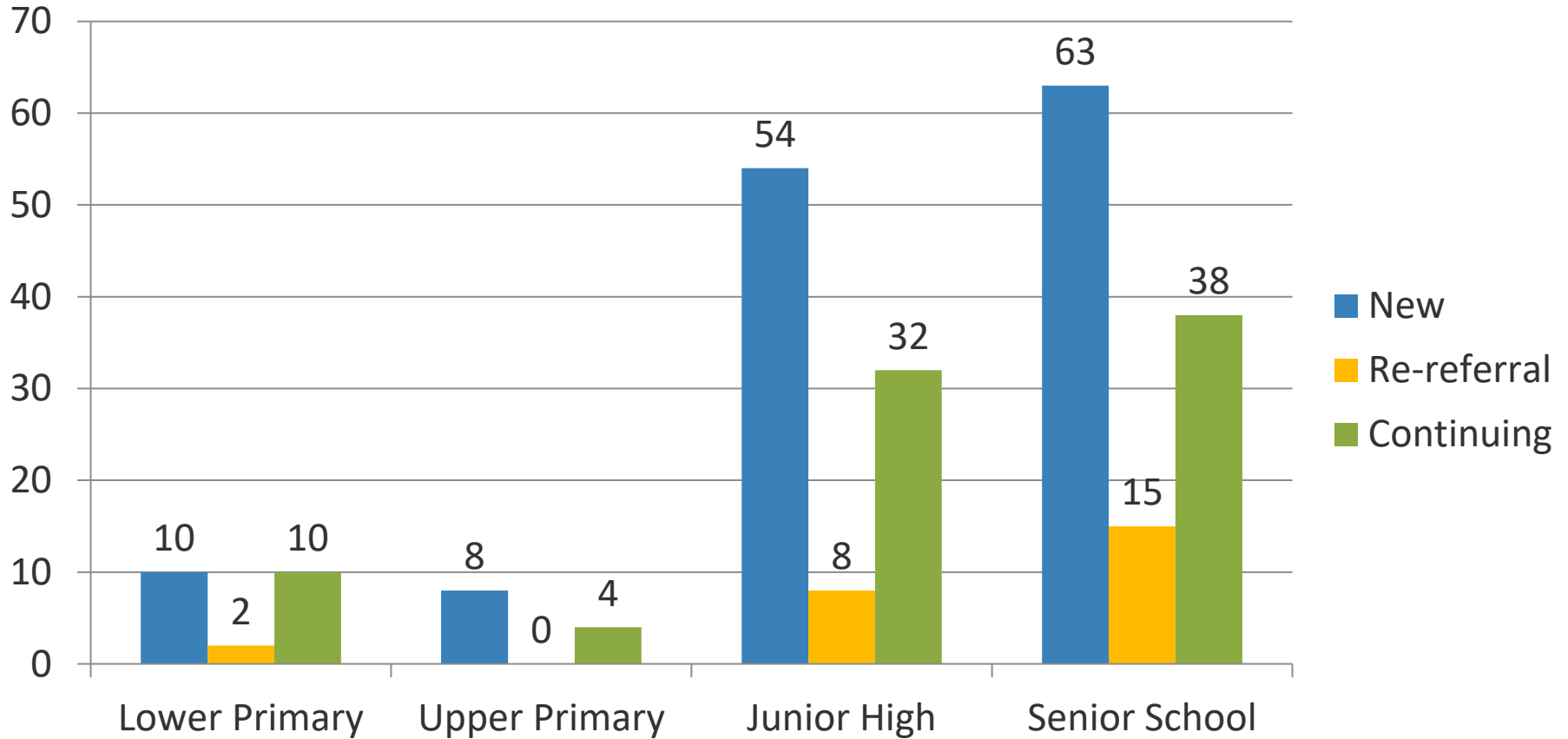
Context – Co-educational, P-12, boarding and day-school with 2100 students. FTE – 3.7 counsellors

Data from:

O'Connor, M. & Coyne, J. (2016). School-Based Counselling Service Use: A Year in the Life of a School Counselling Department. *Journal of psychologists and counsellors in schools*.

