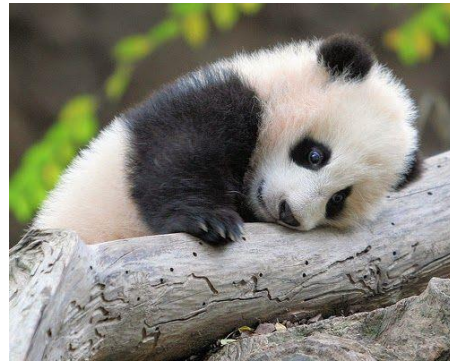


Lobby Poll

If conducting a needs assessment was a wild animal, what kind of animal would it be? Why?



The logo for the Education Development Center (EDC), consisting of the letters "EDC" in a bold, white, sans-serif font on a dark blue square background.

Education
Development
Center

February 19, 2019

Conducting Community Needs Assessments to Guide Prevention Efforts

Part 1

Shai Fuxman, Training and Technical Assistance Specialist, EDC

Jessica Goldberg, Training and Technical Assistance Specialist, EDC



RUTGERS

School of Social Work



Northeast & Caribbean (HHS Region 2)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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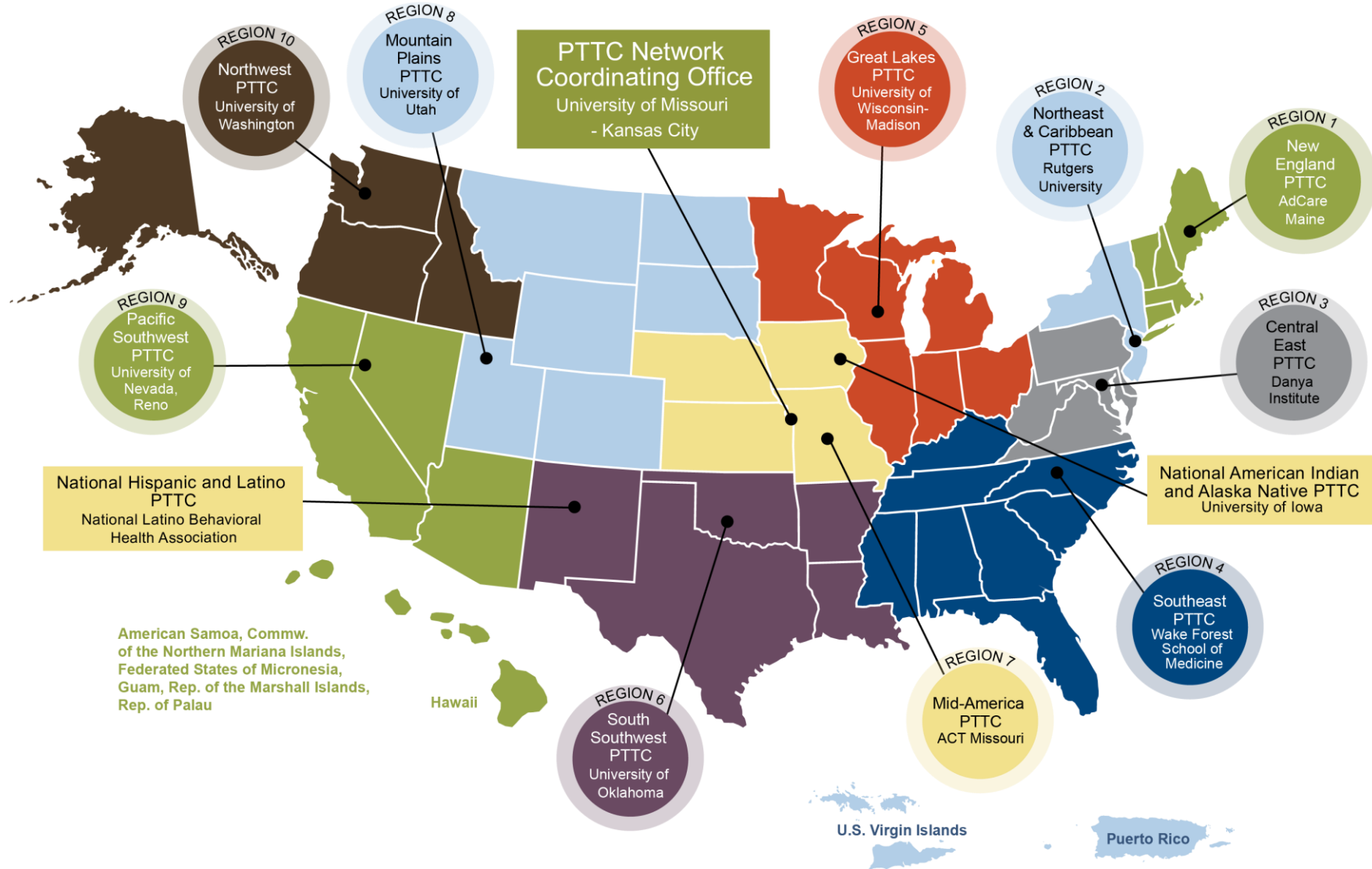
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PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

