



# SAPST evaluation survey results

*All trainings combined*

DECEMBER 2010

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# Introduction

Wilder Research, with funding and assistance from the Minnesota Department of Human Services and in collaboration with the Regional Prevention Coordinators (RPCs), is evaluating 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.
- Determine the effectiveness of existing programs using the criteria described in the training.

The Minnesota Prevention Resource Center (MPRC) coordinates the logistics for the Substance Abuse Prevention Specialist Trainings conducted across the state, funded by and in collaboration with the MN Department of Human Services Alcohol and Drug Abuse Division, and in collaboration with the Regional Prevention Coordinators. MPRC secures the site, produces the marketing materials and recruits attendees, coordinates registration, manages the catering and site logistics, and provides all materials. MPRC works with The Center for the Application of Prevention Technologies (CAPT) and the Central Regional Expert Team to obtain the curriculum and serves as the SAPST communication agent between the State and CAPT. Additionally, they present the MPRC Roadshow to attendees at SAPST to provide an overview of the services available to Minnesotans through MPRC.

## *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 one to 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.

Since the start of the evaluation, there have been eight SAPST trainings:

<b>2009</b>	<b>2010</b>
Albert Lea (12 attendees)	Saint Paul (18 attendees)
Hibbing (15 attendees)	Onamia 1 (17 attendees)
Bemidji (9 attendees)	Onamia 2 (16 attendees)
Saint Cloud (13 attendees)	Faribault (13 attendees)

This report includes the combined results from all eight trainings.

# Characteristics of training participants

Across all trainings, most participants were female (77%) and represented a wide variety of ages. Three-fourths of the participants were White (75%), 16 percent were American Indian, and less than 5 percent each were Asian, Black or African-American, or Native Hawaiian/Pacific Islander (Figures 1-4). The majority of the Native American participants attended one of the two SAPS trainings offered specifically for Native American participants.

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## 1. Gender (N=111)

	<b>% of participants</b>
Male	23%
Female	77%

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## 2. Age (N=110)

	<b>% of participants</b>
Under 18	-
18-21	1%
22-29	21%
30-39	32%
40-49	25%
50-59	19%
60 or older	3%

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## 3. Race (N=110)

	<b>% of participants</b>
Asian	4%
Black or African American	4%
White	75%
American Indian/Alaska Native	16%
Native Hawaiian or Pacific Islander	1%



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**4. Ethnicity (N=102)**

	<b>% of participants</b>
Hispanic	1%
Not Hispanic	99%

# Overall feedback

## *Participant expectations*

At the time of registration, participants from two of the sites were asked why they chose to attend SAPST and what they hoped to learn from the training. Individual responses were grouped into categories (see Appendix A for individual responses). Participants indicated that they were interested in learning more about the prevention process, and how to support prevention efforts in their communities. Other participants noted that the training was required as part of their current position. By attending SAPST, participants hoped to learn more about evidence-based prevention approaches and strategies to better serve their communities.

Training participants identified a number of areas in which they had prior experience in alcohol, tobacco, and other drug prevention. Many of the participants identified experience planning and implementing youth prevention programming, as well as ‘behind the scenes’ work (Figure 5).

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### 5. Experience with ATOD prevention (N=25)

In which of the following areas do you have experience with ATOD prevention?	# participants
Direct prevention service to youth	12
Implementing prevention programming	11
Prevention program planning	9
Working ‘behind the scenes’	8
Seeking funding for prevention programming	4
Community organization	3
Direct prevention to adults	2
Providing treatment services	2
Other <sup>a</sup>	6

<sup>a</sup> Other experience includes Rule 25, target market student member, mock crash participant, provide support services/referral, working in the school system.

## *Knowledge outcomes*

Across all training topics, the majority of participants said their knowledge increased; for each topic, over half said their knowledge increased “a great deal.” Over 70 percent of participants increased their knowledge “a great deal” in the areas of risk and protective factors in substance abuse prevention and prevention program planning using SAMHSA’s Prevention Framework. Very few participants (4% or fewer) said that their knowledge had not increased at all in each content area (Figure 6).

Overall, six in ten participants said they had learned “a lot” of new information and ideas through the training (61%). Only 1 percent said they learned nothing new (Figure 7).

### **6. Degree of knowledge increase in specific areas (N=84-113)**

<b>Please indicate the degree to which your knowledge increased as a result of the SAPST training.</b>	<b>A great deal</b>	<b>Somewhat</b>	<b>Not at all</b>	<b>Not Applicable</b>
Risk and protective factors in substance abuse prevention	75%	25%	-	-
Prevention program planning using SAMHSA’s Prevention Framework	71%	27%	2%	-
Logic model development	66%	30%	3%	1%
The role of the media in prevention	66%	30%	4%	1%
Media advocacy	65%	32%	3%	1%
Developmentally appropriate prevention strategies	63%	36%	1%	-
Evidence-based prevention research	63%	36%	1%	-
Ethics	56%	42%	2%	1%
Capacity building	55%	43%	1%	1%
Community readiness assessments	55%	44%	1%	-
Cultural context of prevention	55%	41%	4%	-
Evaluation	52%	46%	2%	-
Impact of drugs on adolescent brain development	52%	44%	4%	-
Needs assessments	51%	47%	1%	1%
Program sustainability	51%	45%	3%	1%

### **7. Degree of new information/ideas learned through training (N=75)**

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

A lot of new information/ideas	61%
Some new information/ideas	31%
A little new information/ideas	7%
No new information/ideas	1%

## ***Most helpful areas and suggestions for improvement***

Participants were asked a few open-ended questions regarding: “What is the most helpful thing you learned from this training?,” “What are some additional topics you wish had been addressed in this training?,” and “What one or two suggestions do you have to improve the training.” All responses are listed in the appendix.

In general, participants felt that the most helpful aspects of the training were learning about the Strategic Prevention Framework, cultural competency or the cultural context, and risk and protective factors. Networking and learning from others in the field was also frequently mentioned.

Participants were asked to identify additional topics they would like to have discussed during the training. Suggestions included additional resources on a specific topic and more on the science of drugs. Many had no suggestions.

Suggestions for ways to improve the training also varied. Some made comments about specific components of the training, such as wanting more on assessment or cultural aspects. Others had comments about the structure of the training, such as wanting more visual components. And, others had general comments about the training – wanting healthier food, for example. Again, many had no suggestions for improvement and, instead, offered additional compliments.

## ***Satisfaction***

Overall, participants were satisfied with the SAPST training. Most participants “agreed” or “strongly agreed” that the information presented in the training was useful, that trainers were knowledgeable, and that they received sufficient training to apply what was learned to their work. Additionally most participants were satisfied with the location of the training, felt they had opportunities to ask questions, and thought that the training was well organized (Figure 8).

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## 8. Overall satisfaction with training (N=111-113)

How much do you agree or disagree with the following statements?	Strongly agree	Agree	Disagree	Strongly disagree
The information presented was useful.	69%	30%	1%	-
I felt comfortable contributing to the discussion.	76%	24%	-	-
The trainers were knowledgeable.	80%	20%	-	-
The location was comfortable.	61%	38%	2%	-
The training was well organized.	69%	30%	1%	-
The information presented in SAPST applies to my work.	59%	35%	6%	-
There were enough opportunities to ask questions.	83%	16%	1%	-
I received sufficient training so I can apply what I learned to my own work.	53%	43%	4%	-
I learned something new from this training.	76%	24%	-	-

### **Recommending SAPST to others**

Ninety-five percent of the training participants would recommend the SAPST training to others. Participants noted several benefits to the SAPST training, including increased credibility within their schools, workplaces, and communities for doing prevention work. Additionally participants felt that SAPST provided accurate and relevant information for anyone working in prevention, noting that it is important for all prevention professionals to be sharing the same prevention messages across settings. Finally many participants noted that they would recommend the training because of the quality of the content and organization of the training. See the Appendix for a list of complete responses.

### ***Intention to obtain certification***

Eighty-six percent of the participants intended to obtain Certified Prevention Professional (CPP) certification after the completion of the training. Many participants felt that the training would increase their credibility among partners, including schools and community coalitions. Additionally many also felt that certification would help to demonstrate their competence as a prevention professional, especially related to grant writing. Others felt that the certification would demonstrate their commitment to the field of prevention and help to establish prevention as a profession. A few participants noted that the certification was required for their current position. See the Appendix for a list of complete responses.

Among participants who reported that they did not intend to obtain certification, cost and lack of application to current position were the two most common reasons given for not proceeding with certification. See the Appendix for a list of complete responses.

# Daily evaluation

SAPST consists of eight training modules 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. The modules covered on any given day for each training vary; each training schedule was unique due to the availability of trainers and the structure of each training. The following summarizes how participants generally felt about each training day, regardless of module.

Participants generally “strongly agreed” or “agreed” that they learned something new on each training day and felt that they generally had enough opportunities to ask questions. Participants were slightly less likely to “agree” or “strongly agree” that the information presented each day applied to their work or that they received enough information to apply what they learned each day to their own work (Figures 9-12).

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## 9. Participant satisfaction: I learned something new from the training today (N=75-109)

I learned something new from the training today.	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	40%	56%	2%	2%
Day 2	50%	50%	1%	-
Day 3	51%	48%	1%	-
Day 4	48%	47%	5%	-
Day 5	51%	49%	-	-

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## 10. Participant satisfaction: The information presented today applies to my work (N=75-109)

The information presented today applies to my work.	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	47%	45%	5%	4%
Day 2	45%	48%	3%	4%
Day 3	45%	49%	5%	1%
Day 4	49%	47%	2%	2%
Day 5	47%	49%	4%	-

**11. Participant satisfaction: I have received sufficient training to apply what I learned today to my own work (N=75-109)**

I have received sufficient training to apply what I learned today to my own work.	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	28%	58%	8%	5%
Day 2	32%	57%	7%	4%
Day 3	38%	54%	7%	1%
Day 4	44%	52%	2%	2%
Day 5	44%	51%	5%	-

**12. Participant satisfaction: There were enough opportunities to ask questions (N=75-109)**

There were enough opportunities to ask questions.	Strongly agree	Agree	Disagree	Strongly disagree
Day 1	65%	33%	1%	1%
Day 2	56%	44%	-	-
Day 3	60%	40%	-	-
Day 4	59%	40%	-	1%
Day 5	67%	33%	-	-

***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. Much of the feedback on daily evaluations included suggestions for altering the schedule and structure of each day, providing more or fewer breaks, modifying certain activities, or increasing or decreasing opportunities for different learning styles. Full open-ended responses to those questions on each of the five days are listed in the Appendix.

