RESEARCH SHARING

Together We Grow:

A Fieldwork Supervisor's Training Course and Peer Support Group

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Opening Minds • Shaping the Future
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Study Aim

Enhancing Fieldwork Education for Social Work Students

Primary Focus: Enhancing competencies of fieldwork supervisors

Pathway to Improvement:

- **Quality Supervision** leads to
- **Enhanced Quality Fieldwork Education**, which results in
- **Improved Professional Competencies and Achievement of Learning Outcomes** for Social Work Students

Research Question

How does participation in the Together We Grow program help fieldwork supervisors enhance their competencies …

…and how does this improvement affect the learning and professional skills of social work students?"

Methods

Research Design: Mixed Methods (QUAL. + quant.)

How does participation in the Together We Grow program help fieldwork supervisors enhance their competencies, and how does this improvement affect the learning and professional skills of social work students?"

- **Pre and Post Supervisory Competency Survey (quant.)**
    - The supervisory competency survey we will use is called the Generic Supervision Assessment Tool (GSAT) which is a validated assessment form for social work supervision and is a 26-item survey (Hamilton et al., 2022*)
    - Analysis: Paired T-tests (statistically significant differences) and Cohen's d (effect size)
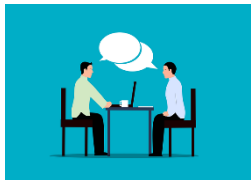
- **Post Intervention interviews (QUAL.)**
    - Semi-structured interviews 30-60 mins in length with facilitators n =5 and participants n = 10 (representing each group: 3 groups with 2, 1 group with 3, and 1 group with 1 rep)
    - Analysis: Transcribed, Thematic Analysis, Sentence-by-Sentence Coding
    - Subgroup analysis new (n=7) vs. more experienced supervisors (n=8)

Hamilton, S.J., Briggs, L., Peterson, E.E., Slattery, M., & O'Donovan, A. (2022). Supporting conscious competency: Validation of the Generic Supervision Assessment Tool (GSAT). Psychology and Psychotherapy: Theory, Research and Practice, 95, 113-136.

Supervisors' Results

Supervisors' Results: Quantitative Data

Table 1: Pre- and Post-Test Generic Supervision Assessment Tool (GSAT) ALL participant (N=27)					
	Pre-test Mean (standard deviation)	Post-test Mean (standard deviation)	Mean difference (95%CI)	Cohen's d	p value
Total overall GSAT-SR competency score	65.7 (26.35)	85.10 (5.62)	19.4	0.34	.001
Subscale 1. Fundamental feedback processes	64.7 (26.30)	83.3 (6.05)	18.6	0.34	.001
Subscale 2. Goals and tasks	64.7 (26.28)	83.5 (6.72)	18.8	0.34	.001
Subscale 3. Respect	65.3 (26.19)	86.0 (5.82)	20.7	0.37	<.001
Subscale 4. Enabling supervisory practices	67.2 (27.14)	86.8 (5.97)	19.6	0.33	.001

Small Effect Size: 0.2
Medium Effect Size: 0.5
Large Effect Size: 0.8

*Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: A practical primer for t-tests and ANOVAs.

Frontiers in Psychology, 4, 863–863. https://doi.org/10.3389/fpsyg.2013.00863

Supervisors' Results: Quantitative Data

Table 2: Pre- and Post-Test Generic Supervision Assessment Tool (GSAT) New (2 years of less) N = 18					
	Pre-test Mean (standard deviation)	Post-test Mean (standard deviation)	Mean difference (95%CI)	Cohen's d	p value
Total overall GSAT-SR competency score	59.0 (30.02)	84.6 (6.10)	25.6	0.41	.003
Subscale 1. Fundamental feedback processes	58.1 (29.77)	82.9 (6.07)	24.8	0.41	.003
Subscale 2. Goals and tasks	57.4 (29.54)	82.2 (7.02)	24.8	0.40	.004
Subscale 3. Respect	59.5 (30.09)	85.4 (6.11)	25.9	0.4	.003
Subscale 4. Enabling supervisory practices	60.1 (30.8)	86.6 (6.85)	26.5	0.41	.003

Small Effect Size: 0.2
Medium Effect Size: 0.5
Large Effect Size: 0.8

*Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: A practical primer for t-tests and ANOVAs.