O'Connor, M. & Coyne, J. (2017). A real-world example and recommendations for understanding and improving school counselling. *Presented at Australian Psychologists and Counsellors in Schools Conference*, Melbourne, Australia

# Referrals by sub-school



# Demographics of students who used our service



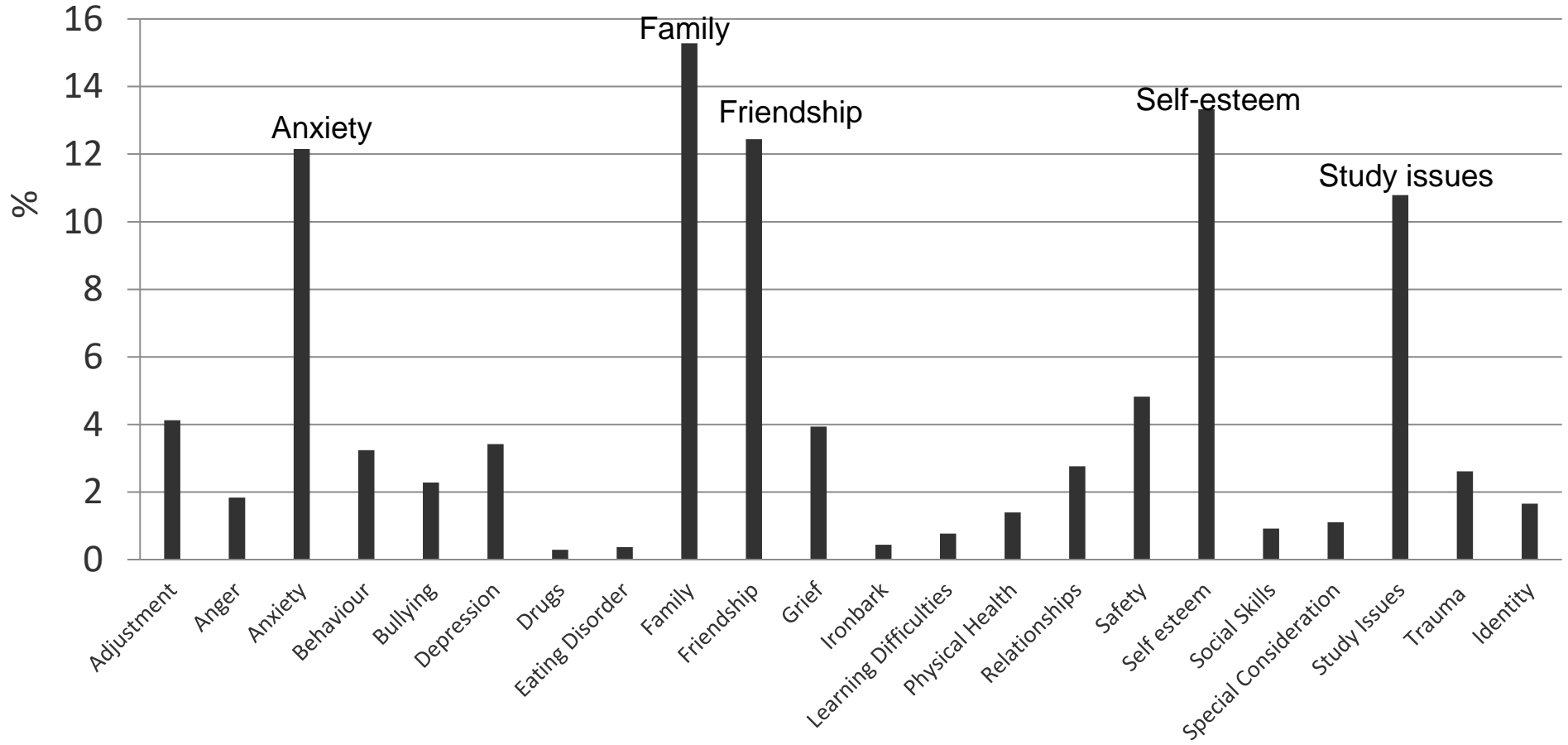
	Total	% within demographic
Male	146	42
Female	203	58
Boarder	44	13
Day student	305	87
Learning support	67	19
No learning support	282	81
ATSI	15	4
Non-ATSI	334	96
Primary school	53	15
High school	296	85

