



SAPST evaluation survey results

North Branch – May 2011

NOVEMBER 2011

SAPST evaluation survey results

North Branch – May 2011

November 2011

Prepared by:

Darcie Thomsen and Amy Leite

Wilder Research

451 Lexington Parkway North

Saint Paul, Minnesota 55104

651-280-2700

www.wilderresearch.org

Contents

Introduction.....	1
Evaluation design.....	2
Characteristics of training participants	3
Overall feedback.....	4
Knowledge outcomes.....	4
Most helpful areas.....	5
Suggestions for improvement	6
Satisfaction.....	7
Intention to obtain certification.....	8
Daily evaluation	9
Daily feedback	11
Training follow-up.....	16
Using SAPST	16
Recommendations.....	19

Figures

1. Gender.....	3
2. Age.....	3
3. Race.....	3
4. Ethnicity.....	3
5. Degree of knowledge increase in specific areas.....	4
6. Degree of new information/ideas learned through training.....	5
7. Most helpful aspect of the training.....	5
8. Additional topic suggestions.....	6
9. Suggestions for improvement.....	6
10. Overall satisfaction with training.....	7
11. Reasons participants would recommend training to other.....	8
12. Reasons participants do or do not intend to obtain CPP certification.....	8
13. Module topics.....	9
14. Participant satisfaction: I learned something new from the training today.....	9
15. Participant satisfaction: The information presented today applies to my work.....	10
16. Participant satisfaction: I have received sufficient training to apply what I learned today to my own work.....	10
17. Participant satisfaction: There were enough opportunities to ask questions.....	10
18. Most helpful thing learned today – Day 1.....	11
19. Suggestions for improving daily trainings – Day 1.....	11
20. Most helpful thing learned today – Day 2.....	12
21. Suggestions for improving daily trainings – Day 2.....	12
22. Most helpful thing learned today – Day 3.....	13
23. Suggestions for improving daily trainings – Day 3.....	13
24. Most helpful thing learned today – Day 4.....	14
25. Suggestions for improving daily trainings – Day 4.....	14
26. Most helpful thing learned today – Day 5.....	15
27. Suggestions for improving daily trainings – Day 5.....	15
28. How participants had used information learned in SAPST.....	16
29. Most helpful SAPST module.....	17
30. Other helpful aspects of SAPST.....	17
31. Suggestions for improvement.....	18
32. Requests for further information.....	18

Acknowledgments

Wilder Research would like to extend special appreciation to the Minnesota Department of Human Services staff, the Regional Prevention Center grantees, and Minnesota Prevention Resource Center staff for their assistance with this evaluation. Special thanks also to the training participants who provided the data that made this evaluation possible.

We also wish to thank Nam Nguyen and Louann Graham of Wilder Research for their assistance with this report.

Funding for this evaluation and report was provided by the Minnesota Department of Human Services, Alcohol and Drug Abuse Division.

Introduction

Wilder Research, with funding and assistance from the Minnesota Department of Human Services Alcohol and Drug Abuse Division (ADAD) and in collaboration with the 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 goal of SAPST is to assist participants to design and implement scientifically defensible prevention strategies. As a result of participating in this training, participants will be better able to:

- Understand the history of substance abuse and substance abuse prevention efforts in the U.S.,
- Define science-based prevention and understand its relevance,
- Identify effective prevention principles, programs, and strategies that have been evaluated using the scientific process,
- Use a systematic, scientific process to build effective prevention programs, and
- Determine the effectiveness of existing programs using the criteria described in the training.

The Minnesota Prevention Resource Center (MPRC) coordinates the logistics for the SAPS trainings conducted across the state, funded by and in collaboration with ADAD, and in collaboration with the RPCs. The RPCs conduct the trainings across the state.

Evaluation design

Because SAPST is an intensive 40-hour training, it was necessary to develop an evaluation that solicited feedback from participants at different stages of the training. The four components include information collected at the time of training registration, a daily survey, an overall survey, and a follow-up survey two months after the training. 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. Trainers and other 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 April 2011, the RPCs led a five-day SAPS training in North Branch, Minnesota. This report summarizes the findings from each evaluation component.

Characteristics of training participants

Almost two-thirds of participants were female (62%) and more than half were between 22 and 39 (54%). One-quarter of participants were between the ages of 22 to 29 (23%), or 50 to 59 (23%). All participants identified as either White (92%) or Black/African American (8%) (Figures 1-4).