PTTC Network



Presenters



Shai Fuxman

Training and Technical
Assistance Specialist



Jessica Goldberg

Training and Technical
Assistance Specialist

Learning Objectives

- Understand how the public health approach influences needs assessment activities
- Describe how to use different types of data to assess substance use problems and related behaviors
- Identify the relationship between substance use problems and the risk and protective factors that influence (or contribute to) them

Needs Assessment and the Public Health Approach

What is the public health approach?



Public Health Questions

What?

Who?

When?

Where?

Why?

How?



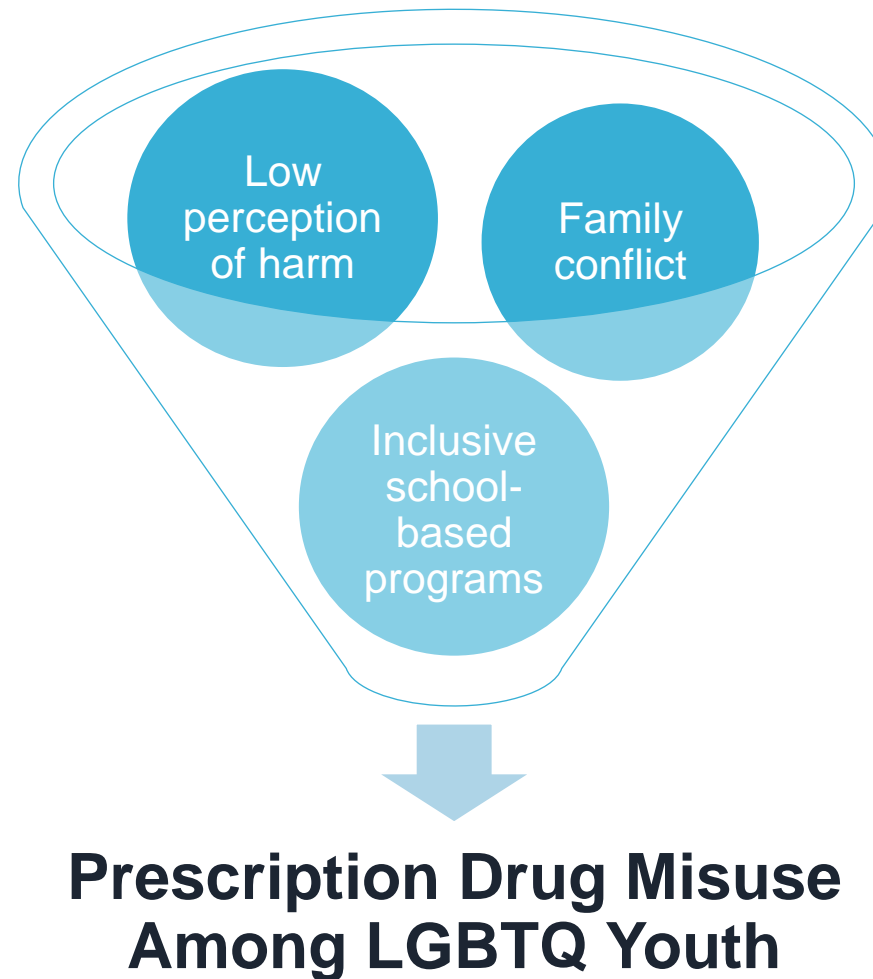
What?

Substance use and related behavioral health problems

	TOBACCO PRODUCTS	ALCOHOL	ILLICIT and/or PRESCRIPTION DRUGS
Behaviors	<ul style="list-style-type: none">• Tobacco use by pregnant women• Youth tobacco use	<ul style="list-style-type: none">• Alcohol use by older adults• Binge drinking• Underage drinking• Driving under the influence	<ul style="list-style-type: none">• Using medications without a prescription• Sharing needles

Why?

The factors that contribute to or influence these problems



Who?

