

Real Tools for Real Challenges Training

December 7, 2021

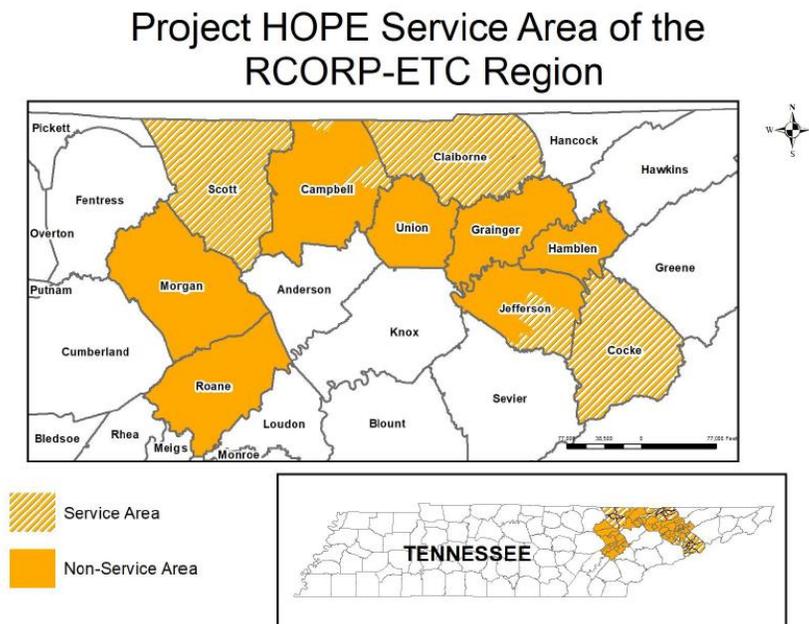
Youth Development Collaborative Training

On December 7, 2021, Project HOPE (Healing Opioid Use Disorder Through Prevention and Expertise) was invited to host an online training session for professionals working with youth who attended a monthly local anti-drug coalition meeting. The 1-hour training session on evidence-based strategies to enhance adult-youth relationships was 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 more than 150 members. The training was co-organized by a local anti-drug coalition and the information was disseminated through the coalition. Twenty youth professionals attended the training session.

Figure1. Project HOPE region and service area



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Evaluation

Eleven attendees completed the evaluation survey. Community professionals who attended the training included non-profit professionals, social workers, and prevention specialists. The attendees work or serve in 6 counties: Sevier, Blount, Loudon, Monroe, Anderson, and Davidson.

Evaluation of Training

The overall experience of the training was well regarded among attendees, as all participants (100%) would recommend the training session to a colleague or a friend.

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 relevance of the training to their needs (5.0), the training content (4.9), knowledge of the facilitators (4.9), engagement of the training (4.7), and mix of presentation and activities (4.6).

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=2.6) and between *a lot* to *a whole lot* after the training (grand mean=3.4, $p=0.003$). There were significant increases in knowledge reported in all learning objectives within the training session (Table 1). The increases were in clarifying adolescent brain development ($p=0.01$) and emotional development ($p=0.02$), describing adolescent risk taking ($p=0.01$), and identifying practical ways to help young people's development ($p=0.001$).

Table 1.

| Learning Objectives | Pre-Score | Post-Score | Mean Difference | p-value |
|---|-----------|------------|-----------------|---------|
| Adolescent brain development | 2.5 | 3.3 | 0.8 | 0.01 |
| Adolescent emotional development | 2.7 | 3.3 | 0.6 | 0.02 |
| Adolescent risk taking | 2.6 | 3.4 | 0.8 | 0.01 |
| Practical ways to help young people's development | 2.5 | 3.5 | 1.0 | 0.001 |

All attendees indicated they have learned something new after the training (100%), including how to support young people as they grow, the reason adolescents take risks, and how teens often are misinterpreted. In addition, attendees were asked to provide insight on how future trainings may be improved. One recommendation is to break into small groups to work through case examples.