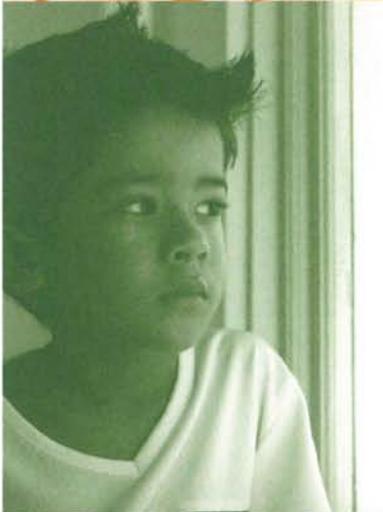


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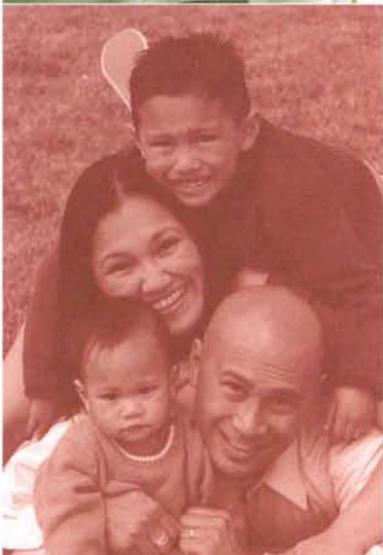


SAPST evaluation survey results

*Bemidji training
June 2009*



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Overview

Wilder Research, in collaboration with Regional Prevention Coordinators (RPCs), is conducting an evaluation of the Substance Abuse Prevention Specialist Training (SAPST) to assess participant changes in knowledge, overall satisfaction with the training, and suggestions for improvements. The evaluation gives participants an opportunity to confidentially offer their opinions on the training as a whole, including aspects of the training that participants find most helpful and areas where trainings could be improved.

Because the SAPST training is an intensive 40-hour training, it was necessary to develop an evaluation which solicited feedback from participants at different stages of the training. Stakeholders felt it was important to gather feedback daily about specific training modules, as well as feedback about the training overall. Stakeholders were also interested in learning how training participants integrated SAPST into their work upon completion of the training. In order to gather this level of information, the evaluation team developed an evaluation plan which contains four components to gather information. The four components include information collected at the time of training registration, a daily survey, an overall survey, and a follow-up survey one to two months after the training.

In June 2009, the RPCs sponsored a training in Bemidji, Minnesota. The following report describes key findings and recommendations from the Bemidji training.

Participant knowledge

Overall, participants felt that their knowledge increased “a great deal” with several training topics. Specifically, eight of nine participants felt that their knowledge increased “a great deal” for the topics of using SAMHSA’s Prevention Framework for prevention program planning. Five of nine participants felt that they knowledge increased “a great deal” in the areas of ethics, risk and protective factors, community readiness assessment, and needs assessment. Fewer participants (3 of 9) felt that their knowledge of evaluation, the cultural context of prevention, the impact of drugs on adolescent brain development, or the role of the media in prevention increased a “great deal” as a result of the training (Figure 1).

1. Degree to which participants increased knowledge (N=9)

Please indicate the degree to which your knowledge increased as a result of the SAPST training.	A great deal	Somewhat	Not at all
Prevention program planning using SAMHSA’s Prevention Framework	8	1	-
Ethics	5	4	-
Risk and protective factors in substance abuse prevention	5	4	-
Community readiness assessments	5	4	-
Needs assessments	5	4	-
Media advocacy	4	5	-
Developmentally appropriate prevention strategies	4	5	-
Logic model development	4	4	1
Evidence-based prevention research	4	4	1
Capacity building	4	5	-
Program sustainability	4	4	1
Evaluation	3	5	1
Cultural context of prevention	3	5	1
Impact of drugs on adolescent brain development	3	6	-
The role of the media in prevention	3	6	-

Participants felt that the most helpful aspects of the training were learning about the Strategic Planning Framework, learning about available resources, and the experience of learning with others in their field (Figure 2).