The population(s) of focus experiencing these problems

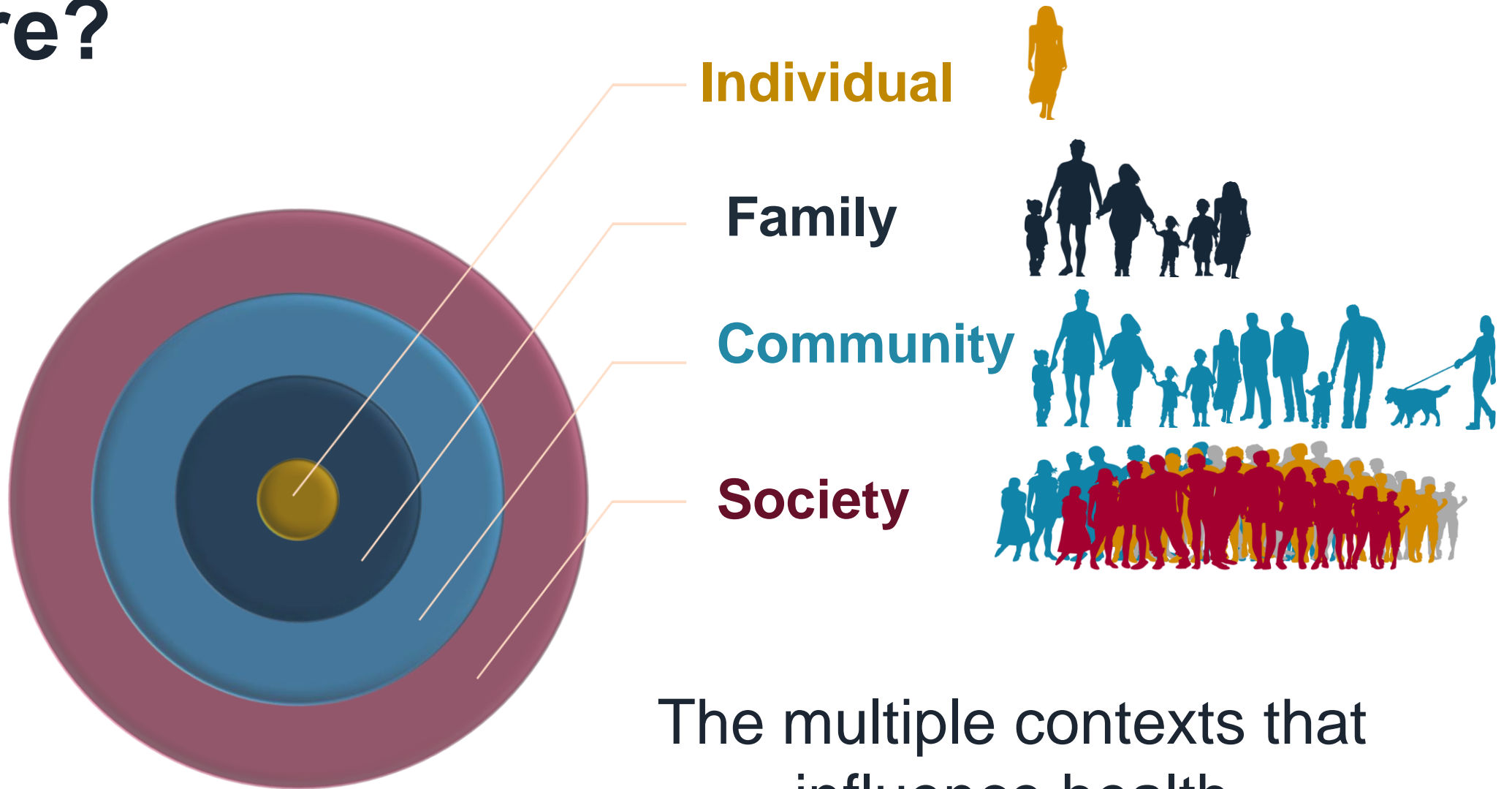


When?

