



# Lobby

What device(s) have you seen used for participation in Zoom meetings/events? Check all that apply!

- Smart phone
- Child's Tablet
- Child's school-issued device
- Laptop computer
- Public access computer
- Other?



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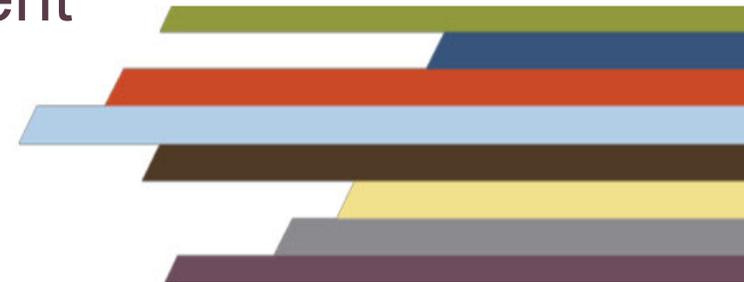
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# Lessons Learned from Implementing Evidence-Based Programs (EBPs) in a Virtual Environment

*Eric Opoku Agyemang, Blair Brook-Weiss, and AnaMaria Diaz Martinez*

*July 16, 2020*





# Disclaimer

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Graduate Program

WASHINGTON STATE UNIVERSITY

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Center for the Application of  
Substance Abuse Technologies  
University of Nevada, Reno



## **Upcoming Webinars – Save the Dates!**

### **Liberating Structures: Fostering Innovation & Active Participation Among Team Members Across Distances**

August 4, 2020; 10:00 AM – 11:30 AM Pacific

### **Look, Listen and Learn: Advancing Early Achievement in Young Children of Color**

August 27, 2020; 11:00 AM – 12:00 PM Pacific

# Presenters



**Eric Opoku Agyemang**, is the Leadership Program Director at Puget Sound Sage where he recruits, trains, and resources emerging leaders of color to serve on decision making tables including city and municipal boards and commissions. He is currently pursuing his Doctoral degree in Social Welfare at the University of Washington and an intern at the Social Development Research Group (SDRG).



**Blair Brooke-Weiss**, is a Senior Communities That Care Specialist, at the University of Washington, Center for Communities that Care (CTC) where she leads the Center's training and coaching core. She is a certified Communities That Care trainer and coach. She has extensive experience providing CTC workshops and proactive technical assistance to community leaders, boards and coalitions.



**AnaMaria Diaz Martinez**, is an Associate Professor and Human and Family Development Regional Specialist with Washington State University Extension. Her research focus is with evidence-based programs (EBPs) to address social-ecological factors through a prevention lens. She is an international consultant with the PanAmerican Health Organization (WHO/PAHO) focusing on taking EBPs and addressing cultural adaptations for an international context



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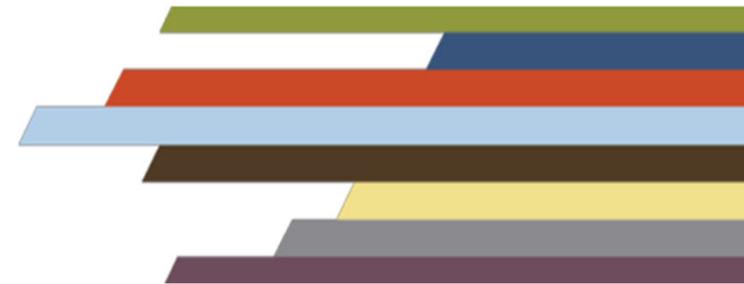
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## Virtual Mentoring Best Practice

*Eric Opoku Agyemang, MSW, Kevin Haggerty, PhD*





# Poll

Do you have any prior knowledge or experience working on a virtual mentoring program?

YES

NO



# Poll

To the best of your knowledge, what is the percentage of virtual mentoring programs in the United States?

- a. 10%
- b. 5%
- c. 3%
- d. 25%
- e. 1.5%



# Poll

Do you have any prior experience working on a traditional face-to-face mentoring program?

YES

NO

# Background

➔ Covid-19 calls for creative solutions to sustain mentoring programs.

➔ 3% of mentoring programs in the United States are virtual; 1% exclusive (Garringer, McQuillin & McDaniel, 2017).