# Training follow-up

One-hundred nine SAPST participants provided email or mail contact information for the follow-up portion of the SAPST evaluation across seven of the eight completed trainings. At the time of this report, follow-up was being conducted with participants of the most recent training and data were not available for reporting. Participants were contacted via email or mail by Wilder staff to complete a short survey. A total of 45 participants completed the survey between one and two months after the end of the training, for a response rate of 41 percent. The remaining participants did not respond to the survey. The following is a summary of participant responses. Individual responses to open-ended questions are included in the text (rather than the appendix) as this was the preponderance of the data collected.

At the time of the follow-up survey, 13 percent of the participants had received the Certified Prevention Professional (CPP) certification. More than half (53%) of the remaining participants indicated that they intended to receive certification. Information was not collected on whether these participants had begun the application process.

## *Using SAPST*

More than eight in 10 (82%) participants indicated that they had used the information learned in the SAPST training in their career. When asked how they had used what they had learned, participants noted sharing information and resources with coalitions, schools, youth groups, and the community. Additionally participants reported that the information was helpful in program development and planning and in beginning assessment activities (Figure 13).



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### 13. Using SAPST (N=45)

#### Using SAPST

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##### Program development and planning

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Logic model for upcoming projects.

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Planning for new prevention work at the high school and middle school, working on a social norms campaign.

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Information on Protective and Risk Factors has been beneficial in my school work as well as in discussion in my professional life in program development.

---

I contributed during the writing of a logic model shortly after the training.

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The information on the importance of affirmation for pro-social behavior has been very much on my mind, and I have tried to be intentional about making opportunities for grade school students to engage in pro-social activities and to be generous in encouragements and affirmation for that behavior.

---

I have used the research based strategies to take a look at a prevention program that I am using with elementary students.

---

Having a better understand of the SPF model has made it easier for me to identify useful resources for coworkers.

---

Used some of the wording learned in a proposal.

---

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

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##### General information and resource sharing

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In dealing with my children, showing the [specific] advertisement solicit alcohol and tobacco products. Offering options about programs/available to clients in the area.

---

I have used this training during a recent retreat we had for girls between the ages of 12 and 18 as well as their parents.

---

Talked about prevention at the youth [event].

---

I have learned more about my job just in general. And I have learned more about SPF.

---

Communicating topics of concern to parents about kids and substance abuse. Explaining how alcohol is usually found by children in their own home.

---

I used the info when setting up a meeting with parents about their child's chemical use. The parents had some tools as to how to discuss the concerns with their child. The leadership information was really helpful when running a meeting with community members on the effects of chemical use on our youth.

---

Classroom and interactions with students.

---

Provided information to church and parents. Also used logic model info when writing a grant.

---

Prevention strategies – ensuring we are using multiple strategies. Risk and Protective Factors – really thinking about those – used one 'role play' activity that we did in the training in a youth group I worked with.

---

During radio interview, utilized newly learned terminology.

---

Gathering information to be an effective resource to communities.

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Called on Derek at the Resource Center for research and materials. Developed parent quizzes using materials.

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The Film: This Place I purchased and have used as a teaching tool for parents, students and now the Drivers Ed instructor at one of my schools is going to use it during his class time with driver ed students.

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### 13. Using SAPST (N=45) (continued)

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#### Using SAPST

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#### Support work of coalition

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I have been using the information about media prevention and applied it to my youth leadership coalition group which are looking into ATOD in the media.

---

It provided me expertise in working with a coalition.

---

Subcommittee meeting to generate ideas.

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Increasing participation of coalition members and expanding the numbers of the coalition.  
Use of "This Place" video to inspire discussion on where the coalition should be moving.

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With our local consortium.

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#### Assessment and evaluation

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Assessment and groups.

---

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

---

#### Other

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Good review of SPF, useful examples of logic models.

---

The training helped me see the difference in programs between the teaching field and the Law Enforcement field.

---

Participants were asked to identify the SAPST modules they found to be most helpful in their work. The highest proportion of participants identified "Prevention program planning" (51%) and "Prevention research" (49%) (Figure 14). In contrast, the lowest percentage of participants identified "The ethics of prevention/Bringing it all together" (24%), the "Introduction/History of ATOD and ATOD prevention" (27%), and the "Evaluation" (29%) as most helpful.

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### 14. Most helpful SAPST module (N=45)

	<b>% of participants</b>
Prevention program planning	51%
Prevention research	49%
Using human development in prevention	42%
The media and prevention	40%
Cultural context of prevention	33%
Evaluation	29%
Introduction/History of ATOD and ATOD prevention	27%
The ethics of prevention/Bringing it all together	24%

Participants were also asked how the SAPST training could be modified to be more useful to their work. Participants mentioned a range of ideas, such as individualizing content to meet participant needs, providing more specific examples, increasing the time for prevention planning, and providing follow-up meetings or reminders (Figure 15).

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## **15. Making SAPST more helpful (N=45)**

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### **Making SAPST more helpful**

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#### **More specific information and examples**

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It could be more useful by helping understand where I need to start my work.

---

More examples of logic models, the one used was very complicated and there wasn't enough time to fully understand it.

---

Our biggest issue is funding for our program. I don't know if it would be appropriate to include fundraising in the training however.

---

Talking more about what specific evidence-based programs people are finding useful and successful.

---

More specific training on the damaging effects of drug/alcohol use on developing "brains." We need to have compelling data to support a no-use posture as prevention specialists.

---

Include specific examples of lessons learned.

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

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#### **Ongoing information after training**

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Maybe include a follow up meeting with participants for trouble shooting.

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I would like to have more planning time with groups to work out specifics. Once you return back to work, time is an issue.

---

Monthly emails with reminders or tidbits from the training.

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#### **Increase cultural and spirituality components**

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Create a spiritual base for the training.

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Maybe more in the cultural piece, the approaches and how to deal with different race/culture.

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#### **Tailor session to participants**

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Start making a plan for some sort of prevention plan during the training.

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Individualized, for home visiting.

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Maybe having more preliminary discussion about what participants want to do with the training so that when they move into the model information they are better able to concretely use the information they are learning.

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Department wide.

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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.

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**15. Making SAPST more helpful (N=45) (continued)**

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**Making SAPST more helpful**

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**Other**

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That all departments need to be involved in prevention and getting that message across.

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I think it was very helpful if you work in that field of drug prevention, I work with families with children.

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I think it gave me enough info to move forward. Maybe as time goes by I would have ideas and needs.

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Hard to use in my field of Law Enforcement. We are more intervention than prevention.

---

I clearly plan to review and incorporate ideas presented in future work with teens and young adults. It will take some time to review and to apply what we learned.

---

It was great. I just need some time to use the resources and plan.

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In addition to identifying specific modules, participants were asked to identify other features of the SAPST training they found particularly helpful. Participants noted networking and collaboration with other prevention professionals and learning about available resources as being especially helpful. Additionally many participants commented about specific training topics and the structure of the training (Figure 16).

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**16. Additional helpful aspects of SAPST (N=45)**

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**Additional helpful aspects of SAPST**

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**Networking and collaboration**

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The ability to have so many departments together and work with each other.

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Interaction between different departments, open dialogue.

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Collaboration with other departments.

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The networking with other professionals.

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Working with others in the group, activities designed to practice the concepts taught in the training.

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Team building & networking partnerships.

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The interaction with other participants.

---

Networking.

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

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Networking with local substance abuse professionals.

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**Resources provided**

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Learning the SPF model and gaining an understanding about obtaining grants.

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DVD's, role play, having different trainers throughout the day, having AI there to reinforce and add that point of view.

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**16. Additional helpful aspects of SAPST (N=45) (continued)**

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**Additional helpful aspects of SAPST**

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**Specific content of training**

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The different things I learned were like how the media target the teenagers.

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Culture and assessment.

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Focus on SPF.

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Learning about how children from different backgrounds perceive things different.

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It was very helpful to be made aware of the work that has been going on – all or much of which I was unaware. It was very helpful to see such a proactive approach and to learn how widespread the efforts have been and what an impact they have had.

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Logic model info used in writing a grant.

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Program development.

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**Specific structure of training**

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The presenters took dry material and make it useful. However, way too many activities.

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The communication and group discussion.

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Feedback from professionals in the training seminar.

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The exercises and group discussion were helpful, I got to learn that there are more than one approach to presenting a topic, those activities were stimulating.

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Working in small groups.

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Small group activities and networking with other coalition coordinators.

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Small group discussions.

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Fifty-three percent of the participants indicated that they would like additional training related to youth alcohol, tobacco, and other drug prevention. Specific topics included risk factors, implementing evidence-based programs, program planning, and general methods for reducing youth ATOD use and abuse (Figure 17).

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## 17. Additional training requests (N=45)

### Additional training requests

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How to handle situations that may come up, symptoms of use/abuse.

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Gang, dating/relationship violence.

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Drugs – a better knowledge base.

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Capacity building.

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Substance Abuse Prevention.

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General topics for early adulthood and middle adulthood.

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Maybe which age are more at risk, what are kids using and how to prevent them from using.

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Sustainability in tough times.

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Alcohol.

---

FAS.

---

Specific counseling strategies to assist youth with ATOD issues.

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What works in prevention.

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Just continuing to learn ways to reduce youth use.

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Brain development.

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Facilitation of a coalition-building and sustaining one.

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Working with parents and schools.

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Anything that is available.

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Program planning and implementation.

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

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Evidence-based programs, teen/youth led programs.

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# Recommendations

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

- Identify strategies for collecting information about expectations of participants in advance or early in training to identify opportunities for tailoring content where possible.
- Consider strategies for enhancing cultural competency throughout each session.
- Consider opportunities to strengthen modules that participants rated less favorably than others, including:
  - Ethics
  - Capacity building
  - Community readiness assessments
  - Cultural context of prevention
  - Evaluation
  - Impact of drugs on adolescent brain development
  - Needs assessments
  - Program sustainability
- Provide additional individual and/or group opportunities for participants to consider the application of what they have learned to their work.
- Continue to personalize SAPST content based on trainers' own experiences working in prevention; share real-life examples and lessons learned throughout training.
- Identify opportunities to provide past participants with additional information, perhaps through newsletters or other opportunities to 'refresh' training concepts.
- Identify opportunities to engage participants of different learning styles (lecture, group work, individual work, etc.), specifically including more audiovisual elements when possible.
- 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.