The population of focus' developmental stage

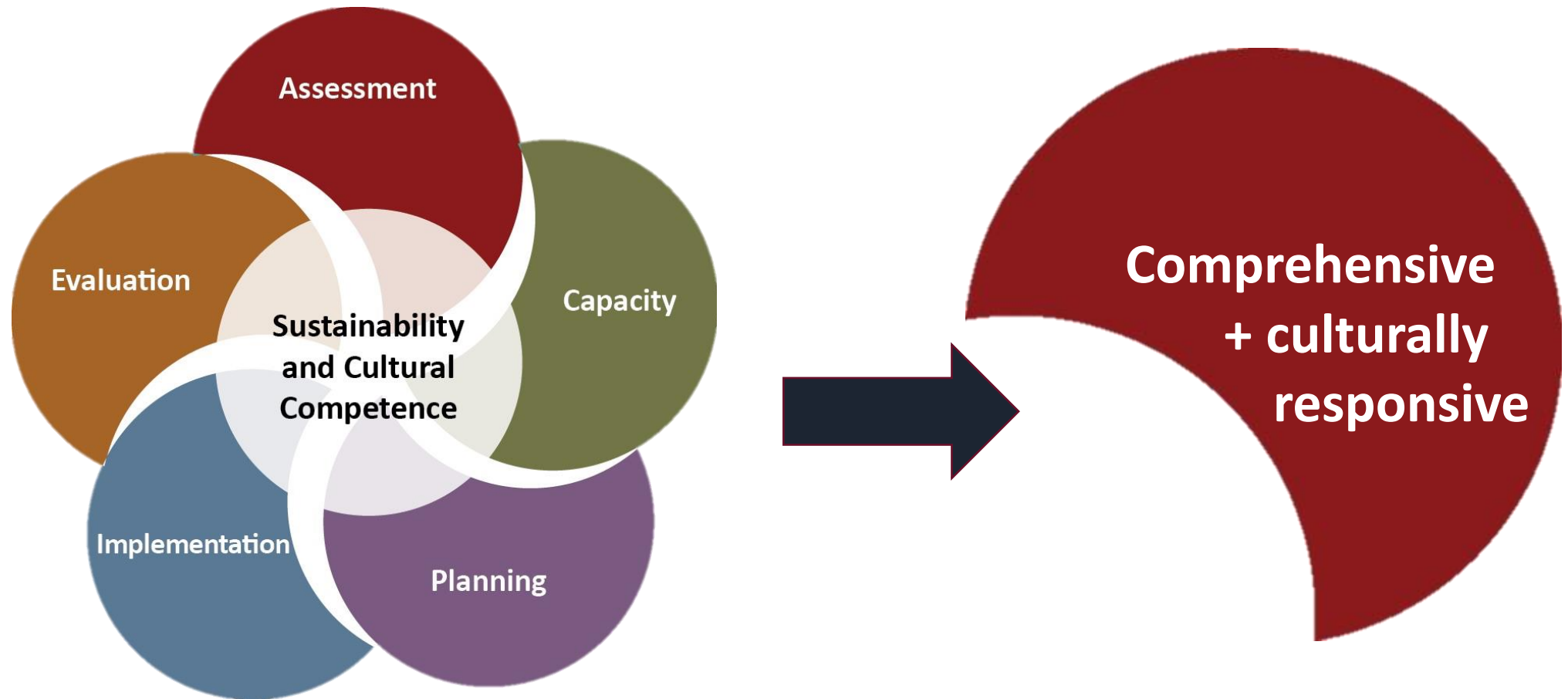


Where?