➔ Virtual or electronic mentoring refers to digital platforms that facilitate communication between a mentee and a mentor, including emails, social media, SMS, app-mediated connections, and computer platforms (Kaufman, 2017).

➔ Demonstrated benefit of overcoming geographic and socio-economic barriers, flexible and convenient to youth with physical disabilities (Radlick et al., 2020; Kaufman, 2017; National Mentoring Partnership).



# Study Objective

This study aims to synthesize and review the literature on the best practices in virtual mentoring.





# Methods

- ➔ Scoping review, screened 27 articles from seven databases from 1993 to 2020; 15 articles included in report
- Inclusion criteria for article selection include:
  - ➔ 1. peer-reviewed articles that have a sample of children or youth below the ages of 25 (averagely 12.5 years),
  - ➔ 2. have empirical findings with at least one outcome focusing on the impact of virtual mentoring or virtual mentoring best practice
- ➔ Priority given to systematic review articles
- ➔ Additionally, selected program-based empirical studies (including 1,271 mentoring agencies, 1,451 distinct mentoring programs, and 413,237 youth served) across the United States were included.

# Results



## 1. Participant Training

Program participants, including mentees and mentors, need some basic training on the use of the system of communication used for virtual mentoring.

## 2. Outcome Focused vs. Relationship Only

Programs focused on specific outcomes have shown to yield a significant impact on mentees, comparative to non-targeted programs (Garringer, McQuillin & McDaniel, 2017; Christensen 2020).



### 3. Two-way vs. One-way Interaction

Two-way (synchronous) virtual interaction is more effective, compared to one-way (asynchronous) interaction. However, social interaction systems with a chat component are found more useful, especially to adolescents.





## **4. Incentivized Mentee Project**

Programs that incorporate project-based assignments and awarded certificates of completion for mentees have seen significant interest and positive outcomes.

## 5. Communication Infrastructure Reliability

The selection and establishment of a reliable IT support system are instrumental to the virtual experience's success.





## 6. Program Length

Though a minimum mentoring period of 6 months has shown a significant impact, programs with an average of 16 - 20 months with at least 2-3 hours per month have a much better outcome.

# Six Key Elements to Successful Virtual Mentoring

1. Participant Training
2. Outcome Focused
3. Two way interaction
4. Incentivized and Project Based
5. Reliable Technology
6. **Appropriate Length** (16-20 months, 2-3 hours a month)



[Example virtual mentoring resource:](https://www.mentoring.org/virtual-mentoring-portals)  
<https://www.mentoring.org/virtual-mentoring-portals>



# Poll

To the best of your knowledge, what is the percentage of virtual mentoring programs in the United States?

- a. 10%
- b. 5%
- c. 3%
- d. 2%
- e. 1.5%



# Chat

What questions do you still have about virtual mentoring?

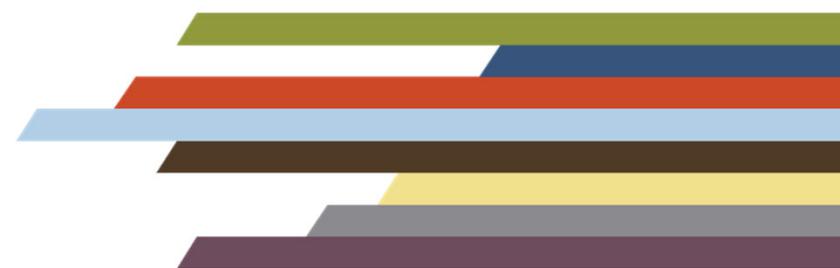


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## Stress and Coping: Moving from research to **ALL**