# Appendix

## *Open-ended comments*





## *Participant expectations*

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### **A1. Why participants chose to attend SAPST**

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#### **Why participants chose to attend SAPST**

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I was asked to attend because I am just starting my position as the ATOD Coordinator for Kanabec County.

New RPC – here for the training.

Great opportunity to learn more about drug and alcohol prevention and hopefully get some ideas to use at BA with students.

I work with college students who have a high prevalence of drinking.

To be trained as a Substance Abuse Prevention Specialist and use that training with my current work as an outpatient substance abuse family counselor and in my private practice as an alcohol addiction and behavior educator.

I advise the Wellness Center Peer Educators at St. Olaf College. I will be training my new staff in the beginning of September and think this training will better prepare me to train my students.

Receive information that will help me deal with High School students struggling with chemical issues.

I've been working in the prevention field for several years now, but feel this will help enhance my understanding of prevention theory and spark new ideas for my work with our county's coalition.

Help me grow in my profession as a counselor.

To see what it takes to be a certified trainer for drug and alcohol awareness.

I felt that it would benefit me with my position working at the Faribault Middle School.

As an Assistant Principal, I work with students and their families to help them get the help they need to address chemical issues within their homes. I see many students that we suspect of using, so having tools to confirm our suspicions will be extremely useful.

To gain current, up to date understanding of prevention principles as well as experiences in the substance abuse prevention field.

I hope to update my prevention skill set and apply it to my work with youth.

I think it will be another way to be informed of the current substance abuse prevention practices.

To learn more and apply to my position.

I want to learn more about the prevention process.

To reinforce previous trainings and work toward certification.

I chose the SAPST training due to the quality and relevance of information presented. As a youth prevention coordinator, I feel it is critical for me to be educated on the latest research-based prevention initiatives, as well as those initiatives that are not effective. I'm excited to see that the training includes diversity components.

It is required for my grant.

Enhance and grow within my current role as a Rule 25 Assessor for Wright County.

To learn more about prevention professionals addressing substance from the prism of culture, diversity and effective advocacy methods.

The information will help me to make a difference in my community and help me as a future CD counselor.

**Note:** Information was only collected on SAPST participants from two of the trainings, Faribault and Saint Paul. Due to the low number of responses, comments are combined to protect respondent confidentiality.

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## **A2. What participants hoped to learn from SAPST**

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### **What participants hoped to learn from SAPST**

---

I am hoping to learn how to effectively implement prevention campaigns focusing on our youth and young adults.

---

New ideas in evidence-based prevention practices. A chance to learn from other participants experiences.

---

Learn a better way to pick out students that are dependent on chemicals and find resources that students and their families can access to get help.

---

Ideas on how to educate kids about the dangers of drugs/alcohol.

---

To see what the training consists of.

---

Resources to help guide students, information on different community programs.

---

Learn the signs that someone may be using.

---

Gain access and understanding about additional resources and applicable techniques and tools.

---

Updated information and strategies that are showing results in our communities.

---

I hope to learn better ways to educate the students about high risk drinking and how to create effective prevention messages.

---

Practical strategies that I can use when working with students and families.

---

Strategies for identifying abuse, social norming approaches (if any are currently being used in the area), resources for referring students with substance abuse issues.

---

I hope to learn all about the SAPST "model" and how to effectively present/utilize it effectively.

---

Successful prevention practices and a better understanding of the essential components for effective prevention efforts.

---

Evidence based research methods and data that will help with educating and support clients I work with, in addition to creating better programming efforts to work with such a population.

---

Become better educated in the concept of evidence-based prevention and how to effectively implement those strategies.

---

Basic – advanced ATOD prevention research resources, strategies and trends.

---

I am hoping to significantly broaden my knowledge base around research-based prevention strategies. I'm looking forward to evaluating and refining our prevention programming based on what I learn in this training.

---

I hope to learn effective strategies for doing prevention work with teens.

---

Prevention strategies/frameworks.

---

I want to get certified and need the SAPST training.

---

Methods to help my community with strategies to prevent the use of chemicals.

---

**Note:** Information was only collected on SAPST participants from two of the trainings, Faribault and Saint Paul. Due to the low number of responses, comments are combined to protect respondent confidentiality.

## *Most helpful areas and suggestions for improvement*

---

### **A3. Most helpful aspect of the training**

---

#### **Most helpful aspect of the training**

---

**Albert Lea 2009**

---

#### **Specific elements of training**

---

Program development.

---

Networking. Don't put all eggs in basket, use multiple pieces to complete puzzle. I liked the 2 week approach.

---

How to use different avenues and resources to have effective prevention program.

---

Risk and protective factors.

---

More about cultural competence and logic models.

---

Capacity building – it will help with some groups – helped figure out where we are lacking.

---

SPF/ethics.

---

The ethical and cultural competency areas were very helpful. I also appreciated seeing a logic model developed.

---

An integrated framework to approach professional ATOD prevention issues.

---

#### **Experience of learning with others**

---

The assessment model and working with cohorts that I usually don't have the opportunity to be with.

---

To add to my knowledge wealth so that I can be a more beneficial member of the coalition.

---

All that is going on in terms of coalition/cooperative efforts at the local, state, and national, levels. Links to further info/resources.

---

#### **Hibbing 2009**

---

#### **Specific elements of training**

---

Logic model development. (3 respondents)

---

Protective and risk factors, logic model.

---

How drugs affect young brains.

---

The SPF framework, ethics, human development.

---

Basic coalition information.

---

Cultural context of prevention.

---

#### **Experience of learning with others**

---

Insight from others.

---

When we talked about sustainability and logic models. Planning is very important, especially given the time.

---

More information and strategies for parents and classroom.

---

All of it is very useful to me. Coming from the other side of things – personal experience and a chemical dependency background. Puts my ducks in order.

---

---

**A3. Most helpful aspect of the training (continued)****Most helpful aspect of the training**

---

**Bemidji 2009**

---

**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.

**Saint Cloud 2009**

---

**Specific elements of training**

---

History of drugs; timelines; advertising efforts.

Logic models, prevention framework, risk and protective factors.

Risk and protective factors.

Overall material.

Identifying risk/protective factors. The SPF model.

The SPF model.

Cultural competency, learning styles.

Risk and protective factors.

**Other**

---

Where do I begin? Lots of great info to apply.

How to get involved in starting programs for substance prevention.

Day 5 was my favorite.

---

---

### **A3. Most helpful aspect of the training (continued)**

#### **Most helpful aspect of the training**

---

#### **Saint Paul 2010**

---

##### **Specific elements of training**

The steps to take in prevention.

Adolescent brain development.

The selection about human development.

That you must be careful not to burn out. SAMHSA's prevention framework.

SPF process and human development.

SPF model.

SPF model, capacity building, strategic planning.

New ways of presenting prevention.

Working with people about community benefit and prevention strategies. I learned a lot!

SPF model – good websites; new resources.

##### **Networking**

Others in the field – contacts and resources.

The networking with others. The process!

Networking with other professionals.

Interconnectedness of each step.

Connecting to others.

##### **Other/All**

Everything.

Everything! New to the field.

#### **Onamia 2010**

---

The information on cultural competency and incorporating culture, especially when working with Native American communities.

Assess/seek stakeholders – identify stakeholders and include in planning and implementation.

Collaboration with other programs needs to happen.

The importance of advertising and building sustainable programming.

The language, really got me thinking about prevention, what we can do, how to start.

Know what you represent. If you don't believe in it, you won't get the buy in from your audience. (Presenters were good, lively, and passionate. Particularly – you did an excellent job.)

Different activities to use with others.

SPF.

It takes a full community effort to make change.

How to structure ideas into areas that are presentable.

I loved all the info specific to Native American culture.

How to put all the concepts, ideas, assessments and needs together to help our community.

Everything never thought about the problem that most people have.

Everything re: prevention.

---

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**A3. Most helpful aspect of the training (continued)****Most helpful aspect of the training**

---

**Onamia 2 2010**

---

Learning to collaborate.

Prevention to substance abuse is key.

Tech framework; impact.

Community help.

Everything.

Most of this was new for me, so everything was helpful.

The thing about teens.

The mixture of activities; the visuals helpful.

The effects of drug/alcohol use of young people – how it damages the brain.

Putting the pieces together of prevention that we have all together.

Lots.

A lot about co-workers.

**Faribault 2010**

---

Implementation strategies.

Take time to think and learn more about chemical abuse.

SPF Framework.

Cultural competency – ethics.

All of the components of the SPF and how they work together to make great programs.

The logic model.

Process on addressing issues.

SPF Model. (2 respondents)

Logic models/ethics.

The binder with all of the info is a very helpful resource.

SPF and components. How they fit together.

---

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#### **A4. Topics would have liked to discuss**

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##### **Topics would have liked to discuss**

---

##### **Saint Paul 2010**

Overview of prevention programs/curriculums.

More on brain development/Research based "prevention" curriculum.

Why some of us become addicted faster than others.

Treatment and support resources.

A discussion about individual attitudes: i.e., be cognizant about shaming other's behavior. This could be incorporated into cultural piece about being aware of own biases.

More "hands on ATOD use" info.

More on culture. Perhaps having a speaker from other cultures come in and discuss issues relevant to his/her own culture.

More of how education in the schools could be utilized.

##### **Nothing**

None at this time.

I wouldn't add anything else unless you wanted to add another day.

None.

##### **Onamia 2010**

More info on general wellness, information on advocacy, policy changes.

Youth developed programs.

Maybe some time to do some real prevention planning for our specific community.

Adolescent documentary. More real life stories.

Actual drug effects on body/brain.

More info on alcohol and drugs.

More ideas about how we plan to go ahead with this.

##### **Nothing**

Can't think of anything.

##### **Onamia 2 2010**

Science of drugs.

##### **Nothing**

NA.

No.

##### **Faribault 2010**

More info on prescription drugs, which are becoming so big!

I like case studies.

Sustainability.

Law enforcement – concepts with interagency prevention programs.

How to get involved in coalitions in our communities.

##### **Nothing**

None.

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## **A5. Suggestions for improving structure of training**

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### **Suggestions for improving structure of training**

---

#### **Albert Lea 2009**

---

Was very effective, can't think of any.

---

Nothing.

---

Really, I don't have a thing. You did great!