Frontiers in Psychology, 4, 863–863. https://doi.org/10.3389/fpsyg.2013.00863

Supervisors' Results: Quantitative Data

Table 3: Pre- and Post-Test Generic Supervision Assessment Tool (GSAT) Experienced (3+ years) N = 9					
	Pre-test Mean (standard deviation)	Post-test Mean (standard deviation)	Mean difference (95%CI)	Cohen's d	p value
Total overall GSAT-SR competency score	79.3 (5.73)	86.0 (4.72)	6.7	0.95	<.001
Subscale 1. Fundamental feedback processes	77.9 (8.36)	84.1 (6.27)	6.2	0.63	.010
Subscale 2. Goals and tasks	79.3 (5.51)	86.1 (5.52)	6.8	0.78	.017
Subscale 3. Respect	77.0 (8.70)	87.3 (5.31)	10.3	0.74	.045
Subscale 4. Enabling supervisory practices	81.4 (5.65)	87.2 (4.02)	5.8	0.80	.003

Small Effect Size: 0.2
Medium Effect Size: 0.5
Large Effect Size: 0.8

*Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: A practical primer for t-tests and ANOVAs.

Frontiers in Psychology, 4, 863–863. https://doi.org/10.3389/fpsyg.2013.00863

Discussion of Quantitative Data: Supervisors' Results

Interpretations of Quantitative Results:

Statistical Significance Suggest Effectiveness: Both new and experienced supervisors showed statistically significant improvements, suggesting the training's overall effectiveness.

Effect Sizes Indicate Training Impact: Larger effect sizes for experienced supervisors suggest a more substantial improvement post-training, likely due to their deeper role understanding and ability to integrate advanced training nuances.

Considerations of Sample Size and Power: Despite the small group sizes significant results emphasize the strong impact of the training, highlighting its effectiveness even with potential power limitations.

Supervisors' Results: Qualitative Data

Theme 1: Emotional and Practical Support (new and experienced)

> "*It is helpful, I would say, compared with other meetings that we are required to join. We had 3 meetings and one training session. In comparison, peer support group was more helpful. Our group members shared their experiences selflessly, which supported us emotionally and practically.*" *(New)*

> "*Students are not bad… but we need a place to release our emotion. The reason of releasing emotion is because we want to improve the supervision. Everyone has different learning channel, like my students. It can provide inspiration to me… maybe soft approach will be better. Sometimes I am so annoyed because some students didn't hand in work or ask for mark without any effort.. (experienced)*"

Supervisors' Results: Qualitative Data

Theme 2: Enhanced Technique and Better Educator (new and experienced)

"Secondly, I could get some techniques of interacting with students. For example, I could know which parts student would pay more attention to and how I could support these parts. From this, I could know more about how to support different kinds of students." (new)

"On the other hand, I have seen more about how to be an educator. [name of facilitator] often reminds us to think about this. For example, we really need to teach students with various abilities, as different students have different situations or levels. We need to consider their situations, how to appropriately let them unleash their strengths, and learn what they need. This is the difference of pre and post joining the group." (new)

"For example, some colleagues said that they communicated with students through various ways. They used cards or movies to explain how to process. This can inspire everyone, including me, to broaden our horizons." (experienced)

Supervisors' Results: Qualitative Data

Theme 3: Increased efficiency and standardization of grading and report writing (new and experienced)

> *"The evaluation part. For example, I have concerned the level of ranking before, how to loosen or tighten the criteria, this part. They have shared that students can be ranked as "good" if they have such and such a situation. I need more reference to grade student... it can be considered as "good" if student reach this, or it can be considered as "not meet target" if student has such performance." (new)*

> *"The longer you work, the more experience you have regarding what kind of students deserve what grade. However, when it comes to writing, it's never an easy job. I remember that when the term was about to end, everyone cried "HELP" in the group chat - this is the point when I think the group helped me most. I wrote 17 pages because I wasn't sure how long would be appropriate. At the end we "lined up" with an answer that 7-9 pages is enough. I feel quite secure in the group because I have always been worrying that I did not say enough to justify my grading. I wrote a lot, and it really burdened me.. (experienced)*

Supervisors' Results: Qualitative Data

Theme 4: Enhanced accessibility for help (new and experienced)

"I think the most helpful was that I could immediately discuss with colleagues when something ad-hoc happens. I want to find more people to discuss and give opinions. This was a great platform." (new)

"We ask anything. Some colleagues asked how to open a Zoom link because it was the first time. You wouldn't ask coordinator about those questions, right? So it is good for us." (experienced)