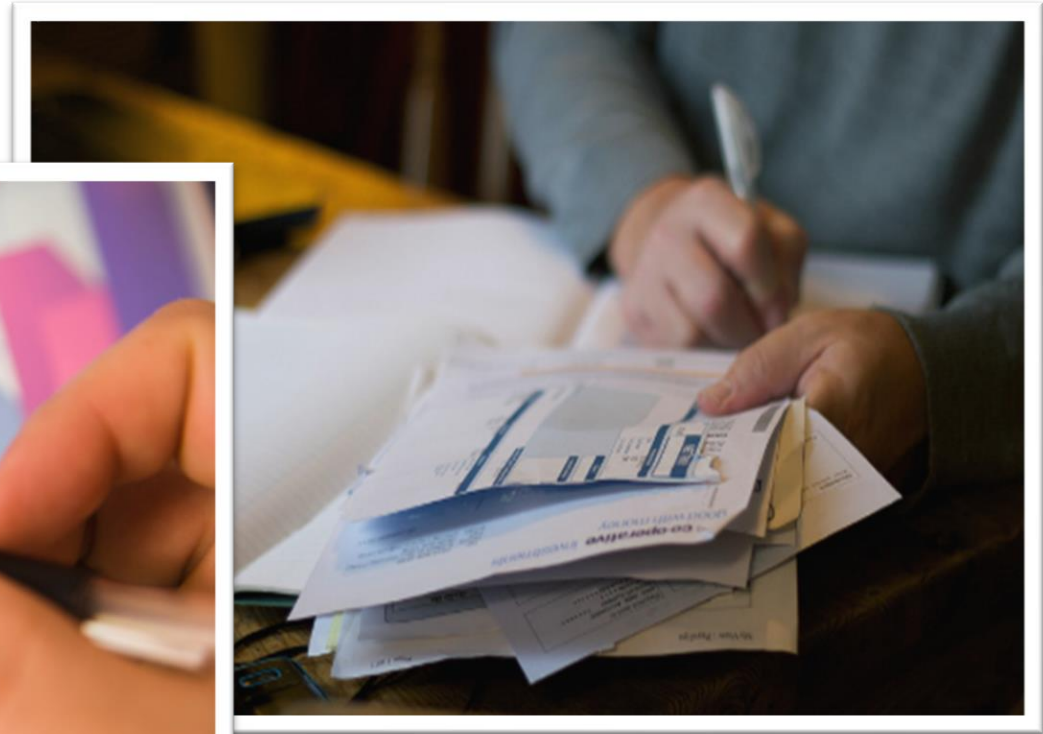
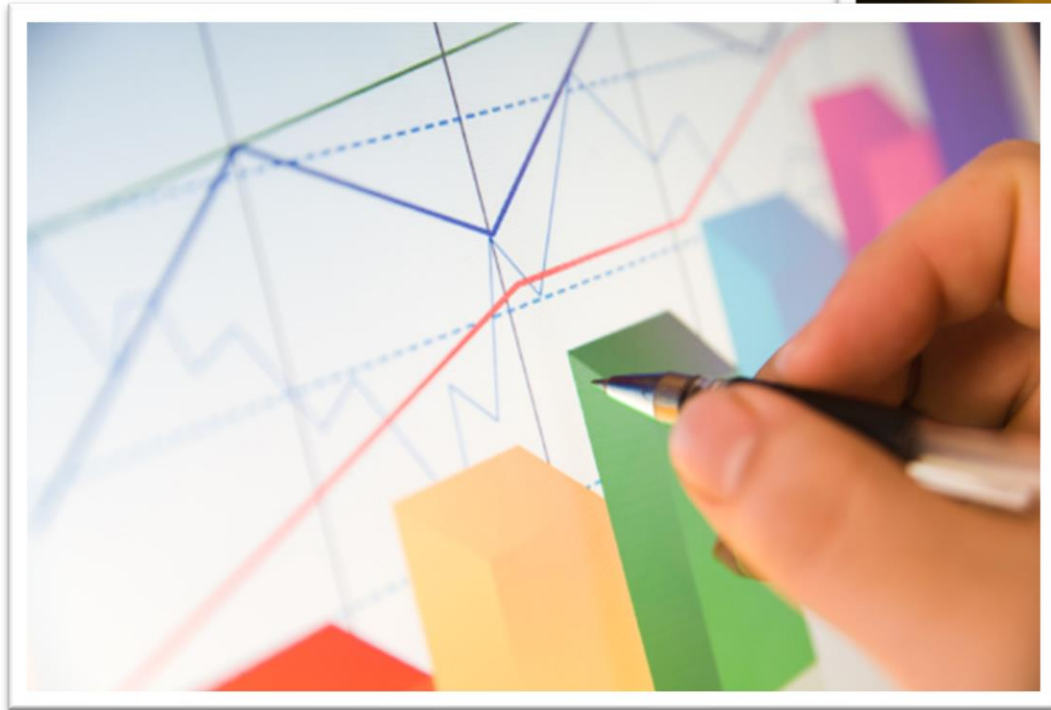


The multiple contexts that influence health

How?



Needs Assessment



Conducting Needs Assessments

Poll

On a scale of 1-5 (1 is low, 5 is high), how comfortable are you working with data?