---

### **Suggestions for improving specific training components**

---

I think I would appreciate more emphasis on details of community readiness assessment and needs assessment. (learn tools more in depth?)

---

### **Suggestions for improving structure of training**

---

Provide an extra folder for extra brochures, handouts, etc.

---

More visual examples.

---

Go slower on important, packed information/slides. Be sure to orient participants to where you are in the materials.

---

### **Other suggestions**

---

A lot to take in a short time. Perhaps some discussion where we go from here.

---

#### **Hibbing 2009**

---

### **No suggestions**

---

None, had a lot of fun! Good job.

---

Well done!

---

### **Suggestions for improving specific training components**

---

More detail on how to conduct an assessment and an evaluation.

---

The cultural part. What are the traditions of different cultures?

---

More on relevant cultural differences and how to apply it.

---

Focus more on what works/what doesn't work.

---

### **Suggestions for improving structure of training**

---

Recommend for students to read materials ahead of time instead of during class.

---

I would allow more time for group planning, especially when talking about capacity building.

---

More group brain-storming discussion on prevention strategies to get ideas.

---

### **Other suggestions**

---

Healthier breakfast.

---

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**A5. Suggestions for improving structure of training (continued)**

---

**Suggestions for improving structure of training**

---

**Bemidji 2009**

---

**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**

---

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

**Saint Cloud 2009**

---

**Suggestions for improving structure of training**

---

A flow chart other than the SPF basic model. Have grantees come in and discuss real world application.

Seemed that there was some confusion at times with trainers not sure about a slide they're discussing. Having to ask others for clarification.

More focus on direct strategies to do prevention work with youth.

**Specific elements of training**

---

How to use prevention when working with intervention.

Parent messaging.

More on human development and how it ties in.

**Other suggestions**

---

Liked the 3 day/2day format.

Keep up the great work.

It was good. I love [presenter].

It was great.

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---

## **A5. Suggestions for improving structure of training (continued)**

---

### **Suggestions for improving structure of training**

---

#### **Saint Paul 2010**

More engaging trainers – felt like they, at times, [trainers] were uncertain of the materials they were presenting or how the program/training was organized.

Save the more experienced, higher energy trainers for the last two days.

More video along with written slides.

Maybe a little more visual or audio/videos.

Have MN certification come to answer questions about CPP, CPPA, CPPR.

Trainers (particularly [one trainer]) could have more training in effective facilitation and presentation skills. Not to be negative but [trainer]'s style is so soft and low-key as to be somewhat ineffective.

Slow down just a bit, speak in easier to understand terms.

Consider hard of hearing more.

#### **Other suggestions**

Limit to only 15 participants, make it 5 days in a row.

Excellent format.

Add a recycling bin, that's it!

Entry level and advanced level.

None.

#### **Onamia 2010**

Sometimes, having multiple presenters was disorienting and some trainers seemed more prepared/knowledgeable than others.

More visual – liked the stretching break – better speakers.

Have each program write a list of what they offer as a handout so we have the information at the end of session.

Have healthy food and keep up the participation activities.

Use Mille Lacs as example, rather than made up places.

I think we didn't really have the opportunity to how this will be effective to my job. Worried it might get lost. GREAT INFO. HOPE THERE IS FOLLOW!

Back and forth of groups could decrease.

Make it 4 day vs. 5 day. Keep some trainers throughout all 5 days, i.e., group dynamics.

Don't make people split into groups right after eating.

None.

Circle group instead of round tables (have people face each other more).

Greater diversity of work place involvement from the band.

Only thing is the timeline from day today.

Use microphone, and give to people speaking.

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## **A5. Suggestions for improving structure of training (continued)**

---

### **Suggestions for improving structure of training**

---

#### **Onamia 2 2010**

Frequent breaks – printed agenda, ahead of time.

Please plan; please use pocket microphones.

Lots to cover. Keep it up.

Keep it moving. Don't drag it out when people look drained, move it along.

Inform more people.

Shortening the training to 2-3 days.

More frequent breaks – 50/10 – like at DHS Trainings, 50 minutes instruction 10 minute break ☺

Let people explain training.

No.

#### **Faribault 2010**

Discussions were most helpful. Let us personalize new information.

Presenting info makes some uncomfortable. The first day was a little quick but got better by the end.

Trainers be more comfortable with their sections.

I would have liked to spend a bit more time on the brain development pieces.

Three whole punch handouts. Skip showing web based resources, just give the www.

Keep things moving – more activity (last 2 days good).

Not sure?

More community work rather than case studies.

Less activities, more group sharing.

More examples of models and presenters of what works.

Keep things moving – know when/how to cut off long-winded people/off-topic conversations.

---

## *Recommending SAPST to others*

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### **A6. Reasons participants would/would not recommend training to others**

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#### **Reasons participants would/would not recommend training to others**

---

##### **Hibbing 2009**

---

##### **Yes, would recommend to others**

---

It was great and well organized. I feel like I learned a lot of great info.

I think everyone involved with youth should take this training.

Frustrated more teachers are not here.

I would like to see if there is a difference between this training and the one specific for Native Americans.

##### **No, would not recommend to others**

---

Not really job related.

##### **Bemidji 2009**

---

##### **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.

##### **Saint Cloud 2009**

---

##### **Yes, would recommend to others**

---

Great and useful.

It gave a good of various prevention topics.

Good overview.

If they were interested in this as a career.

I go to a lot of trainings and this is by far the most memorable learning style.

Applicable to youth and keeping them safe.

So we all have a known staple that is more accepted and so we're on the same page, being accurate, with same info.

More people need to hear and participate in this training.

Excellent topics and info for beginners and more seasoned workers.

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**A6. Reasons participants would/would not recommend training to others  
(continued)**

---

**Reasons participants would/would not recommend training to others**

---

**Saint Paul 2010**

---

**Yes, would recommend to others**

---

I think it is important for the field to be legitimate through training and certification.

---

I will recommend it to all of the school counselors/staff.

---

You must get the broad scope of information before moving into certain areas specifically.

---

I've been on the clean-up crew and now I see that prevention is more important to me.

---

It's really helped and provided good approaches to the prevention field.

---

This training would benefit many in the schools.

---

Credible training that enhances the field of prevention.

---

Great information. Applicable to multiple settings.

---

Great information and great networking opportunity.

---

**Onamia 2010**

---

**Yes, would recommend to others**

---

Good, relevant information for people getting into the prevention field.

---

Helps to review process, find ways to get out of ruts and miscommunication.

---

Every person should have some knowledge that they are responsible for spreading words of prevention.

---

Prevention and knowledge is always good.

---

All content was valid.

---

I have even talked to my kids about this (adult kids).

---

At first I didn't like it but day 4 and 5 changed my mind.

---

In order to stop abuse we need to begin the prevention process.

---

**No, would not recommend to others**

---

Simply because I'm feeling as a case manager giving out benefits the opportunity to do prevention is not priority due to time constraints.

---

**Onamia 2 2010**

---

**Yes, would recommend to others**

---

Should be people who have strong interest in being a specialist.

---

I already have and they want to attend the next session.

---

H and H service area.

---

---

**A6. Reasons participants would/would not recommend training to others  
(continued)**

---

**Reasons participants would/would not recommend training to others**

---

**Faribault 2010**

---

**Yes, would recommend to others**

---

Entire 40 hour session to other prevention specialists.

---

Definitely!

---

It was good content and provided motivation to create change.

---

Would be great for school council.

---

Certified.

---

Others on our campus would benefit.

---

## *Intention to obtain certification*

---

### **A7. Reasons participants do or do not intend to obtain CPP certification**

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#### **Reasons participants do or do not intend to obtain CPP certification**

---

##### **Albert Lea 2009**

---

##### **Yes, plan to obtain CPP certification**

---

It will be useful for coalition and maybe able to use this in other areas.

---

To have the extra certification to be able to help develop and apply this training to programs of prevention.

---

To keep others from doing what I did.

---

To help with future employment opportunities.

---

Adds to credentials. (2 respondents)

---

For my work and to move on and learn more about how to be effective. Adds to my skill base.

---

I was to be a resource in the community and I feel certification would give me more qualification to speak to others on these subjects.

---

Requirement for continuing in my role.

---

Maybe – seems a logical next step to “complete” the training.

---

##### **No, do not plan to obtain CPP certification**

---

Cost.

---

##### **Hibbing 2009**

---

##### **Yes, plan to obtain CPP certification**

---

The certificate applies to my work.

---

Teamwork with district.

---

To be a credible prevention professional who has the tools and resources to help communities.

---

Required to have specific number in my county, so my boss asked me to.

---

It will be very helpful in my job.

---

I want to be a better teacher for my community.

---

Adds to my credentials and more to my resume.

---

##### **No, do not plan to obtain CPP certification**

---

Unsure what this is.

---

Does not apply to much in my field.

---



---

**A7. Reasons participants do or do not intend to obtain CPP certification  
(continued)**

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**Reasons participants do or do not intend to obtain CPP certification**

---

**Bemidji 2009**

---

**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.

---

**Saint Cloud 2009**

---

**Yes, plan to obtain CPP certification**

---

Credibility in public schools we work with.

---

Why not? Good resume builder.

---

Expand my knowledge and serve as model for more populations of color to participate and get certification.

---

For credibility in my prevention program so I can offer prevention credits for my sessions.

---

I'll be more credible.

---

Accreditation.

---

Expand job role.

---

Credibility.

---

Add to my credentials/resume.

---

Extra experience.

---

Demonstration of level of competence for grant and coalition.

---

Continue prevention ideas.

---

**No, do not plan to obtain CPP certification**

---

I don't need it and I don't want to pay for it.

---

---

**A7. Reasons participants do or do not intend to obtain CPP certification  
(continued)**

---

**Reasons participants do or do not intend to obtain CPP certification**

---

**Saint Paul 2010**

---

**Yes, plan to obtain CPP certification**

---

Extra credentials.

---

Credibility.

---

To head up a Christian twelve step group for the men in my church community.

---

Helping in the community.

---

Very relevant to my work.

---

It directly pertains to my work.

---

To be certified and have proof of the training.

---

Provides credibility.

---

Credibility, professionalism and it requires continued learning.

---

It will build a better foundation for doing my job and working in the prevention field.

---

It helps to build confidence in the people you are dealing with. They know you know what you are doing.

---

To continue in my field.

---

Additional qualification as a school counselor.