"We don't have to wait too long. Students may face some problems during our supervision so we can ask coordinators and support group immediately. Resources have been more specific due to support group, our accessibility is higher than before." (experienced)

Supervisors' Results: Qualitative Data

Theme 5: Sense of Belonging (new and experienced but more prominent in experienced group)

"I can share what I have gained first. I think being a supervisor is quite lonely... I relied on my personal experience to handle and get along with students in the past. But with the Peer Support Group, it feels like I have more colleagues. We can discuss how to handle students so that I can have some refection and learning." (experienced)

"I also think that it created bonds and relationship, for example I wasn't able to join in a meeting, and my group mates texted me asking me if there is anything urgent happened to me. They even saved a seat for me. It seems very minor, but it means a lot as it created a sense of belongings of having colleagues, you know. We are sectional staff so we didn't really have regular "colleagues". But this peer support group programme made me feel like I really have some colleagues to work with, and someone who really knows who you are, but not just only greeting them when you see them. This kind of sense of belongings is really important." (experienced)

"This peer support group will build group harmony, but of course, we won't say things like let's make plans to have a meal and chat after this program. We haven't reached that level yet, but it's a normal working relationship... without this peer support, maybe there was a level 2 of emotion closeness among everyone. Now there may be a level 5 or 6 of emotion closeness..." (experienced)

Supervisors' Results: Qualitative Data

Theme 6: Help when stuck or encountering challenging situations (unique to new)

"Actually, I think students' conditions or dynamics are complex. Due to the impact of the epidemic in recent years, students are affected by their conditions or social environment. I think there are also many challenges in our social service work. In other words, when there are problems among students or within the organization, it was a platform where we can immediately share and discuss or ask for everyone's opinions." (new)

"They could even give me advice on something that I could not handle with." (new)

"Also, how to handle some situations… handling… we have to learn about these. I can pick up faster in this school comparing schools without this thing…" (new)

Supervisors' Results: Qualitative Data

Theme 7: Learned how to manage expectations of students (unique to new)

"This is my first year as a supervisor. I supervise 2 MSW students and 4 BSW students. There is a gap between my expectations on MSW students' competency. The peer support group helped me to adjust my expectations. Also, every student has his own story. So, when I brought this thought into my supervision, I could understand that they have their difficulties, or perhaps their competency stuck in this level. Do I need to be more kind to them? In this case, [Facilitator] and peers helped me to manage my expectation, which was useful." (new)

"We also discussed about the relationship building and communication skills with different students as supervisors have met different students. Some were obedient and finished their homework, but some were usually late handing in homework. Therefore, we have discussed a lot about how to explain our expectation to students skillfully." (new)

Supervisors' Results: Qualitative Data

Theme 8: Learning Tech Skills from Younger Supervisors

"I think it was just the right time for me to join when we started using OneDrive to submit assignments online. At that time, many supervisors who were more experienced than me asked if we could use hard copy for submission. Of course,it was not possible because we used OneDrive, the electronic mode, to submit. I think it was a challenge for some supervisors who were more experienced. Precisely because of this new change, this peer support group is a good way for some new supervisors who are more proficient in information technology, and they can assist some "older" supervisors, who may be very good in social work practice, but they may not be good at using computers." (new)

"Those new supervisors reminded me of the passion and spirit when I started this career… Also, I see strengths in each of them. For example, one of the members of the group was good at using technology as I told you. I can count on them when it comes to situations like retrieving deleted files. It's like a school of resources." (experienced)

Supervisors' Results: Qualitative Data

Themes related to Impacts

Theme 1: Emotional and Practical Support

Theme 2: Enhanced Technique and Better Educator

Theme 3: Increased efficiency and standardization of grading and report writing

Theme 4: Enhanced accessibility for help

Theme 5: Sense of Belonging

Theme 6: Help when stuck or encountering challenging situations

Theme 7: Learned how to manage expectations of students

Theme 8: Learning Tech Skills from Younger Supervisors

Supervisors' Results: Qualitative Data

Themes related to Mechanisms: What makes the intervention work? Why does it work?