1. Gender (N=13)

	% of participants
Male	39%
Female	62%

Note: Total does not equal 100% due to rounding

2. Age (N=13)

	% of participants
Under 18	-
18-21	-
22-29	23%
30-39	31%
40-49	15%
50-59	23%
60 or older	8%

3. Race (N=13)

	% of participants
American Indian or Alaska Native	-
Asian	-
Black/African American	8%
Native Hawaiian or Other Pacific Islander	-
White	92%

4. Ethnicity (N=13)

	% of participants
Hispanic	-
Not Hispanic	100%

Overall feedback

Knowledge outcomes

Overall, participants said their knowledge increased across almost all training topics. The greatest percentage of participants indicated that their knowledge increased “a great deal” in the following areas: prevention program planning using SAMHSA’s Strategic Prevention Framework (85%), evidence-based prevention research (85%), the role of media in prevention (77%), media advocacy (77%), evaluation (77%), and community readiness assessments (69%). Over half of participants reported their knowledge increased “a great deal” in the areas of risk and protective factors in substance abuse prevention, logic model development, capacity building, program sustainability (62% each), and needs assessment (54%). Slightly less than half of participants (46%) felt their knowledge of the impact of drugs on adolescent brain development and of the cultural context of prevention had increased “a great deal.” Fewer participants (39%) reported this with regard to their knowledge of ethics, or of developmentally appropriate prevention strategies (Figure 5).

Overall, almost all participants said they had learned “a lot” of new information and ideas through the training (92%). Eight percent of the participants reported having learned “some” new information and ideas (Figure 6).

5. Degree of knowledge increase in specific areas (N=13)

Please indicate the degree to which your knowledge increased as a result of the SAPS training.	A great deal	Somewhat	Not at all	Not Applicable
Prevention program planning using SAMHSA’s Prevention Framework	85%	15%	-	-
Evidence-based prevention research	85%	15%	-	-
The role of the media in prevention	77%	23%	-	-
Media advocacy	77%	23%	-	-
Evaluation	77%	23%	-	-
Community readiness assessments	69%	31%	-	-
Logic model development	62%	39%	-	-
Capacity building	62%	39%	-	-
Risk and protective factors in substance abuse prevention	62%	39%	-	-
Program sustainability	62%	39%	-	-
Needs assessments	54%	46%	-	-
Impact of drugs on adolescent brain development	46%	39%	15%	-
Cultural context of prevention	46%	54%	-	-
Developmentally appropriate prevention strategies	39%	62%	-	-
Ethics	39%	54%	8%	-

Note: Row total may vary from 100% due to rounding.

6. Degree of new information/ideas learned through training (N=13)

How much new information or ideas did you receive in the training?

A lot of new information/ideas	92%
Some new information/ideas	8%
A little new information/ideas	-
No new information/ideas	-

Most helpful areas

When asked about the most helpful aspect of SAPST, participants identified a variety of training topics including the risk and protective factors for youth, the evaluation information and tools, and positive community norms. One participant mentioned that the training catered to participants' learning needs (Figure 7).

7. Most helpful aspect of the training (N=12)

Most helpful aspect of the training

Training topics

The SPF model.

Evaluation information. How important this info/data is for sustainability.

Many different aspects of preventing.

Variety.

How it all works together.

Risk and protective factors for youth.

Risk/protective factors. Media.

Evaluation! Tools, resources, etc.

PCN strategy.

Risk factors versus Protective factors.

Training structure

Catering to our learning needs.

Everything/A lot

Cannot name just one thing.

Suggestions for improvement

Participants were asked to identify additional topics they would like to have discussed during the training. Participants' suggestions included more training on communication and leadership skills, sustainability, coalition building, and strategies for building rapport with teens when risk is involved (Figure 8).

8. Additional topic suggestions (N=6)

Topics would have liked to discuss

More on communication and leadership skills.

Sustainability. Coalition Building.

How to approach teens in a non-threatening way when you know risk is involved.

Can't think of anything right now.

Further clarification/understanding about perceptions of alcohol use (social) by CPP's (not just opinions/discussions).

Don't know what you are missing.

