

Brain Development, Trauma, and Resilience Training

September 29, 2021

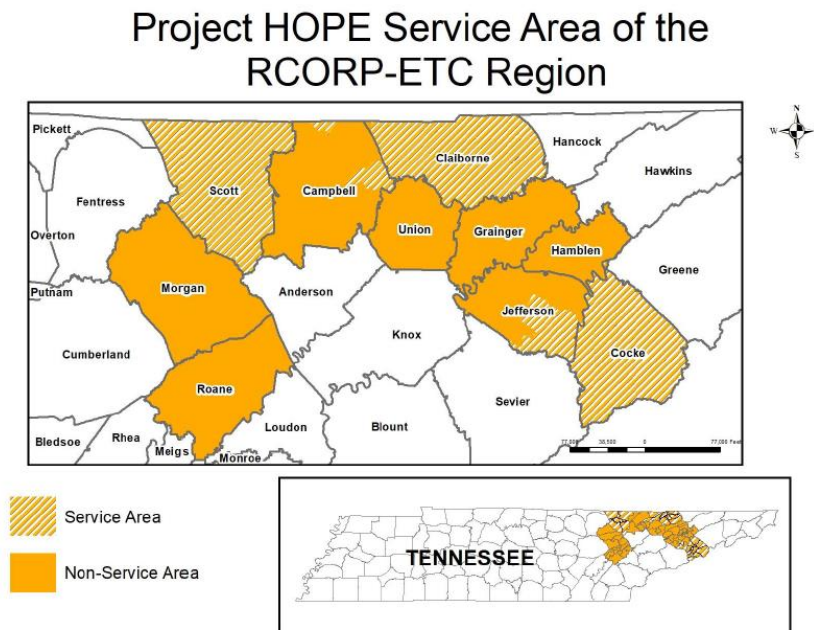
Youth Development Collaborative Training

On September 29, 2021, Project HOPE (Healing Opioid Use Disorder Through Prevention and Expertise) hosted an online event for professionals working with youth who serve in Region 6 of Tennessee. The 1-hour event included a training session on brain development, trauma, and resilience presented by Dr. Laurie L. Meschke.

Attendees

The Region 6 Drug Coalition disseminated the training information and 18 youth professionals attended this training.

Figure1. Project HOPE region and service area



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Evaluation

Ten attendees including 9 prevention specialists (90%) and 1 clinic manager (10%) completed the evaluation survey. They work or serve in one or multiple counties: Weakley, Tipton, Carroll, Dyer, Lauderdale, Obion, Madison, Benton and Gibson.

Evaluation of Training

The overall experience of the training was well regarded by the 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 knowledge of the facilitator (4.67), mix of presentation and activities (4.67), engagement of the training (4.60), relevance of the training to their needs (4.60), and training content (4.56).

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 whole lot* before the training (grand mean= 2.72) and between *a lot* to *a whole lot* after the training (grand mean=3.20, $p=0.004$). There were significant increases in knowledge reported in learning objectives within the training session (Table 1). The largest increase was in clarifying basic processes of brain development ($p=0.004$), and trauma-informed resilience-building strategies for working with youth ($p=0.02$). Participants did not show significant knowledge increases for the other three objectives, it could be explained by the majority of the participants were prevention specialists who already have good knowledge on resilience definition, critical periods of brain development, and adverse childhood experiences' impact on behavior before the training.

Table 1.

Learning Objectives	Pre-Score	Post-Score	Mean Difference	p-value
Basic processes of brain development	2.44	3.11	0.67	0.004
Critical periods of brain development	2.67	3.00	0.33	0.081
How adverse childhood experiences impact behavior and brain development	3.33	3.67	0.33	0.081
Define resilience	3.11	3.11	0	-
Trauma-informed resilience-building strategies for working with youth	2.44	3.11	0.67	0.02

When asked if attendees learned anything new, most attendees indicated yes (80%), they had learned new information. Responses included learning new strategies, knowledge, and perspectives on resilience and trauma-informed resilience-building strategies for youth.

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 great. One recommendation was suggesting an in-person training.



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