Three Elements of Assessment

The nature and extent of substance use problems and related behaviors

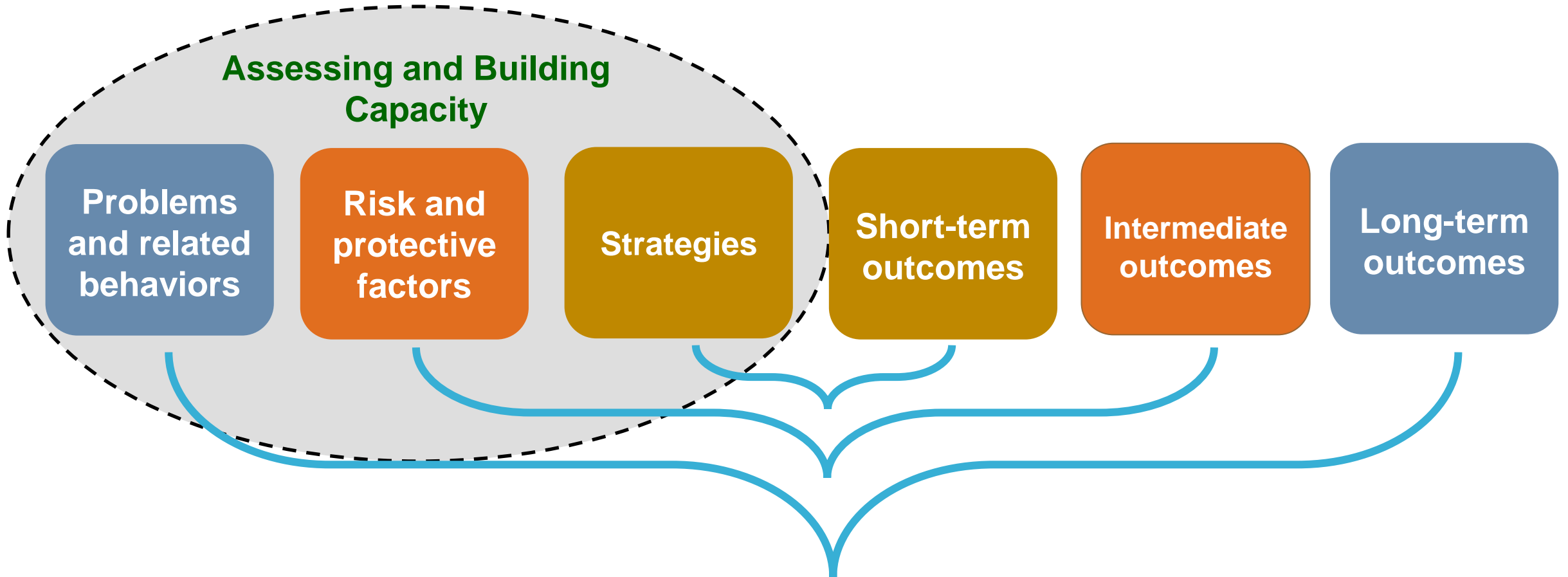


The risk and protective factors that influence these problems and behaviors



The existing resources and readiness of the community to address its problems

Guiding the Assessment Process



Understanding Problems and Related Behaviors

- ❑ **What** are the problems and related behaviors?
- ❑ **How** often are they occurring?
- ❑ **Where** are they occurring?
- ❑ **Which** populations experience them most?
- ❑ **What** are some of the consequences of these problems and behaviors?



Where Do I Find this Information?

Make sure your data collection activities produce both quantitative and qualitative information.

Quantitative data show how often an event/behavior occurs or the degree to which it exists

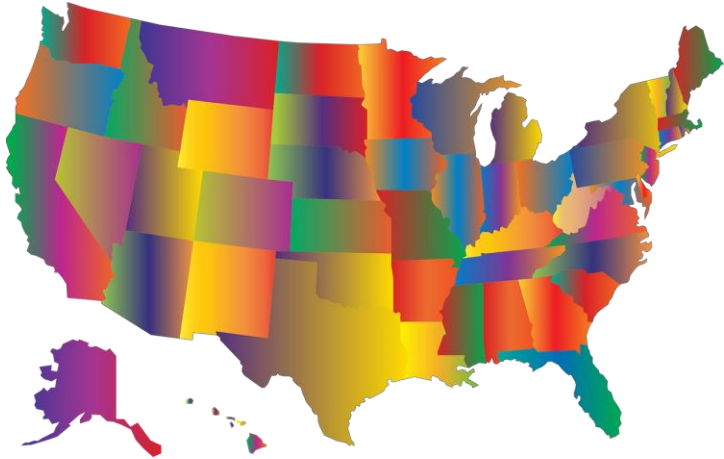


Qualitative data explain why people behave or feel the way they do



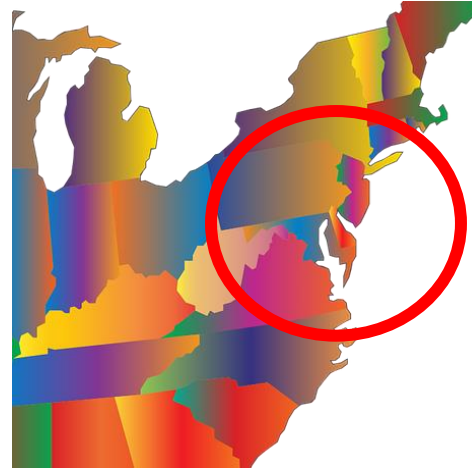
Where Do I Find This Information?

Make sure to review data sources across multiple levels.



National

- Government websites
- Survey-specific websites
- *U.S. Census*, U.S. Census Bureau



State

- State departments
- Data warehouses
- Survey-specific websites
- Center for Disease Control and Prevention (CDC): Sortable Stats



Local

- Health departments
- Treatment providers
- Police departments
- Schools/colleges

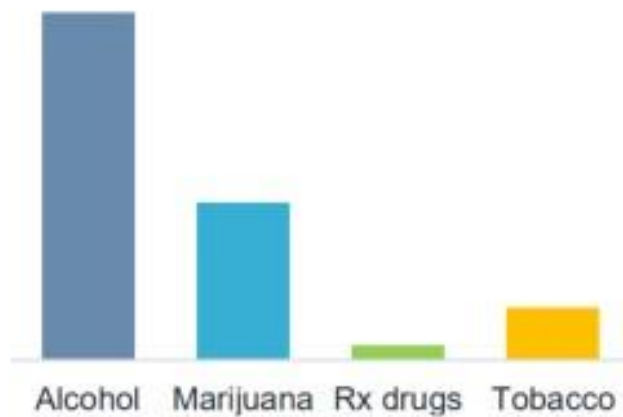
Poll

What are some of the data sources you have used to inform your needs assessment?