2. Most helpful aspect of the training (N=9)

Specific elements of training

I learned about the SPF model.

Laying down a solid framework and constantly re-evaluating.

I learned about prevention and that it takes the SPF model to work.

SPF model.

SPF.

Cultural and ethics pieces were great.

Experience of learning with others

Ideas other participants have done in prevention work.

Other

Resources and terminology.

Resources available.

Participants provided suggestions for improving the structure of the training, including better integrating across modules, shortening the time-frame, and changing the way in which outside presenters present (Figure 3).

3. Suggestions for improvement (N=9)

Suggestions for improving structure of training

More examples are helpful.

Trainers need to connect modules and better apply learning and new knowledge to increase comprehension.

Shorten to 4 days – it seems like it could be done in that time.

Other suggestions

1st day [MPRC consultant] not needed, redundant, or have [him/her] attend all day so she does not come in and repeat material.

Training satisfaction

Participants were generally satisfied with the SAPST training overall. Six of 9 participants “strongly agreed” that they learned something new from the training and that the trainers were knowledgeable. All participants (93%) “strongly agreed” that they felt comfortable contributing to the discussion. Five of 9 participants “strongly agreed” that the information presented was useful, and that the information presented applied to their own work. Participants were slightly less likely to “strongly agree” that the training was sufficient for them to apply to their own work (Figure 4).

4. Overall satisfaction with training (N=9)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
The information presented was useful.	5	4	-	-
I learned something new from this training.	6	3	-	-
The training was well organized.	6	3	-	-
The information presented in SAPST applies to my work.	5	4	-	-
I received sufficient training so I can apply what I learned to my own work.	2	7	-	-
The trainers were knowledgeable.	6	3	-	-
There were enough opportunities to ask questions.	8	1	-	-
I felt comfortable contributing to the discussion.	9	-	-	-
The location was comfortable (sound level, temperature, etc.).	8	1	-	-

Daily evaluation

Participants were asked to complete a daily evaluation at the end of each of the five days of the training.

The following modules were completed on each of the training days:

5. Module topics

Module	Topic
1	Introduction
2	Prevention Research
3	Prevention Program Planning
4	Evaluation
5	The Cultural Context of Prevention
6	Using Human Development in Prevention
7	The Media and Prevention
8	Ethics of Prevention and Bringing it all Together

Overall, participants generally felt that they learned something new from the training each day. Slightly fewer respondents felt strongly that they learned something new on Day 1 and Day 5 (Figure 6).

6. Participant satisfaction: I learned something new from the training today (N=9-10)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Day 1 (Module 1 and 2)	3	7	-	-
Day 2 (Module 2)	4	5	-	-
Day 3 (Module 3)	4	5	-	-
Day 4 (Module 4 and 6)	5	4	-	-
Day 5 (Modules 5, 7, and 8)	3	7	-	-

Overall most participants felt that the information presented on each day applied to their work. Slightly fewer participants strongly agreed that Day 2 and Day 3 applied to their work (Figure 7).

7. Participant satisfaction: The information presented today applies to my work (N=8-10)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Day 1 (Module 1 and 2)	4	6	-	-
Day 2 (Module 2)	3	5	1	-
Day 3 (Module 3)	3	7	-	-
Day 4 (Module 4 and 6)	5	3	-	-
Day 5 (Modules 5, 7, and 8)	5	5	-	-

Most participants “strongly agreed” or “agreed” that they had sufficient training to apply what they had learned in SAPST to their own work. Slightly fewer participants ‘agreed’ or ‘strongly agreed’ with this related to Day 5 (Figure 8).