Participants also provided suggestions. Some examples included allowing more time for socializing after sessions, for reading, and for talking about sustainability (Figure 9).

9. Suggestions for improvement (N=9)

Suggestions for improving structure of training

Encourage the opportunity to socialize with group members at the end of the day (this was done one time).

Talk about sustainability more.

A little more time to read.

Fun when people share stories, but sometimes too long and drug out.

Less small group activities – more large group discussion.

Ensure that all presenters have "command" of their content.

[Staff] level of/style of training is different than the rest.

It was fabulous.

The audience response system and technology needs to get firmed up – some good learning opportunities were lost.

More coffee.

Satisfaction

Overall, participants were satisfied with SAPST. All participants either “strongly agreed” or “agreed” that they were satisfied with all of the training components listed. All participants “strongly agreed” that overall, they were satisfied with the training, that the information that was presented was useful, and that there were enough opportunities to ask questions. Most participants also “strongly agreed” that the training was well organized (92%), the information presented in SAPST applies to their work (85%), trainers were knowledgeable (85%), they felt comfortable contributing to the discussion (85%), and the location was comfortable (77%) (Figure 10).

10. Overall satisfaction with training (N=13)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
The information presented was useful.	100%	0%	0%	0%
Overall, I am satisfied with this training	100%	0%	0%	0%
There were enough opportunities to ask questions.	100%	0%	0%	0%
The training was well organized.	92%	8%	0%	0%
I felt comfortable contributing to the discussion.	85%	15%	0%	0%
The trainers were knowledgeable.	85%	15%	0%	0%
The information presented in SAPST applies to my work.	85%	15%	0%	0%
The location was comfortable.	77%	23%	0%	0%

Note: Row total may vary from 100% due to rounding.

Recommend to others

Each of the 13 training participants said that they would recommend the SAPS training to others. Participants mentioned the information, materials, and activities as some of the reasons they would recommend the training (Figure 11).

11. Reasons participants would recommend training to other (N=9)

Reasons participants would recommend training to other

Excellent materials provided. Great presentations and opportunities to do small group activities.

Good information. Helps to understand the science behind prevention.

Absolutely.

Great overall knowledgebase.

Insightful, fun activities. Good food. Nice group.

Would like to see "mini version" for coalitions.

Yes.

It is very important to remain current in the field, especially during periods of change.

Great information. I learned so much.

Intention to obtain certification

Twelve of the 13 training participants (92%) intended to obtain Certified Prevention Professional (CPP) certification after the completion of the training. A few participants reported that the certification would help with their credibility in their work, and a few others mentioned that it would help them attain future grant funding. One participant reported they did not know if they would obtain CPP certification because of the cost (Figure 12).

12. Reasons participants do or do not intend to obtain CPP certification (N=12)

Reasons participants do or do not intend to obtain CPP certification

Yes, plan to obtain CPP certification

More credibility as a professional in this field.

Future grants.

Value in field.

I have my CPP already.

Required.

Allow for more leadership and to be taken seriously in the community and with youth.

Help with grant funding in the future, more credibility.

Credentialing/Credibility.

Statewide/Nationwide standards and recognition.

Don't know

Cost.

Daily evaluation

SAPST consists of eight training modules (Figure 13) covered over five days of trainings. At the end of each training day, participants were asked to complete a daily evaluation about the modules covered.

13. 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

All participants said that they learned something new each day of the training. Additionally, most participants (85%) “strongly agreed” they learned something new on Day 2 and Day 3 of the training (Figure 14).

14. Participant satisfaction: I learned something new from the training today (N=12-13)

I learned something new from the training today	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	58%	42%	0%	0%
Day 2	85%	15%	0%	0%
Day 3	85%	15%	0%	0%
Day 4	62%	39%	0%	0%
Day 5	69%	31%	0%	0%

All participants also agreed that the information presented at each day of training applied to their work. Over 80 percent of the participants “strongly agreed” that the information from Day 2 (92%), Day 5 (85%), and Day 1 (83%) applied to their work (Figure 15).

15. Participant satisfaction: The information presented today applies to my work (N=13-16)

The information presented today applies to my work	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	83%	17%	0%	0%
Day 2	92%	8%	0%	0%
Day 3	77%	23%	0%	0%
Day 4	69%	31%	0%	0%
Day 5	85%	15%	0%	0%

Between 92 and 100 percent of participants “strongly agreed” or “agreed” that they had received sufficient training to apply what they had learned to their work. Eight percent of respondents felt they would not be able to apply what they learned on Day 1 (Figure 16).