---

**No, do not plan to obtain CPP certification**

---

I will be retiring within the next 5 years and have no need.

---

**Onamia 2010**

---

**Yes, plan to obtain CPP certification**

---

Legitimization of prevention as a profession.

---

To have and use to inform people that I am committed to prevention.

---

My boss is telling me we need it.

---

Resume building.

---

Collaborate with other programs to combat substance use.

---

Work related.

---

My boss ☺.

---

Implement programs.

---

Wanting to be available to help this community.

---

To help and make a difference.

---

Contribute to prevention in young children and adults.

---

To be more collaborative with others in the different areas.

---

**No, do not plan to obtain CPP certification**

---

Don't see a real opportunity to use it based on the time constraints of my employment.

---

---

**A7. Reasons participants do or do not intend to obtain CPP certification  
(continued)**

---

**Reasons participants do or do not intend to obtain CPP certification**

---

**Onamia 2 2010**

---

**Yes, plan to obtain CPP certification**

---

Validation for class, resume.

Since had training.

Who knows/possible actions.

I have a 13 year old boy.

It will be valuable to my work and clients.

To help teach and train our youth leaders of tomorrow – plus it looks good on a resume.

Couldn't hurt.

To be a part of the whole picture starting with my small piece in the community I live in.

Resume.

Helpful for department.

---

**Don't know**

---

Depends on if my agency wants me to pay for it.

Not sure yet.

---

**Faribault 2010**

---

**Yes, plan to obtain CPP certification**

---

For credentials, credibility, and further education.

Give credibility to my work in the prevention field and among coalition members.

To help gain employment in the field of prevention ☺.

Good for me professionally.

I am a new RPC – need/want it!

Job/grant.

Apply/use at our school.

To be available for school personnel and future resources.

---

**No, do not plan to obtain CPP certification**

---

It would not be in the budget.

Not needed for my job.

---

## *Daily feedback*

### **Day 1**

---

#### **A8. Most helpful thing learned today – Day 1**

---

##### **Most helpful thing learned today – Day 1**

---

##### **Hibbing 2009**

---

###### **Specific training topics**

---

Information related to risk and protective factors.

---

Many protective factors that work toward preventing youth use.

---

Good to focus on risk factors and prevention assets.

---

The importance of recognizing risk and protective factors in a youth's life and assessing those to guide the approach to use.

---

Reminder about assets (protective factors) and risk factors.

---

Risk and protective factors. Got to know others in the class.

---

About risks and protective factors. The aspect of the developmental aspects affecting behaviors is something I am looking forward to.

---

Risk and protective factors are useful to know and understand.

---

How complex prevention can be.

---

###### **Training structure**

---

Role plays and activities were helpful.

---

Great organized binder with handouts.

---

Role playing in group activities.

---

###### **Elements of interaction with others in class**

---

It was great getting to know the people in class. Especially since we are sharing personal information. Talking about the prevention connection was great as well.

---

The overall day was very informative. I was starting out with little information on resources. Now I have a place to go and ask questions.

---

##### **Bemidji 2009**

---

###### **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.

---

---

**A8. Most helpful thing learned today – Day 1 (continued)**

---

**Most helpful thing learned today – Day 1**

---

**Saint Cloud 2009**

---

**Specific training topics**

---

Risk and protective factors.

About the risk and protective factors so you would know where to strengthen/enhance or reduce and prevent. Theories on prevention. Liked all the exercises.

The history of drug use; prevention model/social develop model with assets overview.

Risk and protective factors. The strong the protective factors are the less significant the risk factors become.

Risk and protective factors.

Thinking about risk and protective factors.

Focusing on theories.

Risk/protective factors.

Liked the history of drugs in our country and origins correlated to specific ethnic groups.

**Training structure**

---

I thought everyone was engaged in the materials. Interesting to learn about the time lines of alcohol/drug abuse.

Where do I begin? Info presented in helpful formal. Good conversation.

---

---

**A8. Most helpful thing learned today – Day 1 (continued)**

---

**Most helpful thing learned today – Day 1**

---

---

**Saint Paul 2010**

---

---

**Specific training topics**

---

Learning how to understand/pick out the risk factors and protective factors.

Looking at risk and protective factors. I have a background in assets and St. Health Survey and this affirms that study and information.

Risk and Protective Factor Evaluation.

Different perceptions on drug abuse – also, how it changes and we need training to deal with it effectively.

Good overview of prevention field (history, variations of attitudes, etc.).

All the risk factors involved within a community as well as the protective factors.

Constant Contact; 3 Cs, restorative justice, resiliency approach.

Definitions of different levels of use. Risk and protective factors. Different perspectives of alcohol and drug problem.

---

**Training structure**

---

The group-role-play exercise.

Feels good to be around others in the field.

The hands on and activities really help with retention! Dividing into different groups helped us to get to know others. The breaks are helpful.

“Colors” of the participants – helped explain interesting interactions in the groups.

I loved the hands on activities and the different ways they applied in everyday life.

The interactiveness and open discussion – great to hear different perspectives in prevention and in general, the health field. I also like the somewhat lack of timed schedule too much structure closes the door on certain discussion.

The various activities that involved moving around once in a while and the different group activities which gives everyone a chance to meet, network and interact with each other.

Group interaction and role-playing.

---

**Other**

---

I loved the live sculpture – great visual that will stick with me when working with youth!

That I changed from a Gold to a Green (maybe it's just the day).

The valuable number of prevention folks in our state and SD! RPC's very knowledgeable too.

---

---

**A8. Most helpful thing learned today – Day 1 (continued)**

---

**Most helpful thing learned today – Day 1**

---

---

**Onamia 2010**

---

Theory.

Risk factors; Protective factors.

Specific language related to risk factors/protective factors. "Silver Lake," etc. – helpful in gaining understanding more fully, made it applicable, practical.

How to identify risk factors, what protective factors are.

The three theories of prevention because this framework will help me better understand what to focus on in my community. (I liked the frequent breaks).

Identifying the risk and protective factors of a community. I liked the interactions.

Risk/preventative factors were explained well.

Validating some things I already knew. Risk and predictive factors.

The risk factor and protective factor worksheet.

Risk factors.

Risk factors and protective factors – I believe that by separating out both you begin to see the picture of how it works.

Commonly abused drugs handout and risk factors.

Historical trauma and loss; risk factors/protective factors.

General info. Native American History.

More about Native American culture.

Learning the protective and risk factors, etc.

Risk factors and prevention factors were helpful.

---

**Onamia 2 2010**

---

Patience.

N/A.

Prevention historical development pioneering field. Mechanics of Assess risk/protection fx.

Group activities.

Protective and risk factors.

Diverse attitudes that I need to acknowledge.

Historical trauma video.

Theories and practice and identifying and protective risks and most "pop. Theory."

Three different theories.

---

---

**A8. Most helpful thing learned today – Day 1 (continued)**

**Most helpful thing learned today – Day 1**

---

**Faribault 2010**

---

Going over intro and getting into the manual. Some of the role play and discussion were helpful, but needed more clear examples of what this is supposed to be.

---

Hearing examples from others regarding risk factors. History of prevention was really interesting!

---

The hands-on, interactive activities.

---

Not so much learned but given the opportunity to network and see what is/is not working for other.

---

Broad scope of information.

---

Risk and protective factors.

---

The various risk factors to watch for.

---

History of chemical use. Risk factors.

---

Different models to approach prevention.

---

Time to share with others.

---

Listening to others.

---

Visual role play of social mode.

---

A lot of the info. I already knew.

---

Meeting new people and learning their talents and how to apply it.

---

Enjoyed history of alcohol and other drugs. Flexibility in breaks.

---



---

## **A9. Suggestions for improving daily trainings – Day 1**

---

### **Suggestions for improving daily trainings – Day 1**

---

#### **Hibbing 2009**

---

##### **No suggestions**

---

Today was great. Thanks!

---

Can't think of anything.

---

##### **Suggestions for improving specific training components**

---

Today seemed mostly like a review of things we already know. Introduction, overview and focus are important, but it could be shortened.

---

Not so much time getting to know one another, and more activities.

---

Lengthy introductions – good but sort of long.

---

More elaboration of the social development model.

---

Introductions were slightly long and drawn out, but also good to see where we are coming from.

---

##### **Suggestions for improving structure of training**

---

After lunch it got a little long when we were talking about prevention and risk factors. It would have been fun to break it up with an activity.

---

More breaks in the morning.

---

Seating arrangements.

---

Few more breaks.

---

#### **Bemidji 2009**

---

##### **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.

---

#### **Saint Cloud 2009**

---

##### **Training structure**

---

Presenters could periodically explain slides more.

---

I thought it was very well done. Maybe give more of an overview of the agenda for the day at the beginning.

---

##### **Other**

---

Fewer dead animals.

---

Have coffee available after lunch.

---

I like the doodle while one listens and the opportunity for small group interaction.

---

I can't think of anything because the day went by fast and was filled with plenty of activities and variety of brainstorming exercises that kept my interest the whole day! Keep it up.

---

Nice pace. Good care with physical needs.

---

---

**A9. Suggestions for improving daily trainings – Day 1 (continued)**

---

**Suggestions for improving daily trainings – Day 1**

---

**Saint Paul 2010**

---

**Training structure**

---

Give a little more time for people to finish reading or group discussion.

Opening 'get to know you' activity was long. Perhaps ask few questions.

Agenda!

I thought it went very well. Activities are good! Much better than just reading and lecturing.

A little less movement.

Maybe one or two extra questions per group assignment.

Can we get an agenda emailed to us? Or give us a list of various things we can expect for the week. (I had to search for something!)

**Environment**

---

Hot water! More healthy snacks. Sugar snacks make me sleepy.

Room was cold.

**None/Other**

---

No comment – training was excellent.

It went well.

It was very interactive, engaging – loved it all!

Good first day – went very fast.

I wouldn't change anything.

No comment at this time.

Nothing. Thanks for the great first day!

Can't think of anything right now.

It was all good.

---

---

## **A9. Suggestions for improving daily trainings – Day 1 (continued)**

---

### **Suggestions for improving daily trainings – Day 1**

---

#### **Onamia 2010**

---

Nothing.

---

Written agenda would be helpful.

---

Possibly make the slides and training material more colorful to look at.

---

Some of the group activities seemed disjointed or poorly explained, specifically the first two.

---

More info or better explanation of the protective factors.

---

Visual learning.

---

Have a shorter day to allow for travel time.