Theme 1: Experienced facilitator/group leader helps a lot (new and experienced)

"For us, this pilot group makes us feel that not only new supervisors need help- we also need help! I did feel a bit lonely in the group I had, because of the issue I talked about- I have things that I cannot share openly because I don't want to scare the newbies. Therefore, I only talk to the Group Pa (the most experienced supervisor in the group called Group Pa or Group Ma) in private. I will treasure the chance, if given, to share my problems and feelings with supervisors that's at the same level as me." (experienced)

"When invited, we knew there would be more experienced supervisors leading us, this was what I want Because I wanted to see how colleagues with more experience supervise students...I also wanted to see how experienced colleagues handle these situations or how they deal with it when my students don't make expected progress. So, I think it's great and I voluntarily signed it up. So for myself, what I just mentioned about expectations. At the beginning I just wanted to learn from [Facilitator's] lecture. But I feel that it turned out to be like everyone supporting each other and providing opinions when faced with certain situations. I think [Facilitator] facilitated so well. I think he often reminds us to look back at ourselves in this position, our missions, and what strengths we have as supervisors. How can these strengths assist students in becoming confident, competent and congruent workers." (new)

Supervisors' Results: Qualitative Data

Themes related to Mechanisms: What makes the intervention work? Why does it work?

Theme 2: Whatsapp small groups (new and experienced)

"Many people might not speak up because they were in a large group." (experienced)

"So I think it is so good to have the group. There is no such small mentor-mentee group in other universities. But there would be a large whatsapp group including all fieldwork supervisors this year and I could raise questions in the group. However, if there are too many people, it is not convenient to ask in a large group. For example, when I would like to discuss students' problems, it is more comfortable to discuss in Polyu's small group rather than in the large group." (new)

Supervisors' Results: Qualitative Data

Themes related to Mechanisms: What makes the intervention work? Why does it work?

Theme 3: Sharing of resources (new and experienced)

"Another thing is knowing that there are more social work courses in Hong Kong's territory education curriculum. Some supervisors are not just teaching in one school, so we have several supervisors with different backgrounds. This allows us to have more sharing of practices from different institutions, making supervisors learning new things in not so singular way, there are many things to share." (experienced)

"This information can help me to provide ideas to students for brainstorm. I can have more reference. Or how other organizations treat their students... as I know more about this problem. I mean levels of organization' acceptance according to students' performance." (new)

Supervisors' Results: Qualitative Data

Themes related to Mechanisms: What makes the intervention work? Why does it work?

Theme 4: Allowing Flexibility with Topics and Ample Time for Discussions

"Actually... it is good because we have chance to discuss. We were asked to discuss anytime at the beginning, so we shared our problems during the discussion. The most difficult part is to have a chance for discussion but we have this chance. So I think it is good for us." (experienced)

"Indeed. I think the given topics were good, and the arrangement was good, but they were more at theoretical level. However, we focused more on practical aspects of placements." (experienced)

" I think all topics are appropriate because at beginning we discussed what students needed to prepare for placement. As we had mid-view, we discussed what supervisors needed to prepare, discuss and review student's condition at the middle stage. At the final stage, we needed to write final report. How to write final report, how many we need to write, how to write smarter, we also had sharing." (new)

Supervisors' Results: Qualitative Data

Themes related to Mechanisms: What makes the intervention work? Why does it work?

Theme 5: All were active participants – willing to engage (self-motivated) (experienced)

"I would say it was unexpected but it was the motives of everyone's participation to the peer support group, maybe it is because of the impact of supervisors' main job on the quality of their attendance." (experienced)

"Yes, because everyone is so dedicated to this peer support group, of course we want to do better." (experienced)

"Actually, it is better than expected, I think. Firstly, all participants were very active." (experienced)

Supervisors' Results: Qualitative Data

Themes related to Mechanisms: What makes the intervention work? Why does it work?

Theme 6: Varied/mixed responses in terms of: (i) frequency and time ; (ii) in person or online

"Zoom is better in this case. You never know. If it wasn't on Zoom, you would have to travel for some time to get back to PolyU or meet at somewhere, and everyone would have to travel for half an hour to 45 minutes after finishing the discussion." (experienced)

"Huge difference. Face to face mode feels closer. We will also talk about random things- it feels more...supported." (experienced)

"Besides, under the pandemic, it's easier to use Zoom than to have face-to-face meetings. I think we should be given the flexibility to join online or face-to-face, making the better of both worlds." (new)

Supervisors' Results: Qualitative Data

Themes related to Mechanisms

Theme 1: Experienced facilitator/group leader helps a lot	Theme 2: Whatsapp small groups	Theme 3: Sharing of resources
Theme 4: Allowing Flexibility with Topics and Ample Time for Discussions	Theme 5: All were active participants – willing to engage (self-motivated)	Theme 6: Varied/mixed responses in terms of: (i) frequency and time ; (ii) in person or online