16. Participant satisfaction: I have received sufficient training to apply what I learned today to my own work (N=13-16)

I have received sufficient training to apply what I learned today to my own work	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	50%	42%	8%	0%
Day 2	62%	39%	0%	0%
Day 3	69%	31%	0%	0%
Day 4	62%	39%	0%	0%
Day 5	77%	23%	0%	0%

All participant “agreed” or “strongly agreed” that they had enough opportunities to ask questions on each training day (Figure 17).

17. Participant satisfaction: There were enough opportunities to ask questions (N=13-16)

There were enough opportunities to ask questions	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	83%	17%	0%	0%
Day 2	100%	0%	0%	0%
Day 3	77%	23%	0%	0%
Day 4	92%	8%	0%	0%
Day 5	100%	0%	0%	0%

Daily feedback

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. Specific suggestions for improving the training noted on multiple days included allowing more time for activities, and keeping the sessions on-topic and on-schedule (Figures 18-27).

Day 1

18. Most helpful thing learned today – Day 1 (N=12)

Most helpful thing learned today – Day 1

Some of the interaction experiences.

Risk/protective factors – how to apply to my community.

Meeting a lot of well trained prevention professionals.

Risk factors/protective factors in communities.

Good exercise to allow time to read info.

I like the information about different learning styles. Also the risk factors and protective factors info.

Small group activities, getting acquainted activities, and all of the presenters were excellent.

Anticipating our needs. Extremely well planned to the detail. I'm grateful and humbled to be here.

Availability of resources. Discussion of multiple perspectives of other community members involved when attempting to collaborate. Re: prevention.

Good overall foundation.

Networking – getting to know others. Laying the foundation.

Excellent variety of learning experiences.

19. Suggestions for improving daily trainings – Day 1 (N=7)

Suggestions for improving daily trainings – Day 1

Can't think of anything.

It was great.

Maybe no role playing and some more stats or ask questions.

Less breaks.

Can't think of anything. Thanks!

No concerns.

Fewer breaks, shorter lunch, shorten session by a bit.

Day 2

20. Most helpful thing learned today – Day 2 (N=11)

Most helpful thing learned today – Day 2

Variety.

The different domains of influence.

The assessment information.

The 40 assessment values and also Institute of medicine Continuum of Care.

Certainty, severity, celerity.

Working with a partner to address programming.

Good variety and sharing from group.

Interaction exercises, discussions, and presentations.

SPF and Community reality activities.

Wow – everything. Good discussion helped.

Implementation – NIDA principles, domain activity – lots of practical ideas.

21. Suggestions for improving daily trainings – Day 2 (N=4)

Suggestions for improving daily trainings – Day 2

Have group focus on subject and try not to veer off.

The coffee was great.

Allow individual time to read sections. It's not always clear learning from other's presentations.

Thanks for a faster pace.

Day 3

22. Most helpful thing learned today – Day 3 (N=10)

Most helpful thing learned today – Day 3

Emphasis on evaluation and variety of resources.

EvaluATOD. (2 respondents)

Continued high standards of training.

Interpreting data. Putting it together for presentation.

Focus models.

Importance of evaluation to bolster the work we do.

Logic model info.

Activities.

Planning and implementing.

23. Suggestions for improving daily trainings – Day 3 (N=3)

Suggestions for improving daily trainings – Day 3

Great day, thank you! Appreciate the healthy food options as well.

Group activity was helpful. Like the large group discussions versus all of the small groups.

More time for presentations/activities. Just 5 more minutes to prepare.

Day 4

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

Most helpful thing learned today – Day 4

Ethical standards.

Vocabulary and how to use it correctly.

List of ethical considerations.

Ethical decision making for me is vital.

Discussion.

Information.

The activities with the comments/words for youth, juvenile, adolescents, etc.

“To Drink or Not to Drink” – good conversation.

Ethical dissection of scenarios.

25. Suggestions for improving daily trainings – Day 4 (N=3)

Suggestions for improving daily trainings – Day 4

Continue discussion and use of humor.

It was great, thanks!

It felt a little disconnected – especially morning; afternoon was better.