---

Need an agenda.

---

Keep us involved – better instruction on activities.

---

More explanation re: exercises.

---

I would not change anything, in fact I urge you to teach others (other conferences/trainings) about how to be 1) more effective, and 2) more info applicable. You set a high standard for the training environment!

---

An agenda would be nice and helpful.

---

We need more energy in the group!

---

I don't like the round tables. I prefer to face forward so I can focus my attention on the information being presented. There were too many breaks; it made the day drag on.

---

#### **Onamia 2 2010**

---

Good.

---

N/A.

---

Location – was filled with mold on ceiling – found it difficult to breathe. Need microphones to hear speakers and video better.

---

I'm not a person that likes to share personal parts of my life as to my favorite color or how many I have. Also, having two breaks was just fine we really did not need the third break after lunch.

---

Speakers.

---

Ask what we want. Listen to us, we are adults and know what we want to do and how will feel comfortable.

---

Less "ice-breakers."

---

---

## **A9. Suggestions for improving daily trainings – Day 1 (continued)**

---

### **Suggestions for improving daily trainings – Day 1**

---

#### **Faribault 2010**

---

More information/relevance to what we are currently doing and how we can improve. We have a wealth of very involved people in this training and there can be more networking possibilities that we can tap into.

---

More mixing right away – less intro/announcements. Everyone finally warmed up during the circle activity.

---

Moving to room with central air working – accomplished!

---

Less small group/presentation.

---

Not so much presenting in front of the class for us. I would rather listen.

---

Shorter breaks, 5 minutes instead of 10 to cut down on some time. We'd rather go straight through than lots of breaks so we can get out earlier – afternoons get long!

---

Skip the breaks.

---

Shorter group discussion periods – we'd go off topic once we were done which did waste time.

---

New seats daily.

---

Thank you for cooling room off.

---

Nice energy.

---

## **Day 2**

---

### **A10. Most helpful thing learned today – Day 2**

---

#### **Most helpful thing learned today – Day 2**

---

##### **Hibbing 2009**

---

###### **Specific training topics**

---

Developmental assets.

---

Forming a coalition for prevention program planning.

---

How to do the survey on what is needed for my community and get the leaders involved.

---

Explanation of SPF in more detail. And hand outs are great. Thank you.

---

How to engage and recruit new coalition members.

---

The importance of a strategic plan.

---

Universal, selected, indicated info helps define roles when looking at gaps and strategies.

---

SPF steps.

---

Tips for groups and organizing!

---

###### **Training structure**

---

Enjoyed handouts and exercises.

---

It was helpful that we took a lot of breaks today. I have a short attention span. Also, I like the conversation topics that were presented.

---

Time to think about how it applies to own coalition.

---

###### **Other comments**

---

I need to digest this. I melted down at about 10:00.

---

This has given me a good overview of what has already occurred with our grant.

---

##### **Bemidji 2009**

---

###### **Specific training topics**

---

Assessment process/tools.

---

Community readiness info.

---

The positive approach – Uner's Study.

---

---

**A10. Most helpful thing learned today – Day 2 (continued)**

---

**Most helpful thing learned today – Day 2**

---

**Saint Cloud 2009**

---

**Specific training topics**

---

That sustainability is about outcomes, not activities.

---

Discussion about volunteers and coalitions.

---

People have different ideas of what prevention looks like.

---

Learned how to get rid of trouble making/annoying committee or council members in a politically correct way.

---

Learning how to develop a program.

---

Strategic planning.

---

SAMHSA – hearing this framework helps put many things into perspective when it come to programming.

---

Community readiness.

---

The chart for the parts of managing complex change. Shows how important is it to have all parts covered.

---

Learning about community assessments.

---

The SAMHSA matrix of assessment, capacity, planning, implementation, and evaluation.

---

**Training structure**

---

Enjoyed conversational aspect, lots of opportunities for questions. Group time gave excellent perspectives I hadn't thought of.

---

Learning programs being used in other communities.

---

---

**A10. Most helpful thing learned today – Day 2 (continued)**

---

**Most helpful thing learned today – Day 2**

---

**Saint Paul 2010**

---

**Specific training topics**

---

Capacity building and implementation.

Examining capacity, principles of prevention, group activity where we discussed stakeholders.

SPF Information.

Step back and assess before planning what I want to do versus what needs to be done.

Assessment and capacity need to be done before implementation. Video was worth the wait.

Process for establishing a prevention program!

Prevention steps. Sources of funding.

Great information of SPF process which will be very helpful in my current job.

Video was excellent and compelling and disturbing but hopeful.

Loved – loved – loved the strategies!! (It was hard to pay attention after lunch – but it still was great info). This stuff will be extremely helpful.

SPF was good as far as we got (implementation).

Examples of community coalitions re: readiness.

That prevention can start as early as preschool.

**Training structure**

---

Group/peer interaction.

Group discussions today were great – really helpful to get insight from people from different backgrounds.

**Other**

---

A great deal of information – I will need time to reflect and ponder.

A few new resources – nice to know I am familiar with a lot.

Everything!

I never recognized how severe alcohol and youth are because it isn't or wasn't in my immediate family other than my father of five kids and mother.

---

---

**A10. Most helpful thing learned today – Day 2 (continued)**

---

**Most helpful thing learned today – Day 2**

---

**Onamia 2010**

---

I enjoyed the info that went along with the prevention principles that was tested as being helpful/effective in those areas.

The last exercise made us think and work together. I can use more of this in the work I do. Just have to change a few things.

Strategic prevention framework – community involvement.

Working through the SPF.

How to be open to other people's ideas and not just stuck on your own.

IOM classifications.

Managing complex change.

Learning about the terminology and ideology of all the trainings. The activities and interactions.

Going more in depth about the steps in the SPF. I also learned that the strategies you think are effective depend on the community your are intervening in.

It was interesting to learn about the 5 domains in substance abuse prevention.

How important it is to complete all steps in the stage of change. Can see why programs sometimes don't have good outcomes – too many gaps!

Importance of assessment and capacity pieces.

Community readiness discussion.

Principles for an effective prevention program.

---

**Onamia 2 2010**

---

About consequences.

Different tools to use.

I learned about drug courts.

Everything was helpful.

Group activities.

Community assessments.

N/A.

Leaving early.

More specific assessment/implementation, trips/guidelines. Additional pragmatic/tested methods/models for community prevention.

---



---

**A10. Most helpful thing learned today – Day 2 (continued)**

---

**Most helpful thing learned today – Day 2**

---

**Faribault 2010**

---

Learning about assessment and capacity.

---

It is important to complete a thorough assessment before jumping in to create changes.

---

I appreciate the SAMHSA assessment through evaluation circle – it will help in my work in many areas – not just with direct prevention work.

---

The levels of the SPF model.

---

Hmmm, most everything.

---

SPF Model.

---

Info on implementation.

---

Starting to learn how to put things into action and apply to my job.

---

The key components of the SPF.

---

Learning the process is key.

---

Seeing the prevention framework and going through the steps.

---

---

## **A11. Suggestions for improving daily trainings – Day 2**

---

### **Suggestions for improving daily trainings – Day 2**

---

#### **Hibbing 2009**

---

##### **No suggestions**

---

Everything was good – a lot of group interaction with ideas and suggestions. The questions asked make me think.

---

Nothing. It was great day.

---

##### **Suggestions for improving specific training components**

---

Go more in depth with how to do assessments.

---

##### **Suggestions for improving structure of training**

---

This applies to all days: Have the slides show page numbers in the manual so we can follow along, if material is covered that is not in our manual have a handout or other A/V method to read the info when we hear it, and give us a system for organizing handouts (a three-hole punch and sticky notes, or additional binder or place divider/folders in each module of our manual). The handouts were overwhelming.

---

Way too much paper. Mind boggling.

---

##### **Other suggestions**

---

Less side conversations – presenters not working with group should take conversation to hall. A bit distracting when trying to concentrate on discussion.

---

I think it was good. Would have been a lot more helpful during the first month of my employment.

---

#### **Bemidji 2009**

---

##### **Suggestions for improving specific training components**

---

More application of needs assessment/community readiness surveys.

---

#### **Saint Cloud 2009**

---

##### **None/other**

---

Unsure. Today was good.

---

Great as it was.

---

Keep a walk everyday.

---

##### **Training structure**

---

Move quickly.

---

Maybe some parts could have moved more quickly.

---

I noticed some handouts are included in our books. We could fill out what is in our books to save paper.

---

##### **Specific training components**

---

I'm still not sure about cultural competence – is this to be cognizant about diverse populations and care to include/not exclude?

---

Planning was intense – I hope we get to practice more what we learned today because it was a lot to take it!

---

---

## **A11. Suggestions for improving daily trainings – Day 2 (continued)**

---

### **Suggestions for improving daily trainings – Day 2**

---

#### **Saint Paul 2010**

---

##### **Specific training topics**

---

Provide steps on getting funding.

---

##### **Training Structure**

---

Teach more about concepts and give examples before breaking into groups.

---

This seemed like a very low energy day compared to yesterday, not sure if it was the subject matter or what. Maybe using more media would engage people more.

---

Shorter breaks – more interactive activities.

---

I would take less 15 minute breaks or just shorten them so we can get out earlier.

---

Drawing in more of the comments made by participants to the curriculum. (One presenter did when Purnell came up earlier.)

---

I would say explain group activities slower or even twice.

---

##### **None/Other**

---

Nothing!

---

It's been awesome, really.

---

Thanks – appreciate the added resource pieces and websites.

---

No change suggested.

---

Glad to see healthy breakfast!

---

I should have had this training a while back when I first started my current position. (This was when this training finally worked in my schedule.) I have had to learn a lot of this (SPF) as a federal grant manager. Could break these training offerings into Beginner Prevention or Advanced Prevention. However, still good to go through it all for certification purposes.

---

Everything is good!

---

It's all good.

---

---

## **A11. Suggestions for improving daily trainings – Day 2 (continued)**

---

### **Suggestions for improving daily trainings – Day 2**

---

#### **Onamia 2010**

I didn't think all of the activities were specific to the skills we were learning – i.e., I didn't think the color qualities were tied in well.

Don't know.

Thanks for explaining ☺.

A few shorter breaks would be nice rather than long ones.

A little bit less of "paperwork" exercises, more of the get up and move around ones like the last exercise today!

Very good job presenting complex/dry information.

I enjoyed today's training.