Supervisors' Results: Qualitative Data

Themes Related to Suggestions for Improvement

Theme 1: Include a topic on reflection of own teaching style (philosophy of supervision) (experienced)

"There were supervisors with different levels of work experience. I can notice that they had different direction… they maybe more task-oriented as they have just started, that means they would like to fulfill some task. After working longer… one staff in my group worked longer than me. He/she didn't set many tasks but put more focus on teaching and passing on knowledge, which is also my value on supervisor. It is good because we are at the same team, same page." (experienced)

"Actually, I really hope that every colleague can review their teaching style more. We covered few of it in the late stage. But the time was almost up. Although everyone was ready to touch that area, we didn't have enough time. I think we can do more in this area (experienced)

"We needed time… we discussed to tangible thing first, like what we have just mentioned, we needed time to move into discussion of teaching style." (experienced)

Supervisors' Results: Qualitative Data

Themes Related to Suggestions for Improvement

Theme 2: Include topic of Mental Health of Student

"As a social worker, I think it's very important to alert mental health. But we don't have this now, we only have a guideline to tell us how to score the student's performance. If we can cover this concept and be more humane, the direction will be different." (experienced)

Theme 3: More involvement from staff Polyu (e.g., pop in mid-term)

" I think it's sufficient. In terms of beginning, middle, and the end, it's already quite sufficient. On the contrary, if we want to strengthen it, I think it's worth it for coordinators to come down and have a chat with colleagues in the middle or at the end of the peer support group program." (experienced)

Supervisors' Results: Qualitative Data

Themes related to Improvements

Theme 1: Include a topic on reflection of own teaching style (philosophy of supervision)

Theme 2: Include topic of Mental Health of Student

Theme 3: More involvement from staff Polyu (e.g., pop in mid-term)

Discussion of Qualitative Data: Supervisors' Results

Themes related to Impacts:

1. Emotional and Practical Support
2. Enhanced Technique and Better Educator
3. Increased efficiency and standardization of grading and report writing
4. Enhanced accessibility for help
5. Sense of Belonging
6. Help when stuck or encountering challenging situations
7. Learned how to manage expectations of students
8. Learning Tech Skills from Younger Supervisors

Themes related to Mechanisms: What makes the intervention work? Why does it work?

1. Experienced facilitator/group leader helps a lot
2. Whatsapp small groups
3. Sharing of resources
4. Allowing Flexibility with Topics and Ample Time for Discussions
5. All were active participants – willing to engage (self-motivated)
6. Varied/mixed responses in terms of: (i) frequency and time ; (ii) in person or online

Themes related to Suggestions for Improvement

1. Include a topic on reflection of own teaching style (philosophy of supervision)
2. Include topic of Mental Health of Student
3. More involvement from staff Polyu (e.g., pop in mid-term)

Discussion: Supervisors' Results (Quant. + Qual.)

Interpretations:

- The qualitative data aligns with the quantitative findings, indicating that the program positively influences fieldwork supervisors' competencies

- The quantitative data – suggest to use the program is effective; while the qualitative data gives us insights to "how and why" the program works

- The qualitative data also provides insights to us for further refinement of the program

Study Limits and Discussion of Supervisors' Results

Limitations:

- Our quantitative analysis showed significant results and small-large effect sizes in a small sample, but caution is advised due to limited generalizability. Smaller samples may not accurately represent broader populations and could reflect unique sample trait

- Selection Bias in Qualitative Study: Not all supervisors were interviewed, so maybe the results of those highly motivated participants

- Strengths: The research team's independence from participants, including the RA and myself, whom they had never met, ensured data confidentiality.

Study Limits and Discussion of Supervisors' Results

Curiosities:

- **Natural Competency Development**: Would new supervisors develop the targeted competencies over time without this intervention? How does the intervention compare to natural growth?

- **Comparison Group Effectiveness:** Does the intervention accelerate competency development compared to standard practices? How significant is the speed of development?

- **Mechanism Efficiency:** Are all components of the intervention necessary? What impact would be simplifying the intervention (e.g., using only a WhatsApp group for communication) have on its effectiveness? Is a full-scale intervention required, or can similar results be achieved with fewer resources?