# Demographics of students who used our service



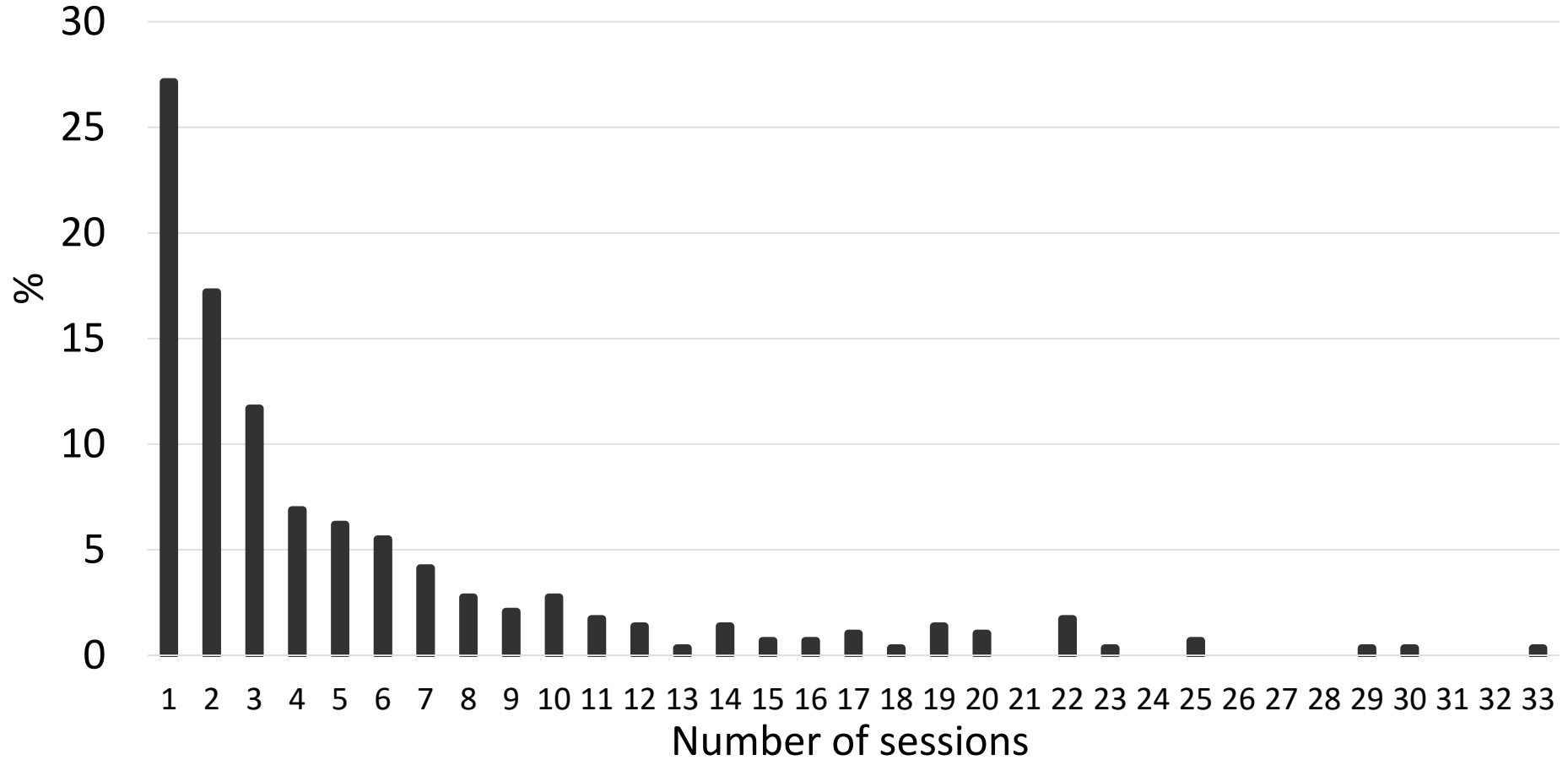
	Total	% within demographic	% of population
Male	146	42	14
Female	203	58	22
Boarder	44	13	32
Day student	305	87	17
Learning support	67	19	32
No learning support	282	81	16
ATSI	15	4	32
Non-ATSI	334	96	17
Primary school	53	15	10
High school	296	85	21