8. Participant satisfaction: I have received sufficient training to apply what I learned today to my own work (N=8-10)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Day 1 (Module 1 and 2)	2	8	-	-
Day 2 (Module 2)	2	7	-	-
Day 3 (Module 3)	2	8	-	-
Day 4 (Module 4 and 6)	4	5	-	-
Day 5 (Modules 5, 7, and 8)	4	4	2	-

Generally, participants felt they had adequate opportunities to ask questions on each day of the training (Figure 9).

9. Participant satisfaction: There were enough opportunities to ask questions (N=9-10)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
Day 1 (Module 1 and 2)	8	2	-	-
Day 2 (Module 2)	6	3	-	-
Day 3 (Module 3)	6	4	-	-
Day 4 (Module 4 and 6)	6	3	-	-
Day 5 (Modules 5, 7, and 8)	8	2	-	-

Participants were also asked at the end of each day to identify the most helpful thing they learned on that particular day, as well as any suggestions for improving that day's training. Their open-ended responses to those questions on each of the five days are listed in the tables below (Figure 10-16).

10. Most helpful thing learned today – Day 1 (N=10)

Most helpful thing learned today – Day

Specific training topics

History of drugs

Conversations – small group – feedback back and forth.

Books.

I liked the risk and protective factors theory.

Different viewpoints in prevention.

11. Suggestions for improving daily trainings – Day 1 (N=10)

Suggestions for improving daily trainings – Day 1

No suggestions

No improvement needed.

I thought it was very good, no improvement needed.

Suggestions for improving structure of training

Connection between RPCs and MPRC not clear.

Faster pace.

Discuss after lunch – will keep me more awake and maybe add activity.

12. Most helpful thing learned today – Day 2 (N=9)

Most helpful thing learned today – Day 2

Specific training topics

Assessment process/tools.

Community readiness info.

The positive approach – Ulner's Study.

13. Suggestions for improving daily trainings – Day 2 (N=9)

Suggestions for improving daily trainings – Day 2

Suggestions for improving specific training components

More application of needs assessment/community readiness surveys.

14. Most helpful thing learned today – Day 3 (N=9)

Most helpful thing learned today – Day 3

Specific training topics

Evaluation, clickers.

Logic model(s). (2 respondents)

Evaluation info – logic model is always helpful (though, always challenging).

I liked the CPR explanation of the SPF.

Training structure

The small group activities helped me learn the information being presented.

15. Most helpful thing learned today – Day 4 (N=9)

Most helpful thing learned today – Day 4

Specific training topics

Working with my coalition members to have consistent goals.

Ethics.

Human development.

Ethics examples.

I thought the cultural and ethics material was interesting.

Understanding culture and using it and considering it in our prevention work.

Human development.

16. Suggestions for improving daily trainings – Day 4 (N=9)

Suggestions for improving daily trainings – Day 4

Suggestions for improving structure of training

Keep things moving.

17. Most helpful thing learned today – Day 5 (N=10)

Most helpful thing learned today – Day 5

Specific training topics

Ads of social marketing campaigns.

Media marketing techniques.

Understanding marketing. Loved the activity.

Dissecting media and how to create positive messages instead of scare tactics.

Different ideas of ways of communicating a message.

I thought the breakout activity on advertising was a good activity and helped understand media advertising.

18. Suggestions for improving daily trainings – Day 5 (N=10)

Suggestions for improving daily trainings – Day 5

Suggestions for improving specific training components

Human development module doesn't seem to fit well with other modules.

Suggestions for improving structure of training

More examples of marketing ideas.

Recommend to others

Eight of nine training participants reported that they would recommend the SAPST training to others (Figure 19).

19. Reasons participants would or would not recommend training to other (N=9)

Reasons participants would or would not recommend training to other

Yes, would recommend to others

Yes, I wish someone from my field and location would have been here so that we could work together with our knowledge in prevention.

Those new to prevention work.

Intention to obtain Certified Prevention Professional (CPP) Certification

Of the nine training participants, seven intended to obtain certification after the completion of the training. Several participants reported that the certification would add to professional credentials and help with future grant writing (Figure 20).