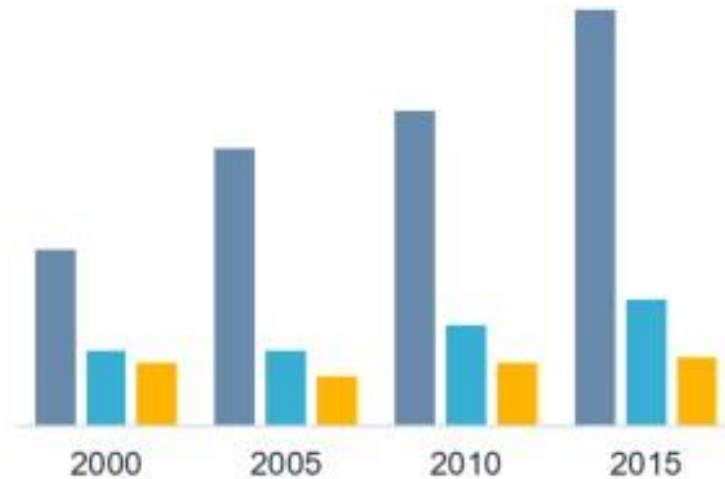


What Do I Do with This Information Once I Find It?

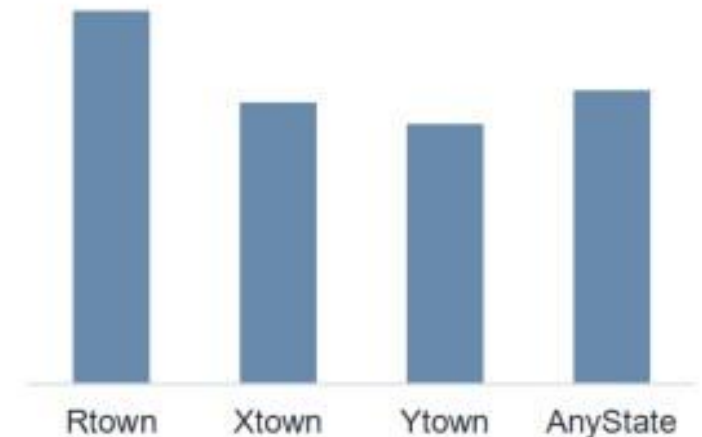
Examine each type of data and look for relationships and patterns



Which problem seems to be the largest?



Is the problem getting worse or better over time?



How does the problem compare to other communities or the state?

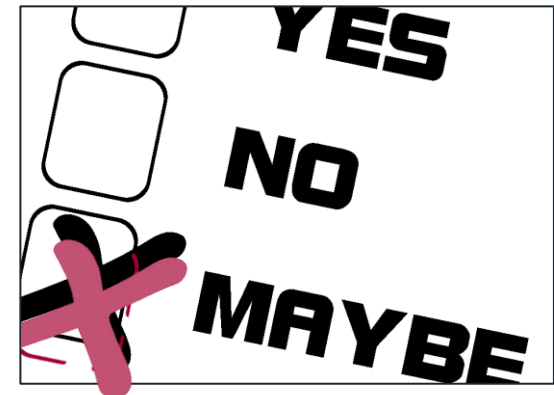
What Do I Do with This Information Once I Find It?

- ✓ Remember that not all data are equal
- ✓ Note any data gaps and determine how to fill them
- ✓ Consider culture when examining data



Culturally Competent Assessment Practices

- Ensure the community is represented and involved in all aspects of the process
- Gain community approval for data collection, analysis, and dissemination
- Ensure data collection tools reflect community culture and do not perpetuate inequity
- Identify change from the community's perspective
- Identify and examine culturally relevant risk and protective factors



Needs Assessment and Involving the Community:

- Implies working across disciplines, and with the population itself, in defining variables, designing instruments, and collecting data (qualitative and quantitative) that reflect the ecological reality of life in that population, as people experience it.
- Requires cross-disciplinary patience, as well as cultural sensitivity and competence, to overcome the differences of race, class, and age that generally exist between public health specialists and populations they are there to serve.

Source: Schwab, M., & Syme, S. L. (1997). On paradigms, community participation and the future of public health. *American Journal of Public Health*, 87,2049-2052.

In Your Experience...

What are the greatest challenges to conducting culturally competent assessments in your community?

What steps have you taken to overcome these challenges?

Considering Risk and Protective Factors

Determining Risk and Protective Factors



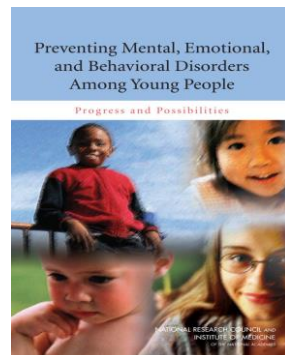
Risk and Protective Factors

But Why?