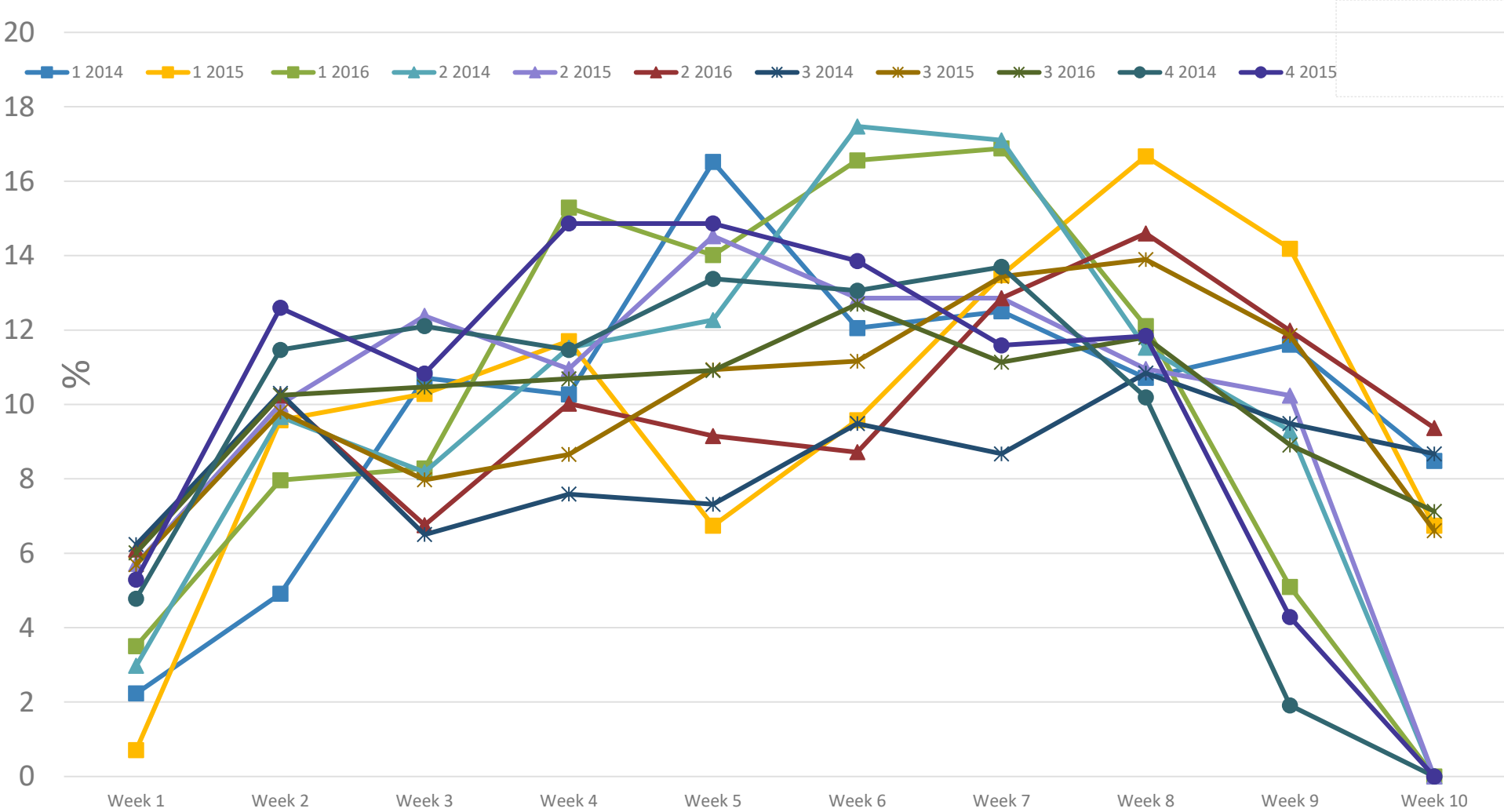
# Session focus across a year

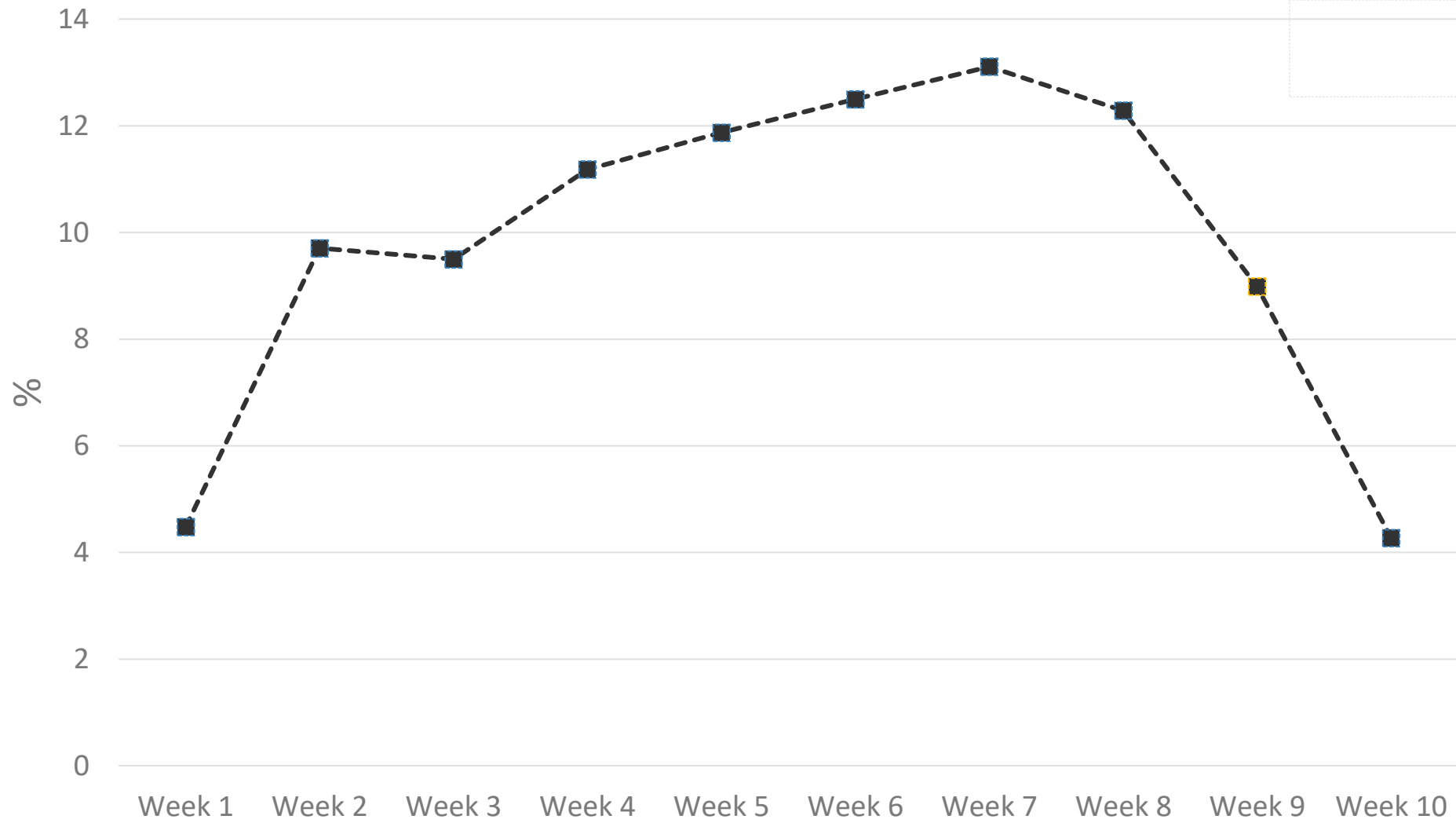




# Frequency of sessions attended by students in a year







3. How many appointments did you come for this term? (take a best guess if you can't remember exactly)

4. Talking about personal things can often be a little confronting/uncomfortable. But overall, did you feel that Dr O'Connor helped you feel as comfortable as possible?

5. Did you feel that you had a good experience of seeking help/support?

6. In the future, would you be willing to seek help/support for the same or a different issue?

7. Would you recommend seeing a counsellor to your friends if they needed some help?

8. Please list anything you found helpful about your time in counselling. It can be as big (e.g. I was having a panic attack and you helped me to calm down) or as small (e.g. I liked the stuff in your room). Feel free to write in dot points and as much or as little as you

9. Please list anything you think I could have done differently to make your time at counselling better. Again, it can be big (e.g. I could have explained what I thought was going on for you more clearly) or small (e.g. your cartoons are lame). Feel free to write in dot points and as much or as little as you like