20. Reasons participants do or do not intend to obtain CPP certification (N=9)

Reasons participants do or do not intend to obtain CPP certification

Yes, plan to obtain CPP certification

Gain new knowledge that I can apply to my job.

Job continuation, grant writing.

Be recognized as competent in prevention.

Importance to field/credibility.

Grant writing to increase my credentials.

Using SAPST

All 10 participants provided email or mail contact information for the follow-up portion of the SAPST evaluation. Participants were contacted via email by Wilder staff to complete a short survey. A total of six participants completed the survey between one and two months after the end of the training.

All six participants indicated that they had used the information learned in the SAPST training in their career. When asked specifically how they had used what they had learned, participants reported using what they had learned for preparing proposals, reviewing grant opportunities, and refining logic models (Figure 21).

21. How participants had used information learned in SAPST

Please provide one or two specific examples of how you have used what you learned in the training in your work.

Used some of the wording learned in a proposal.

Recently presented our communities logic model and work plan – refined some pieces after the training.

I have begun an assessment of our ATOD committee. I have reviewed grant opportunities for furthering our ATOD work.

Participants were asked to identify the SAPST modules they found to be most helpful in their work. Three participants responded to these questions. All three felt that the prevention research module was helpful (Figure 22).

22. Most helpful SAPST module (N=3)

	N
Prevention research	3/3
The ethics of prevention/Bringing it all together	2/3
The media and prevention	2/3
Evaluation	1/3
Using human development in prevention	1/3
Prevention program planning	1/3
Introduction/History of ATOD and ATOD prevention	1/3
Cultural context of prevention	1/3

In addition to identifying which of the SAPST modules were most helpful, participants were also asked to identify other parts of the SAPST training they found particularly helpful. Participants found networking and working with others helpful (Figure 23).

23. Other helpful aspects of SAPST

Other than specific modules, what part(s) of the SAPST training did you find most helpful?

Networking.

I appreciated all the participants perspectives shared throughout the training. All elements were useful.

Networking with local substance abuse professionals.

Participants were also asked how the SAPST training could be modified to be more useful to their work. Participants requested additional examples and greater emphasis on prevention planning (Figure 24).

24. Suggestions for improvement

How could SAPST training be made more useful to your work?

Include specific examples of lessons learned.

Something to plan meetings/trainings/workshops when encountering a very diverse group so all needs are met and everyone feels the meeting time is useful.

Greater focus on prevention planning – case studies – more evidence on what works. Social norm programs are not proven to be effective.

Three participants indicated that they would like additional training related to youth alcohol, tobacco, and other drug prevention. Specifically participants would like more information about working with parents and intervention strategies (Figure 25).

25. Requests for further information

Would you like additional training related to youth alcohol, tobacco and other drug (ATOD) prevention?

Program planning and implementation.

Engaging parents (so the parents that should be at the table start getting involved).

Evidence-based programs, teen/youth led programs.

At the time of the follow-up survey, none of three participants had received the Certified Prevention Professional (CPP) certification. Each of the three participants indicated that they did intend to receive the certification.

Characteristics of training participants

Most participants were female, between the ages of 22 and 49. All participants identified as White (Figures 26-29).

26. Gender (N=9)

	Number of participants
Male	2/9
Female	7/9

27. Age (N=9)

	Number of participants
18-21	1/9
22-29	2/9
30-39	3/9
40-49	2/9
50-59	1/9

28. Race (N=9)

	Number of participants
White	9/9

29. Ethnicity (N=9)

	Number of participants
Hispanic	0/9
Not Hispanic	9/9

Recommendations

Based on the findings from this evaluation, Wilder Research has developed the following recommendations for improving SAPST training:

- Provide additional information about needs assessments in training.
- Identify and connect different sections and modules of the training, especially as they related to needs assessment.
- Continue using SAPST evaluation data to identify areas of training strengths and opportunities to better address the needs of participants.