Students' Results

Research Question
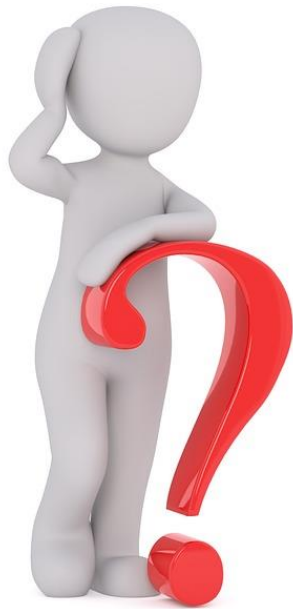
How does participation in the Together We Grow program help fieldwork supervisors enhance their competencies …

…and how does this improvement affect the learning and professional skills of social work students?"

Methods

Research Design: Mixed Methods (QUANT. + Qual.)

How does participation in the Together We Grow program help fieldwork supervisors enhance their competencies, **and how does this improvement affect the learning and professional skills of social work students?"**

- **Post-Practicum Student Survey on Fieldwork:**
  - Quantitative Components:
    - Sections Assessed: B (Supervision Feedback) on Scale: 5-point Likert
    - Analysis: Mann-Whitney U Test, Effect Size (r)

  - Qualitative Components:
    - Section Assessed: F (Open-ended Comments)
    - Analysis: Thematic Analysis, Line-by-Line Coding
    - Groups Compared: Same as above

Students' Results: Quantitative Data

No statistical differences

Table 5: Comparison of Student's Feedback Section B (Supervision) in 2021-22 (no intervention) and 2022-23 (together we grow) *new supervisors only					
Group (new in Y1 or Y2)	**N**	**Mean Ranking (Sum of Ranks)**	**U statistic**	**p-value**	**Effect size (r)**
No intervention (n=7)	18	B6-B12 (supervisor)		0.16-0.96	NA
Together we Grow (n=18)	51				
Group (same supervisors)					
No intervention (n=7)	18	B6-B12 (supervisor)		0.23-0.86	NA
Together we Grow (n=7)	26				

Students' Results: Qualitative

Mixed but more on the positive sentiment for both groups, no real difference between comments

2021_22:

Positive: 4 references

> *"For the supervisor, close guidance and immediate responses are provided, which enhance student's sense of security. Many comments from supervisor are also constructive enough for improvement. Supervisor also grasped the chance in assisting student in reflecting herself as well as personal values and future growth."*

Negative: 1 reference

> *"The supervisor followed nicely on administrative work. It is suggested that expectations can be clarified before working on the task. The supervisor may also be encouraging when she could and be aware of her attitude and tone during supervision."*

2022_23:

Positive: 7 references

> *"My supervisor was really helpful to me, both on academics and emotions. She also facilitated my personal growth but not only professional development. Her experiences in the setting let me learnt a lot."*

Negative 4 references

> *"In terms of supervision, because the supervisor's schedule is busy, needing to supervise different students simultaneously and having several part-time jobs, she cannot offer flexible times for student supervision."*

Study Limits and Discussion of Students' Results

Study Limitations

- Sensitivity of Measures: Measurement tools like feedback questionnaires may lack the sensitivity to detect subtle changes in student performance.
- Sample Size and Statistical Power: The study may not have a sufficient sample size to detect small effects of the intervention.
- Time Factors: The duration students are exposed to trained supervisors and the time needed for supervisors to integrate new skills may be insufficient to measurable impact
- Student Differences and Outside Factors: The unique abilities of each student and factors like personal issues or school stress can impact how they benefit from the supervision, regardless of any improvements in their
- Limited Qualitative Response Insight: Similarly open-ended comments suggest students didn't notice changes; deeper analysis or follow-up reveal more

Interpretations:
- Both qualitative and quantitative data suggests no observable changes in students' learning outcomes and professional competencies

Future Research

- Enhance Measurement Tools: Consider whether additional or different survey questions might better capture the impact of the intervention. Also, using mixed methods (qualitative feedback, focus groups) to gain more (e.g., pre and post FGDs with students and supervisors)

- Increase Statistical Power: If feasible, increase the sample size to enhance the power of the study, making it easier to detect smaller but meaningful

- Continuous Improvement: Use the findings to iteratively improve the training program. Engage both supervisors and students in discussions of supervision are most crucial and how they might be better supported.

- Longitudinal Study: Consider a longitudinal study to evaluate the long-term effects of the intervention, as changes might take time to manifest in

Thank You