- Intervening variables
- Casual Factors

But Why *Here*?

- Local Conditions
- Contributing Factors



National Research Council and Institute of Medicine's ***Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities.***

Determining Risk and Protective Factors



Underage drinking



But Why?

Risk: Retail access

Risk: Perception of harm

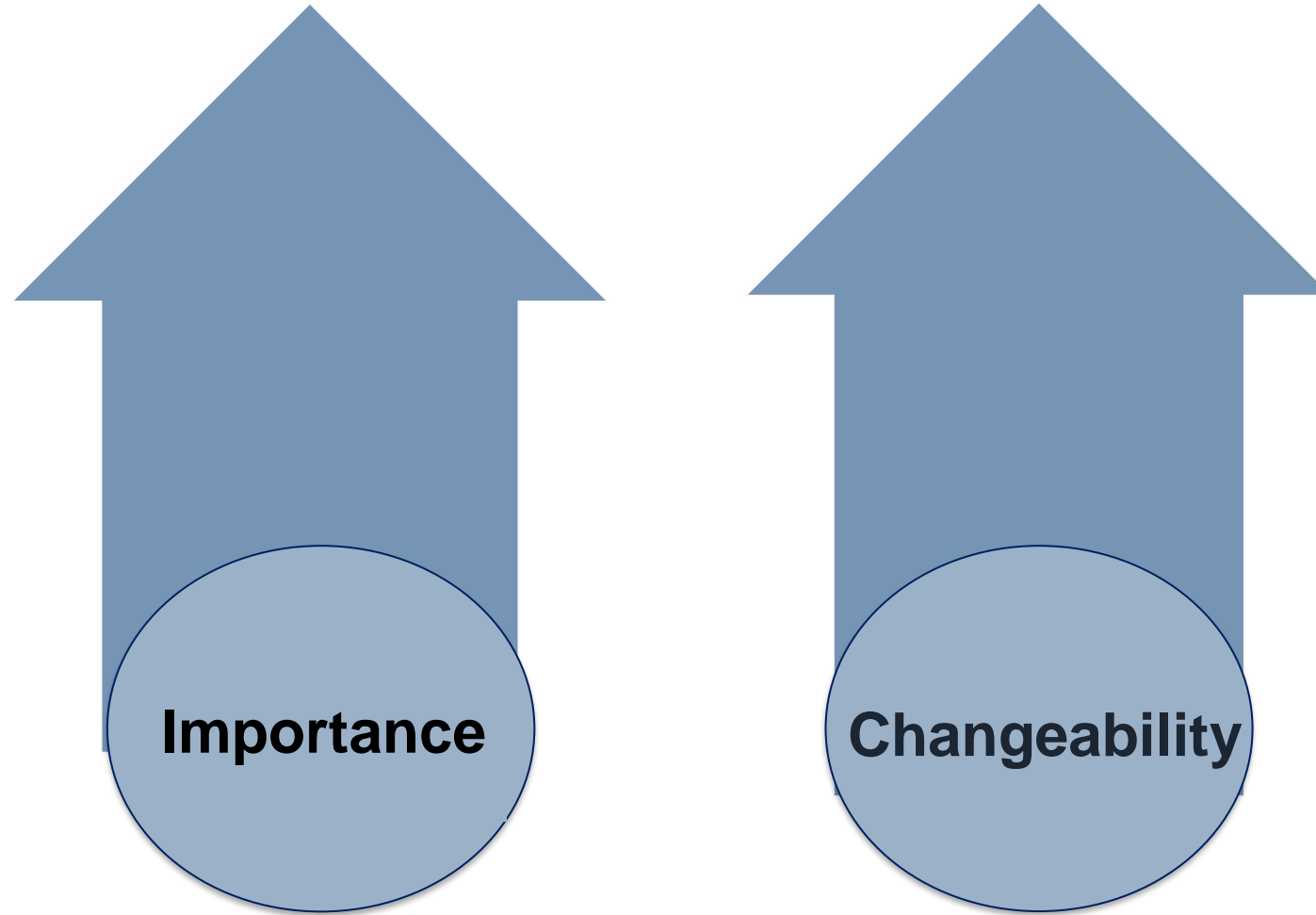
Risk: Family norms favorable to underage use

Protective: Positive school engagement

Protective: Low sensation-seeking personality

Protective: Fewer friends who use substances

Prioritizing Risk and Protective Factors



Questions



Next Steps

What is one thing you learned or re-learned during today's webinar?

What is one action you can take as a result of this webinar?

Thank You!

If you have questions or comments, don't hesitate to contact:

Jessica Goldberg

Training and Technical Assistance Specialist

jgoldberg@edc.org

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