I feel like people are having trouble accepting that some prevention strategies are more effective than others and are having trouble letting go of preconceived notions. Maybe challenging this more may help?

The breakouts are nice, the lunch was very good.

GREAT FUN DAY!

Less info all at once – getting overwhelming.

Today was good and informative!

#### **Onamia 2 2010**

Better day today!

Healthy snacks, fruit and veggies instead of "goeey" bars! Unable to hear either video!

It was good.

N/A. (3 respondents)

Good job/all of us.

#### **Faribault 2010**

N/A – I'm having fun☺.

Getting out early was great! ☺ I'd like to see it continue. Homework is okay to help with this. Good food!

More interaction, especially with others that are implementing their PGMs. What is working, what is recommended?

IT was awesome – consideration taken – for a Friday and end to a L-O-N-G Week! Terrific job! Thanks for all your support this week.

Great team work!

More discussion of topics.

It was great. Thanks for letting us out early especially on a Friday! The breaks were much better too!

More small group and report need to get discussion going.

Tough material – you did well!

## Day 3

---

### A12. Most helpful thing learned today – Day 3

---

#### Most helpful thing learned today – Day 3

---

##### Hibbing 2009

---

###### Specific training topics

---

Assessing, processing, and implementing tools to ready myself for a community assessment.

---

Logic models.

---

Logic model tools make me salivate.

---

Logic model and domains.

---

Ideas for activities, logic models.

---

How to develop a logic model.

---

###### Training structure

---

Walking through plan with team members. Giving time for plans with group you came from.

---

Good handouts and information.

---

Talking with other on strategies in groups with similar goals as mine.

---

###### Other comments

---

All equally helpful.

---

##### Bemidji 2009

---

###### 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.

---

---

**A12. Most helpful thing learned today – Day 3 (continued)**

**Most helpful thing learned today – Day 3**

---

**Saint Cloud 2009**

---

**Specific training topics**

---

Evaluation methods.

---

Funding uses for a logic model.

---

Importance of logic models. (2 respondents)

---

The importance of keeping a simple, easy to read outline to give to potential stakeholders.

---

Logic models.

---

Learning about the logic model process.

---

Implementing order, planning, and models into my tasks.

---

Learning more about Wilder as a resource.

---

Evaluation methods and logic models – how to fill needs of all stakeholders.

---

Planning an evaluation for programs.

---

Evaluation – I like the charts that were handed out – making things simple.

---

**Training structure**

---

Great presenters.

---

---

**A12. Most helpful thing learned today – Day 3 (continued)**

---

**Most helpful thing learned today – Day 3**

---

**Saint Paul 2010**

---

**Specific training topics**

---

Logic models.

Learning about qualitative/quantitative evaluations.

I learned a lot about evaluation and different ways to assess and plan different situations.

The model was very interesting and helpful.

The importance of evaluation and ways to collect evaluations/data.

How to apply module 4 to our new venture.

Evaluations – understand SPF model very well.

Evaluation segment will be very helpful.

Evaluation differences and survey options.

Going over evaluation components of SPF.

SPF.

The evaluation stuff was really helpful – I am not an “eval.” person. Great stuff – easy way to learn!

The steps in evaluating.

Lots of great info on evaluation.

Assessment: Focus, 3-5 questions, traditional vs. collaborative.

Logic models – believe it or not I liked them! Model helps me slow down.

Looking and working through logic model.

**Training structure**

---

Good activities.

I love the group discussion and the interactiveness.

---

---

**A12. Most helpful thing learned today – Day 3 (continued)**

---

**Most helpful thing learned today – Day 3**

---

**Onamia 2010**

---

I really enjoyed the group discussion.

We have a solid, cohesive group 😊.

The talking circle – just time to share about what everybody is thinking!

Good discussions.

Planning part and how to make logic plans.

Planning stages – talking, circle after (?).

It's important to have proof of a program's success. Networking is key to building programs from the ground up.

Learning who, why, how to start putting these ideas into actions.

Allowing us to discuss our community issues.

Things that were brought out in the talking circle.

I loved the talking circle and opportunity to share ideas with each other.

Lunch – haha – logic model/data gathering.

**Onamia 2 2010**

---

Need to do application to our own community.

Creating program through logic model

Many things. Learning the logical model was useful.

How I can apply model to my job.

Good group work.

More tech methods/procedures for developing prevention using current proven models. Logic model/eval. theories.

How the whole curriculum we actually do in our programs and now I know we can do them better now that I understand what our people in various departments do.

Black and gus

Liked new trainees, x was great. Less negativity from participants.

I think the most helpful activity that we used today use the logic model, it will be extremely helpful with coming up with our plan.

Logic model.

---



---

**A12. Most helpful thing learned today – Day 3 (continued)**

---

**Most helpful thing learned today – Day 3**

---

**Faribault 2010**

---

The logic model.

Learning about the logic model.

Checking out the website. Going over the proposed plan. So glad to see name tags again 😊.

Learning about the logic models and how to create them – totally new to me!

About Wilder's website with logic model training.

Understanding the function of a logic model.

Having the group work on a real local issue. Hypothetical is hard for people to get excited about.

Going through the logic model.

How to do a logic model!

Going through the logic model as a large group rather than smaller groups.

Evaluation was helpful.

Domains – ideas for each one.

Logic models.

---

---

**A13. Suggestions for improving daily trainings – Day 3**

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**Suggestions for improving daily trainings – Day 3**

---

---

**Hibbing, April 2009**

---

---

**No suggestions**

---

I have no suggestions.

Good day.

Perfect!

---

**Suggestions for improving structure of training**

---

Talk about evaluation and logic models in the am when we are more alert!

I realize weather is a factor, but more small group time to allow for information processing application and idea formation would be great.

I am having a hard time following the slides with the non-slide pages in the manual. I feel like we skip over a lot of pages. Not sure how to fix that.

---

**Other suggestions**

---

Less snow.

---

**Saint Cloud 2009**

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---

**Specific training topics**

---

Flow chart to visualize the entire process.

---

**Training structure**

---

Confusing slides. Need more connection across evaluation slides and more clarity within them.

Loved having [Wilder] contribute – would be beneficial for future presentations.

---

**Other**

---

I said neutral to 'c' because I have not practiced this yet and we did not split up today to try.

It was good.

Personally I am familiar with research methodology so some information was repetitive, however, I understand why it is necessary.

---

---

**A13. Suggestions for improving daily trainings – Day 3 (continued)****Suggestions for improving daily trainings – Day 3**

---

**Saint Paul, April 2010**

---

**Specific training topics**

---

Some confusion with logic models.

**Training structure**

---

Maybe to go just a little bit slower to ensure everyone has grasped things fully.

Got me thinking – need more time in this area personally.

**None/Other**

---

I honestly wouldn't change a single thing about today!

Nothing. Thanks for the great session!

More humor! Otherwise this whole conference is excellent.

Was great!

Great job.

Today was better – less intense. Thanks for letting us out early.

Nope!

Thanks for letting us out early!

**Onamia 2010**

---

Thank you for making the material easier to swallow. Good job ☺.

FUN – Interactive day! GREAT SHARING!

Shorter more frequent breaks.

Change nothing.

You guys are great!

I think it would have been helpful for us to put programs through the logic model in class. I hate homework and I might (most likely) not do it on my own.

Thank you!!

Great.

Replenish water.

Engage discussion more.

**Onamia 2010**

---

N/A – thank you!

It was great.

0 (2 respondents)

I'd like some type of stretching break or maybe a little warm up for morning and afternoon session breaks.

More food and pop and snacks

Everything went well ☺.

It was awesome.

---

---

**A13. Suggestions for improving daily trainings – Day 3 (continued)**

---

**Suggestions for improving daily trainings – Day 3**

---

**Faribault 2010**

---

I noticed some of our research readings were over 10 years old. There must be more recent data.

Move it along faster.

N/A – the activities were very helpful. Good break for heavy/focused materials.

It was great! I liked being able to do our own model and tackle our own problems.

Try to not have it so heavy on one day.

N/A.

Change activities faster in the afternoon.

☺

It was a great day! Terrific job!

---

**Day 4**

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**A14. Most helpful thing learned today – Day 4**

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**Most helpful thing learned today – Day 4**

---

**Hibbing 2009**

---

**Specific training topics**

---

Culture and diversity issues impact us as prevention specialists in unique and different ways.

Cultural competence and being aware of the different cultures of those we work with.

Evaluation.

Logic model and evaluation.

Ethics.

Cultural diversity was helpful.

Cultural diversity.

Reinforcement of both the cultural considerations and ethics.

---

**Training structure**

---

Loved all the movement and group interaction.

I like being able to get up and move around with the hall activities.

Hands on role plays, etc, help a lot. Active and fun!

I enjoyed learning through action today. Thanks for the opportunity. Also diversity brings up so many issues to be aware of – ageism being one of them. it was a great day.

---

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**A14. Most helpful thing learned today – Day 4 (continued)**

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**Most helpful thing learned today – Day 4**

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**Bemidji 2009**

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**Specific training topics**

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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.

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**Saint Cloud 2009**

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**Specific training topics**

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Logic models.

Child development.

Human development stuff.

I enjoyed the human development discussion and how to weave culture throughout the SAMSHA prevention model.

Code of ethics.

Code of ethics and looks at the ethics scenarios.

The ethical problem-solving framework.

Cultural education.

Incorporating cultural competency.

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**Training structure**

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Role playing – youth.

Incorporate activities tied to physically and mentally awake under a cloudy day.

Enjoyed group time and hearing input from other participants. Homework for today was valuable.

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**A14. Most helpful thing learned today – Day 4 (continued)****Most helpful thing learned today – Day 4**

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**Saint Paul 2010**

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**Specific training topics**

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About dealing with diversity.

Cultural competence. Choices to drink as a SAPST professional.

Ethical standards and cultural competence.

The code of ethics in prevention and the scenario/how to apply the ethics to each one.

Ethics portion – very useful, comes up a lot.

Ethic code of conduct was very insightful.

Life stories/experiences are important to be aware of when working with clients/students. Both your personal story and thesis.

Ethics – Social/emotional development.

Ethics info was awesome!! Great review of child development.

ATOD code of ethics.

Ethics discussion.

Learning about each other.

**Other**

---

I am ethical and helpful to others.

**Onamia 2010**

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Medicine wheel: was asking about this last night – thanks.

Don't know I learned a lot from our group talks.

Hearing everyone's ideas.