# Strengths feedback

- I liked the feel of the room, it was very comforting and made it easy to talk
- I liked it when I filled out how I was feeling on the iPad
- I liked the personal items in the room
- The kinetic sand helped calm me down. I came the other day with my friend and it also calmed her down as well. Last term, you gave me and 2 friends a list of things to do and it has really helped take our minds off home sickness

# Challenges feedback

- Maybe not trying to solve the issue straight away, i found it difficult to find a solution to help work with it straight away difficult and would have found it easy to have talked about it more before trying to find a solution
- Given more feedback/advice about what I should do/feel rather than just justifying etc

# Barriers feedback

- I was embarrassed about signing in to see a counsellor. I would have liked it to have been more private so other students didn't know that I was seeing one
- The stereotype of counsellors needs to be broken
- That I didn't have to ask someone at the office. I could just email u and say I wanted to see you
- I feel it is hard to tell friends where you were that period
- Making sure there's no other people you could run into from your grade



“

*You helped me feel more adequate*





*I was thankful that when I was  
crying you were patient*

# In summary

- Use what you have, and work out what you need
- Capture that data in the simplest way you can
- Present the data in the simplest way you can
- Tell the story of what is here
- Do something with it



# Future webinars...

11<sup>th</sup> May – Supporting students at risk of significant self-harm and suicide

8<sup>th</sup> June – Using digital systems (to make your life easier!)

27<sup>th</sup> June – Presentation and groups at school made easy

24<sup>th</sup> August – Boundaries, burnout and being well

Please share the info about future webinars and remind colleagues they can sign up at any point and they will get access to the recordings for past events and links to join future ones

Bought a ticket to one webinar and want to upgrade to include all of them? Email me and I can arrange this for you

# Get in touch

Email me at – [matt@connectedcc.com.au](mailto:matt@connectedcc.com.au)

Our consultancy services – [www.connectedcc.com.au/schools](http://www.connectedcc.com.au/schools)

You'll get an email from me in the next day or so with a link to the recording – please 'whitelist' my email ([matt@connectedcc.com.au](mailto:matt@connectedcc.com.au)) and/or keep an eye on your junkmail.

A few people had trouble receiving the email last time