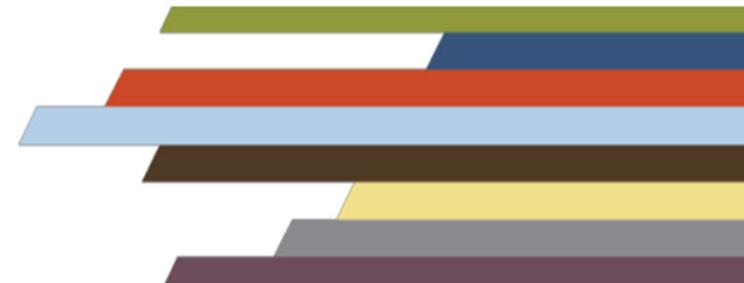
*AnaMaria Diaz Martinez, MED*

*Associate Professor*

*Human and Family Development Regional Specialist*

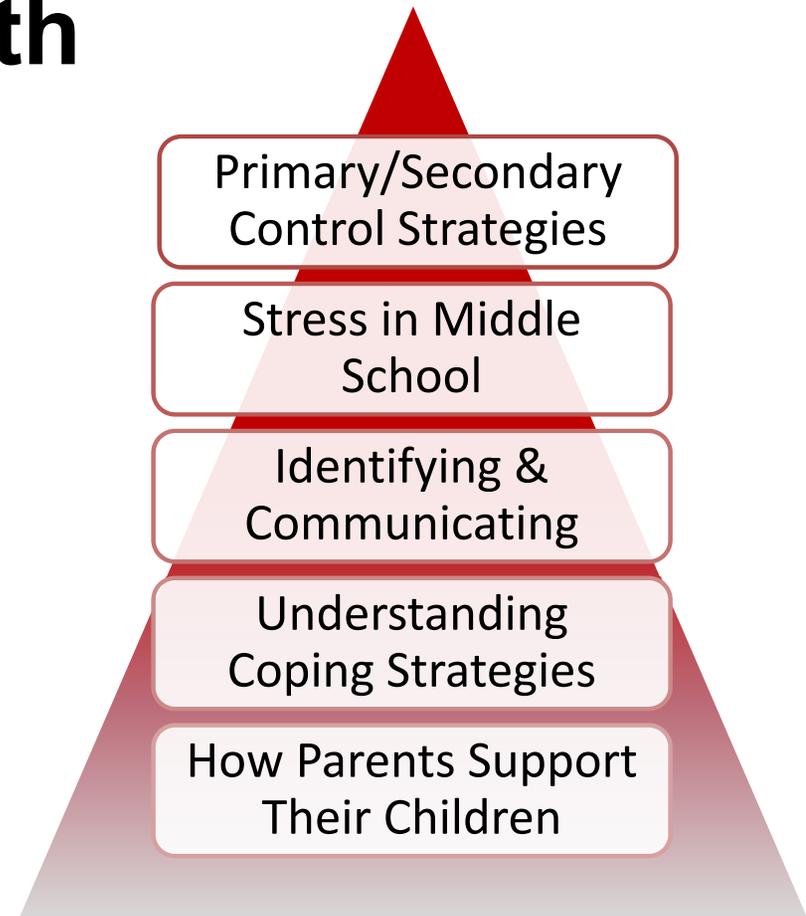
*Affiliate Faculty – Department of Human Development*