Balance – truly believe that everybody needs balance.

I liked the exercises around our cultural values and assumptions and what others thought of the values in their importance around substance abuse.

I like the developmental information.

Age group status reminders.

I liked reviewing ethics and understanding human development when considering programs to implement.

**Onamia 2 2010**

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The case studies, extra explanations when I didn't understand the material. Groups.

The hands on activities and discussion.

Everything 😊.

Loved the activities.

At the very best – I now have some simple tools to help me talk with my own child about the issues we have covered in this training.

Review/update on ethics/continue cultural aspects. Doing all parts of framework.

Culture is prevention, great video (White Earth).

Great.

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**A14. Most helpful thing learned today – Day 4 (continued)**

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**Most helpful thing learned today – Day 4**

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**Faribault 2010**

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Seeing how it can apply to our own communities.

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All the words for youth – that was a great activity and gave perspective for a wide range of groups. Very versatile.

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When technology doesn't work, try but then move on.

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Good to revisit ageism and values.

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Short teachings and more work.

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Discussing the cultural diversity concepts.

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Applying culture content.

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The quilt activity.

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More in depth on logic models.

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Good ways to conceptualize what we will be doing when we leave here.

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**A15. Suggestions for improving daily trainings – Day 4**

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**Suggestions for improving daily trainings – Day 4**

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**Hibbing 2009**

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**No suggestions**

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Today was great! I liked the activities all day and kept it moving.

Good job.

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**Suggestions for improving specific training components**

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More specific about cultural issues, such as Native American, Hmong, cultural issues in our communities – how values of dominant U.S. culture differ from other sub-cultures in our communities. Maybe participants could give examples and some techniques that have worked in their community.

---

**Suggestions for improving structure of training**

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Tell the people who provide your (our) manual and other handouts to print on both sides of the paper.

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**Other suggestions**

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I'm not one of the cops, but I think we would do well to back off on police bashing (implied).

Comments about a training participant and perceived substance abuse problem. Probably not relevant.

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**Bemidji 2009**

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**Suggestions for improving structure of training**

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Keep things moving.

---

**Saint Cloud 2009**

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**Training structure**

---

More from [trainer].

---

Too many activities. Need time to just listen. Remind folks about confidentiality as it applies to other group members.

---

Incorporate diverse activity.

---

Less activities.

---

N/A. Enjoyed today – effective and fun.

---

**Other**

---

It was great.

---

None – went well.

---

Today was the best day so far!

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**A15. Suggestions for improving daily trainings – Day 4 (continued)****Suggestions for improving daily trainings – Day 4**

---

**Saint Cloud 2009**

---

**Training structure**

---

More from [trainer].

Too many activities. Need time to just listen. Remind folks about confidentiality as it applies to other group members.

Incorporate diverse activity.

Less activities.

N/A. Enjoyed today – effective and fun.

---

**Other**

---

It was great.

None – went well.

Today was the best day so far!

---

**Saint Paul 2010**

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**Specific training topics**

---

Like to learn about moral, social and emotional development after 18.

More detailed explanation of human development. More case studies.

Development section – seemed redundant – stuff we've heard in class, conferences, etc., before.

Spend more on cultural competence – maybe incorporate some issues that would challenge our own "ISMS."

Cultural portion – quilt exercise good, fun but took a lot of time. Also, this piece could use video examples, other guest examples, etc.

More processing with logic model.

---

**Training structure**

---

Tell people we will restart after breaks on time whether they are back or not.

Keep track of groups from the previous week as to avoid confusion. Quilt exercise was effective, but much too long, which took away from the effectiveness.

More group activities.

Implement strategies (appropriate) to shut down those that monopolize the group with stories.

Please put some videos in or *something* to mix it up a bit.

---

**None/Other**

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Good job; no complaints.

I would like to see a recycling bin here so we can recycle. Other than that I wouldn't change anything.

No suggestions.

Nothing!

It was all good.

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## **A15. Suggestions for improving daily trainings – Day 4 (continued)**

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### **Suggestions for improving daily trainings – Day 4**

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#### **Onamia 2010**

Feels like we are going over the same things, getting a little redundant.

Don't make us get up right away after lunch/dessert – haha.

Overkill on activities. Could we try more movies? Or another method of learning?

Get the movie working.

It was cold and I was getting into the movie then it stopped.

Would love to see the movie from White Earth.

Be able to show the whole video! I love the interactivity of today.

Great job, can we have some fruit or veggies? Great use of breaks and activities.

Could have changed to groups around more instead of always going to the same group numbers assigned.

More healthy snacks!

#### **Onamia 2 2010**

Clearer instructions and explanations of the cultural context section especially the project.

N/A.

Thank you for noticing we were done!

Today was great ☺.

Would help to start doing this here while in the training.

I recently attended training down at DHS in St. Paul and during the training we were given a short 5-10 minute break approximately every hour. It really helped to keep me focused.

Great job. Thanks for trying to make this user friendly.

Warmer.

#### **Faribault 2010**

Seemed jammed with info. Break it up with more breaks.

It was great! Thanks for moving quickly and plowing through!

Don't change – maybe make certain technology work!

Keep activities coming.

None at this time.

Nothing. Great job!

Making sure equipment works.

## Day 5

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### A16. Most helpful thing learned today – Day 5

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#### Most helpful thing learned today – Day 5

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##### Bemidji 2009

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###### Specific training topics

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Ads of social marketing campaigns.

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Media marketing techniques.

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Understanding marketing. Loved the activity.

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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.

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##### Saint Cloud 2009

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###### Specific training topics

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The websites that pinpoint various advertisements and the 'war' between ATOD and prevention.

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Media.

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Marketing, media impact.

---

Interpreting ad messages.

---

Marijuana doesn't kill your brain.

---

Media strategies – fun!

---

Liked the group dynamic review – very helpful. Media also valuable.

---

Analysis and info on where to get more resources (MPRC).

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###### Training structure

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[Trainer] a good teacher. [Trainer] – love your style – soft approach.

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###### Other

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Most of today was not new for me, but a good reminder!

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**A16. Most helpful thing learned today – Day 5 (continued)****Most helpful thing learned today – Day 5**

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**Saint Paul 2010**

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**Specific training topics**

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Brain development info.

Good information about reasons behind the types of media campaigns.

Re-affirmation about social marketing and PCN.

Lots of great info on media – good visuals.

Positive marketing messages. Marketing Strategies. RESOURCES!

Great on the brain and media segment.

About the messages we receive in advertising. Not always just one message, often multiple.

Brain development of adolescents and the websites. Planning, implementation, grant, Most of Us campaign.

Media advocacy.

The media and prevention piece as well as what worked (positive campaign) and what didn't (negative campaign). Also, tips for prevention message/media format.

**Training structure**

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Group discussions and sharing – insights from other perspectives.

**Other**

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Great resources to share with school people.

Just more reinforcement – nothing really too new.

**Onamia 2010**

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Media.

The information on ad's and reversing the spin.

Advertising and different ways to look at it.

How the media uses its resources to get us to see what they want us to.

Changing norms to be positive. Detangling media.

Advertising is great, useful, and fun. Not enough is advertised on the reservation, especially about programs and healthy lifestyles.

I enjoyed the media session and the activity. The ethics piece from yesterday was a good reminder for all of us as well. One piece I wanted to add is that in my opinion scare tactics don't work in prevention because obviously there is so much tragedy and death on the reservation due to alcohol related incidents and it doesn't seem to deter the population.

Just being aware of the messages that are being sent – who they are targeting. Also to become aware of what is happening in the community I work and live.

Can't pick out one thing. I would like to say that I liked the training a lot more than the last two days.

Media/advertising.

I liked the media piece, especially analyzing the ads.

Brain development – group development. Social norm marketing.

The ads. Learning how influential the media can be.

Advertisement messages, use of marketing 4 P's; brain development.

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**A16. Most helpful thing learned today – Day 5 (continued)**

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**Most helpful thing learned today – Day 5**

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**Onamia 2 2010**

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Good to review media options.

Prevention advocacy is out there battling media with some success in specific campaigns. No meth (outcome based research) on successful youth prevention program.

It was a wonderful training ☺.

Medicine Wheel.

I learned many things. You guys rock!

Impact of media.

Human development.

Don Eubanks.

I like examples!

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**A17. Suggestions for improving daily trainings – Day 5**

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**Suggestions for improving daily trainings – Day 5**

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**Bemidji 2009**

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**Suggestions for improving specific training components**

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

**Suggestions for improving structure of training**

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More examples of marketing ideas.

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**Saint Cloud 2009**

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**Training structure**

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More interactive activities to keep people engaged on the last day.

Appreciated brevity on the last day. Like dense info with less break time.

---

**Other**

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It went well.

Fresh coffee – afternoon.

Great seminar – I think truly one of the best I have been at. Very interactive, creative facilitating skills. Great materials.

Can't think of anything.

It was good.

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**A17. Suggestions for improving daily trainings – Day 5 (continued)**

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**Suggestions for improving daily trainings – Day 5**

---

**Saint Paul 2010**

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**Specific training topics**

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More info on media ads.

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Would like more info on media advocacy.

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**Training structure**

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Perhaps limiting participants to 15 only?

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I would like to have watched more video: i.e., “Cultural” DVD; Sex, Lies, Alcohol.

---

Repeat or quick summary of theories immediately after explanations.

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**None/Other**

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None.

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Consider hard of hearing people more. But all else was very good. Food was great. Thank you!

---

Nothing! Great presentation.

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Nothing!!

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**Onamia 2010**

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Less lecture/reading right off slides.

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Ask specifically about local advertising or developing an advertisement for your community would be a fun activity.

---

Nothing – breaks seem to be adequate – I love of trainings I’ve attended to (50/10) – work 50 minutes – 10 min. break – mind begins to wander after 50 minutes.

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N/A

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More time on brain and group development.

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**Onamia 2 2010**

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Out of your hands – it would have been nice to have commissioner speak on first day.

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Quieter voices (i.e., [Trainers] need to speak louder and not have voices trail off if not using a microphone difficult to hear all times.

---

Watch time on activities. Seems like a lot of down time. Watch when groups are done so you don’t lose our focus.

---

I will take back this info and hopefully help my clients – thank you!

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Everything was great! You ladies do a fantastic job.

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N/A. Great job! Thank you for your dedication, style of trainings and attention to detail.

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Having Don coming and explaining the reason for some of us doing well.

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More about human development.

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Nothing.

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