

Real Tools for Real Challenges Training

March 18, 2021

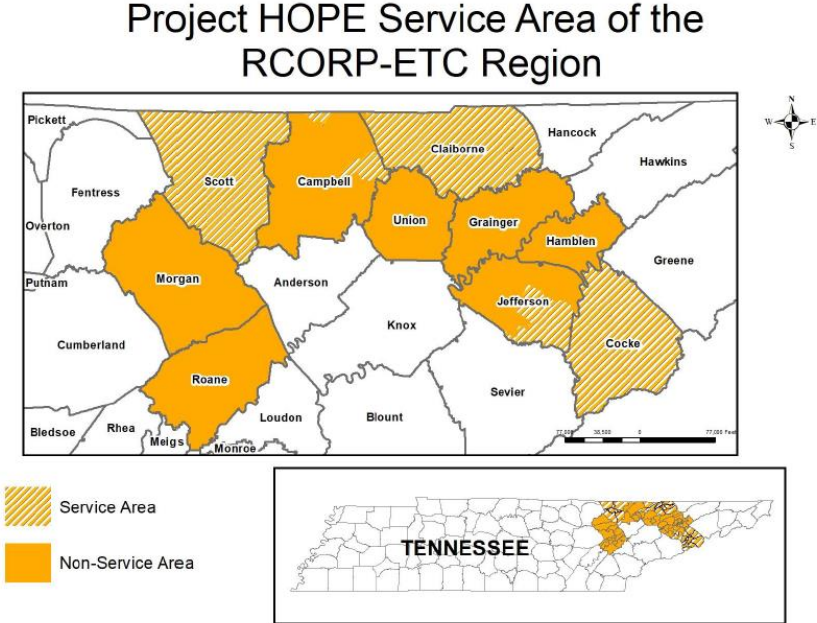
Real Tools for Real Challenges Training

On March 18th, 2021, Project HOPE (Healing Opioid Use Disorder Through Prevention and Expertise) hosted an online event for professionals who serve in the Project HOPE 5-county area. The event was a 1-hour training session on evidence-based strategies to enhance adult-youth relationships presented by Clea McNeely, DrPH.

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 Real Tools for Real Challenges training were emailed to all consortium members and eighteen professionals attended.

Figure1. Project HOPE region and service area



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Evaluation

Twelve of the eighteen attendees (67%) completed the evaluation survey. Community professionals who attended the training included non-profit professionals, social workers, behavioral health therapists, prevention specialists, public health professionals, coalition coordinators, and faculty members. The attendees work or serve in 15 counties: Campbell, Claiborne, Cocke, Grainger, Hamblen, Jefferson, Morgan, Roane, Scott, Union, Knox, Monroe, Blount, Greene, and Anderson.

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, 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 satisfied with the knowledge of the facilitator (4.7), training content (4.6), relevance of the training to their needs (4.6), engagement of the training (4.6), and mix of presentation and activities (4.5).

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 = 2.71) and *a lot* to *a whole lot* after the training (grand mean = 3.43). There were significant increases in knowledge reported in all learning objectives within the training session (Table 1). All attendees indicated that they learned something new from the training, including the way the brain develops in adolescence and how teens address emotions, experiences, and situations differently than adults.

Table 1.

Learning Objectives	Pre-Score	Post-Score	Mean Difference	p-value
Adolescent brain development.	2.64	3.43	0.79	<.001
Adolescent emotional development.	2.71	3.43	0.71	<.001
Adolescent risk taking.	2.71	3.43	0.71	<.001
Practical ways to help young people's development.	2.79	3.43	0.64	<.001

Suggestions from Attendees

Attendees were asked to provide insight on how future trainings may be improved. Most attendees had no recommendations, saying the training was excellent. A few recommendations emerged, including increasing the length of the training, having more opportunities for engagement, and giving more hands-on examples of how to implement discussed strategies.