

Online Programming for Young Early Adolescents Training

June 17, 2021



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On June 17, 2021, 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-hour training session on online programming for young early adolescents presented by Laurie Meschke, PhD, and Xiangjun Zhang, PhD.

Attendees

The participants of the session include members of the Region 3 Drug Coalition meeting.

Evaluation

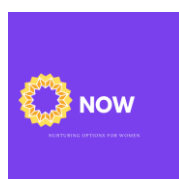
Nine attendees completed the evaluation survey. Community professionals who attended the training included non-profit professionals, community-based nurses, and prevention specialists. Attendees who completed the evaluation work or serve in 4 counties: Hamilton, Bradley, Polk, and McMinn.

Evaluation of Training

The overall experience of the training was regarded highly among all attendees, as most participants (83.3%) 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 (4.67), mix of presentation and activities (4.50), knowledge of the facilitators (4.83), the training content (4.83), and the engagement of the training (4.50).

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=2.43) and between *a lot to a whole lot* after the training (grand mean=3.40).



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There were significant increases in knowledge reported in all learning objectives within the training session with exception of identifying the weaknesses of online learning ($p=.296$). The largest increase was in identifying the strengths of online learning ($p<.001$), followed by describing the characteristics of platforms and programs for online instruction ($p<.012$), identifying the opportunities of online learning ($p<.012$), and clarifying online programming strategies that are developmentally appropriate for young early adolescents ($p<.013$). When asked if attendees learned anything new, all attendees indicated yes, they had learned new information.

Suggestions from Attendees

Attendees described the training as great, informative, and well done. To improve future trainings, attendees recommend having more interaction within the training.