*Washington State University Extension*

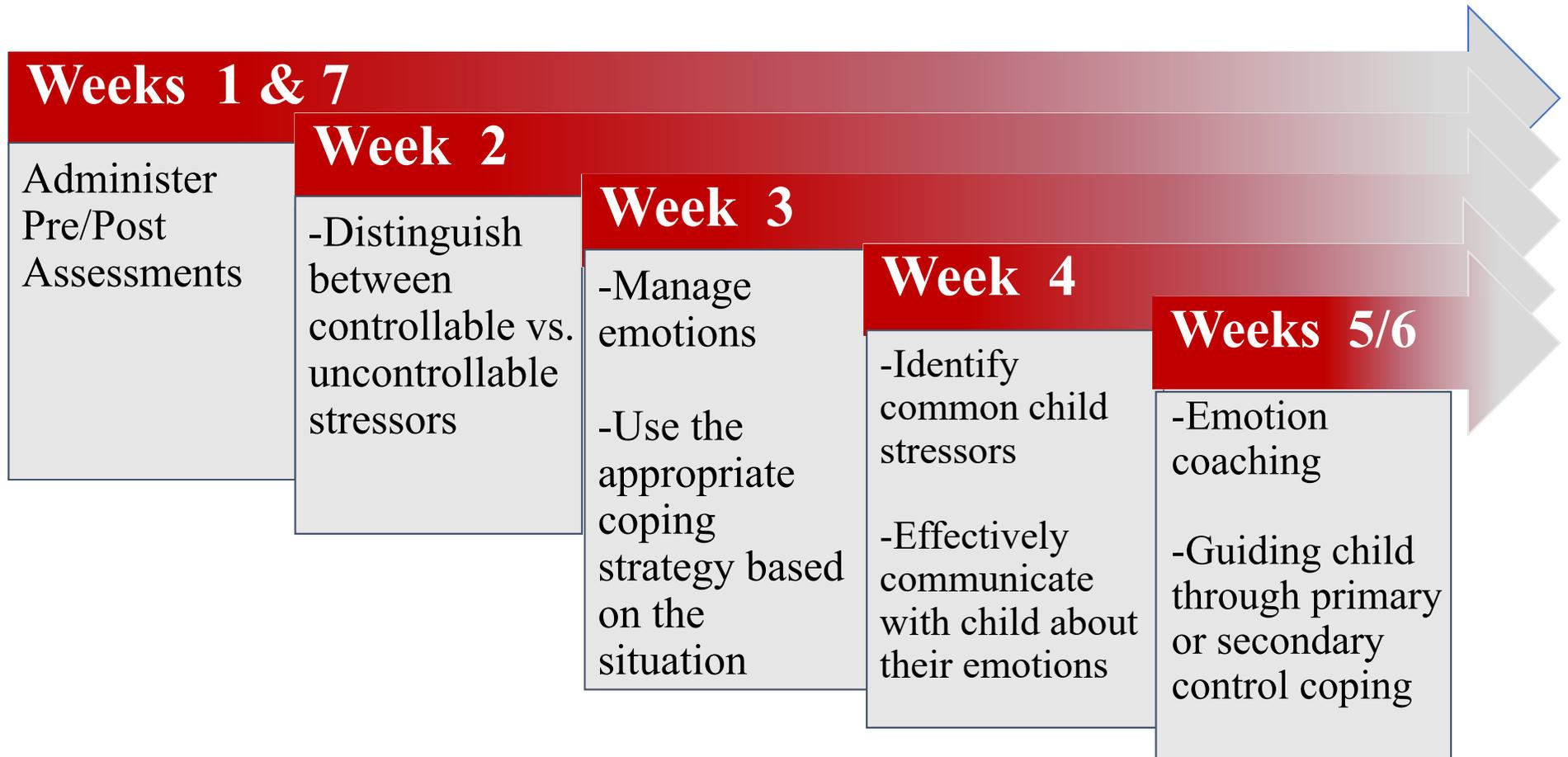


# What Did We Start With

- ***Lots of questions***
- ***Literature review***
- ***The need***
- ***National discourse & timing***
- ***Formative Research***
- ***Safety***



# What We Came Up With...





# The Results

## What does this all mean?

- Engaging in higher levels of **emotion coaching**
- Engaged in a variety of **positive scaffolding behaviors** (e.g. help child understand the situation, talk about feelings, positive reinterpretation, communicating positive expectancies)
- Increased support for **problem solving**
- Higher levels of **communication with their children**
- Greater success in **helping** their children cope with stress

# Moving from Research to All



## Considerations

- Reimagining the delivery
  - Moving Platforms
  - Engagement – Face2Face to Virtual
- Limitations
  - Literacy - Technology
  - Design – Still a Research Study
  - Outcomes - Evaluation
  - Time – Families and Presenters
- Effectiveness
- Unexpected Results



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# Thank you!

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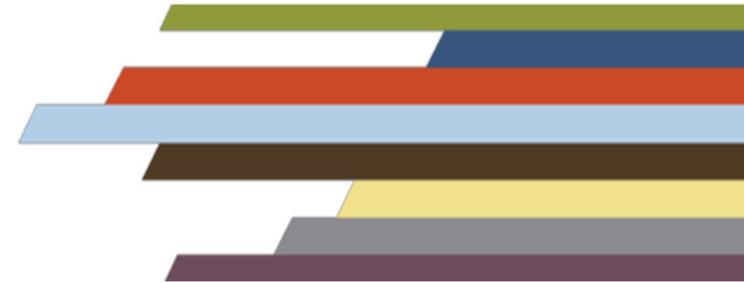
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Using GGC in an online format, and  
lessons learned





Poll –

1. How much experience do you have doing parent workshops in a virtual environment?

None, a little, quite a bit, lots

2. How comfortable are you doing parent workshops in a virtual environment?

Not at all, a little, okay with it, very comfortable



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## **Where we're going**

1. What is Guiding Good Choices?
2. Considerations for using an in-person workshop in virtual spaces
3. Our experience
4. Questions?