Day 5

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

Most helpful thing learned today – Day 5

Human development information.

The 4 P's and all the materials.

Great work!

Ways to promote more PCN.

Media tools.

Media.

Social media.

Discussion surrounding PCN's versus crash car, etc.

PCN social messaging. Media campaign strategies.

Media; awareness of messages and seatbelt ad and Native American video.
Also, the materials/handouts/posters that were available.

27. Suggestions for improving daily trainings – Day 5 (N=1)

Suggestions for improving daily trainings – Day 5

Show the whole Native American DVD.

Training follow-up

Using SAPST

Twelve 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 eight participants completed the survey two months after the end of the training, for a response rate of 67 percent. The remaining participants did not respond to the survey.

Each of the eight respondents indicated that they had used the information learned in the SAPST in their career. When asked how, respondents mentioned that they had shared information with their coalitions, other professionals, and students, and have applied the information when completing community needs assessments (Figure 28).

28. How participants had used information learned in SAPST (N=4)

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

Helping coalitions look at where they are at in their development as a coalition.

Utilization of resources Recommendations of resources to other prevention professionals.

Shared some of the things with our coalition also, showed the "Power Of Words" & "This Place" to a few students.

I have used the risk and protective factor information in assesses the communities needs. Also when I have an event I am always looking for ways to evaluate the activity.

Respondents were asked to identify the SAPST modules they found to be most helpful in their work. All five participants who responded to this question said they found the prevention program planning module most helpful. Four out of five respondents also said they found the prevention research and the evaluation modules to be most helpful. Three out of the five respondents said that they found the introduction and history of ATOD and ATOD prevention, the using human development in prevention, and the media and prevention modules helpful. Two respondents each said that they found the cultural context of prevention and the ethics of prevention modules helpful (Figure 29).

Satisfaction and suggestions for improvement

29. Most helpful SAPST module (N=5)

	# of participants
Prevention program planning	5
Prevention research	4
Evaluation	4
Introduction/History of ATOD and ATOD prevention	3
Using human development in prevention	3
The media and prevention	3
Cultural context of prevention	2
The ethics of prevention/Bringing it all together	2

In addition to identifying which of the modules were most helpful, respondents were asked to identify other features of the SAPST they found particularly helpful. Respondents cited the specific examples and illustrations, brainstorming with the groups about materials, and networking with other prevention professionals (Figure 30).

30. Other helpful aspects of SAPST (N=4)

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

Specific examples & illustrations Liked the "developmental" pieces

Recommending the training to others

Brainstorming with group for posters, flyers, PCN items, etc. Also, learning how to do an effective evaluation with coalition

Networking with other prevention professionals, and some of the surveys (color survey). It is always helpful to learn something new about yourself.

Respondents were also asked how the SAPST could be modified to be more useful to their work. Respondents requested reference and condensed materials, deeper information on strategies for recruiting and sustaining coalitions, and more opportunities to work with their own workgroup members (Figure 31).

31. Suggestions for improvement (N=4)

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

If there was a "pull-out" condensed reference piece.

Go deeper in some of the strategies for sustaining a coalition beyond funding.

Either working with members from your work in group or doing larger group work as a team.

Maybe information about how to recruit coalition members and keep them motivated.

Four of the respondents indicated that they would like additional training. One said he/she was interested in any ATOD training, one was interested in positive youth development strategies, and one was interested in age of drug-use onset and current trends in substance use (Figure 32).

32. Requests for further information (N=3)

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

Prevention w/positive youth development strategies.

Any ATOD training is of interest to me.

Age is always an interesting topic. To see what age they begin. Also, what is 2011 bringing – pills, alcohol, other & what are the effects. Showing real news clips on these teens & where are they now.

Certified Prevention Professional certification

At the time of the follow-up survey, one of the participants had received the Certified Prevention Professional (CPP) certification. The remaining four participants indicated that they intended to receive certification.

Recommendations

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

- Provide additional individual and/or group opportunities for participants to consider the application of what they have learned to their work and to being a prevention planner for their specific community.
- Clarify the CPP certification process for participants.
- Integrate more information about sustainability throughout the training.
- Continue using SAPST evaluation data (from individual trainings and aggregated across trainings) to assess success of changes and identify additional areas of training strengths and opportunities.