

Developmentally Appropriate Practices (DAP) Recruitment Strategies for Adolescents Training

March 2nd, 2021

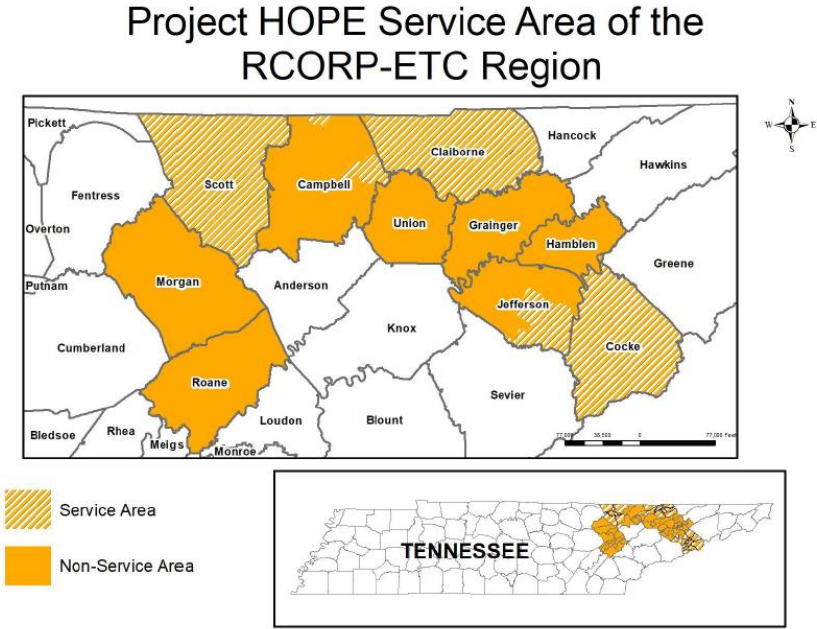
DAP Recruitment Strategies for Adolescents Training

On March 2nd, 2021, Project HOPE (Healing Opioid Use Disorder Through Prevention and Expertise) hosted an online event for professionals who serve in the Project HOPE 10-county area. The event was a 1.5- hour training session on DAP Recruitment Strategies for Adolescents presented by Ashlyn Schwartz, Sierra Turner, and Kyler Groner, doctoral, master, and bachelor candidates, respectively.

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. Invitations for the DAP Recruitment Training were emailed to all consortium members and twenty-three professionals attended.

Figure1. Project HOPE region and service area



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Evaluation

Sixteen of twenty-three attendees (70%) completed the evaluation survey. Community professionals who attended the training included prevention specialists, non-profit professionals, social workers, teachers, and prevention coordinators. The attendees worked or served in 12 counties: Claiborne, Hamblen, Morgan, Roane, Scott, Union, Knox, Davidson, Anderson, Monroe, Blount, and Loudon.

Evaluation of Training

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

Attendees indicated how satisfied they were with the training, with possible answers ranging 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 satisfied with the training content (4.6), knowledge of the facilitators (4.5), engagement of the training (4.4), mix of presentation and activities (4.4), and relevance of the training to their needs (4.3).

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 = 2.51) and *a lot* to *a whole lot* after the training (grand mean = 3.21). There were significant increases in knowledge reported in all learning objectives within the training session (see Table 1), with the largest increase in ability to justify the importance of incorporating developmentally appropriate practices in recruitment.

Table 1.

Learning Objectives	Pre-Score	Post-Score	Mean Difference	p-value
Describe physical, cognitive, and social/emotional development in early adolescence.	2.67	3.25	0.58	<.005
Describe physical, cognitive, and social/emotional development in late adolescence.	2.67	3.25	0.58	<.005
Justify the importance of incorporating developmentally appropriate practices in recruitment.	2.47	3.19	0.72	<.002
Identify developmentally appropriate recruitment strategies for early adolescents.	2.33	3.19	0.86	<.002
Identify developmentally appropriate recruitment strategies for late adolescents.	2.40	3.19	0.79	<.005

The majority of attendees (93%) indicated that they learned something new from the training, including, developmentally appropriate recruitment strategies, how to pair adolescent development with recruitment, and social media techniques to engage youth. One attendee with extensive experience on the topic described the perspective and energy of the training as novel and acknowledged that it encouraged a wonderful discussion.

Suggestions from Attendees

Attendees provided insight on how future trainings may be improved. One attendee did not think it was necessary to split the adolescent age groups by early and late adolescence. Attendees appreciated the amount of audience participation the facilitators included in the presentation.



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