# What is Guiding Good Choices?

## How it works:

- 5-week Parent Workshop
- For families of children ages 9-14
- 2 hours/week
- Family learning in between sessions

## Results:

- Builds family bonding, communication
- Prevents youth substance use, delinquency and depression



**GUIDING**  
**GOOD CHOICES**

### Endorsements

Blueprints: Promising

Crime Solutions: Effective

OJJDP Model Programs: Effective

SAMHSA : 2.6-3.1

# Going virtual – some considerations



- Be crystal clear on **overall goal** of the program
- Be crystal clear on **essential content of each session** to achieve that goal
- Ensure opportunities for **skills practice**
- **Reduce time** in each session to 90 minutes
- Use **pre-learning** assignments

## Shortening Sessions While Retaining Core Components

	TIME		ACTIVITIES		
	OLD	NEW	KEEP	DROP	SHORTEN
<b>SESSION 1</b>	<b>115</b>	<b>90</b>			
<b>Activity 1: Introductions:</b> (15 min) Getting to Know You (Slide 1-2, Handout 1-1) Introductions	15	10	✓	✓	
<b>Activity 2: Overview of Sessions</b> (15 min)	15	15			
<b>Overview of GGC and discussion (Slides 1-3 through 1-7)</b>					✓
Ground Rules (Slide 1-8)					✓
<b>Parents' wishes for their children (Slide 1-9)</b>			✓		
<b>Activity 3: Confronting the Problem</b> (10 min) The importance of prevention – explanation and discussion (Slides 1-10 through 1-14)	10	10			✓
<b>Activity 4: A Strategy for Drug Use Prevention</b> (25 min)	25	15			
<b>Protective Factors and the Social Development Strategy – explanation and discussion (Slides 1-15, 1-16)</b>					✓
<b>Activity 5: Assessing Risks</b> (25 min)	25	15			
<b>Explanation of Risk Factors and discussion (Slides 1-17 through 1-21)</b>					✓
A Risk and Protective Factor Sculpture Activity				✓	
<b>Activity 6: Implementing an Action Plan</b> (20 min)	20	20			
Videotape Segment 1 – Conducting a Family Meeting			✓		
<b>Introduce family meetings (Slides 1-22 and 1-23)</b>			✓		
Practice Introducing a Family Meeting			✓		
Discuss Action Planning for Family Meeting			✓		
<b>Activity 7: Closing and Evaluation</b> (5 min) Review highlights: GGC foundations, SDS, risk and protective factors, and family meetings Praise parents for their participation Close session – answer questions, assign homework (Session 1 of the Family Guide)	5	5			✓
			✓		✓



# **Example facilitator agenda**



# Chat

## **Technology thoughts:**

What have you found is effective for *technology* in providing programs in a virtual environment?

# Take-aways for going 'virtual'

## Technology

- Know your platform!
- Ensure participant access
- Teach engagement skills
  - Break-out rooms
  - Chat function
  - Video on
  - Mute/un-mute
- Be flexible





# Chat

## Facilitation thoughts:

- What have you found is effective for *facilitation* of programs in a virtual environment?

# Take-aways: facilitating in a virtual environment



- LOVE your program!
- Tech support / second trainer!
- Essential: take time to build connections
- Provide pre-learning (but don't assume they'll do it)
- Provide opportunities for participants to work in pairs and small groups
- Focus on overall goal: to teach and practice specific skills
- Emphasize essential content for each session

# Our experience

- Created trainer agendas for virtual facilitation
- Reviewed with “community of practice”
- Piloted
- Lessons learned



# Lessons learned

## Pros

- It can be done! Some parents like it better.
- Groups formed across large geographies
- Supporting local restaurants with take-out meals for families
- Access from home
- No travel reduces weather-related attendance issues
- Plans to work with larger employers to offer during work hours (except for session with children)

## Cons

- Hard to ensure participation
- Things take longer online. Putting people in and out of breakouts takes extra time.
- Bonding to facilitator and other parents takes a little longer.
- Distractions in home environment
- Access issues: can parents benefit using only their smart phones?
- May need a full 2 hours/session



# Tip sheet!



**Questions?**

# Last Thing!

Make sure to fill out a feedback form!

<https://ttc-gpra.org/P?s=262091>





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