

Online Programming for Young Early Adolescents Training

December 1, 2020

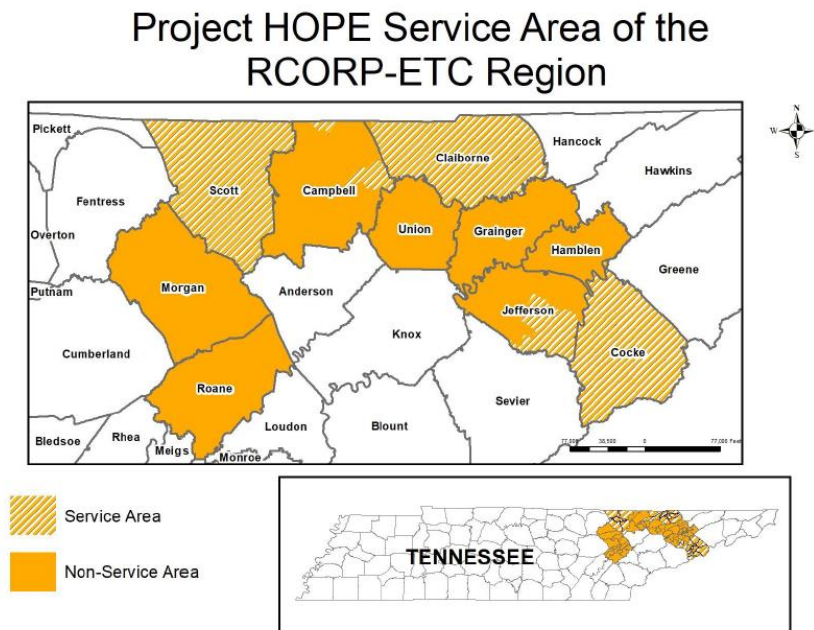
Online Programming for Young Early Adolescents Training

On December 1, 2020, Project HOPE (Healing Opioid Use Disorder Through Prevention and Expertise) participated in an online event for professionals working with youth who serve in the Project HOPE 10-county area. The event was a 1.5-hour training session on online programming for young early adolescents presented by Heath Cook, B.S., Sara Keel, B.A., and Laura Clark, M.S.

Attendees

Project HOPE service area includes 5 counties in East Tennessee: Scott, Claiborne, Cocke, Jefferson, and Campbell (see Figure 1). The consortium is co-led by the University of Tennessee, Knoxville and has almost 100 members.

Figure1. Project HOPE region and service area



This presentation was supported by Grant Numbers G25RH32484, GA1RH33552, and G26RH40096 from the Health Resources and Services Administration (HRSA), of the U.S. Department of Health and Human Services as part of awards totaling \$1,750,000. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of, nor an endorsement by HRSA, HHS, or the U.S. Government.

Evaluation

Twelve attendees completed the evaluation survey. Community professionals who attended the training included prevention specialists, non-profit professionals, social workers, certified peer-recovery specialists, pharmacists, public health professionals, and coalition coordinators. The attendees work or serve in 15 counties: Campbell, Claiborne, Cocke, Grainger, Hamblen, Jefferson, Morgan, Roane, Scott, Union, Knox, Anderson, Blount, Monroe, and Loudon.

Evaluation of Training

The overall experience of the training was regarded highly among all attendees, as all participants would recommend the training session to a colleague.

Attendees indicated how satisfied they were with the training, possible answers ranged from *very dissatisfied (1)* to *very satisfied (5)*. On average, participants' answers ranged between *satisfied (4)* and *very satisfied (5)* on every question. Attendees were very satisfied with the relevance of the training to their needs (4.42), mix of presentation and activities (4.42), knowledge of the facilitators (4.33), the training content (4.25), and the engagement of the training (4.25).

Attendees indicated how much they knew before and after the training session, retrospectively for a series of learning objectives. Possible answers ranged from *nothing at all (1)* to *a whole lot (4)*. On average, attendees reported knowing between *a little bit to a lot* before the training (grand mean=2.38) and between *a lot to a whole lot* after the training (grand mean=3.11). There were significant increases in knowledge reported in all learning objectives within the training session. The largest increase was in clarifying online programming strategies that are developmentally appropriate for young early adolescents ($p<.0001$) and describing the characteristics of platforms and programs for online instruction ($p<.0001$), followed by identifying the opportunities of online learning ($p<.001$), identifying the strengths of online learning ($p<.002$), and identifying the weaknesses of online learning ($p<.017$).

When asked if attendees learned anything new, most attendees indicated yes, they had learned new information. Responses included learning new resources, ideas, and online options for youth, as well as opportunities for online interaction with youth.

Suggestions from Attendees

To improve future trainings, attendees recommend having an opportunity for others to share helpful resources and tools.