Dissecting Data Elements for a Useful Needs Assessment

September 22-23, 2015

SAMHSA’s Center for the Application of Prevention Technologies (CAPT)

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For Oklahoma Prevention Professionals

captus.samhsa.gov
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Roadmap of the Workshop
Learning Objectives

• Define epidemiology and its role in prevention
• Introduce the six Core Data Elements of Assessment
• Identify data sources for consequences, consumption patterns, intervening variables
• Discuss considerations for identifying and addressing sub-populations and data gaps
• Brainstorm needs assessment tasks, timelines, and stakeholders for each task
Parking Lot

For questions to be addressed *later* in the training

And questions to be addressed *outside* of the training
Public Health is…

…the science of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention\textsuperscript{1}
The Public Health System
Continuum of Care

- Promotion
- Universal
- Selective
- Indicated
- Case Identification
- Standard Treatment
- Long-Term Treatment
- After-care and Rehabilitation
- Treatment
- Maintenance

Promotion
Population-Based Approach

UNIVERSAL

SELECTIVE

INDICATED
When I Think of Epidemiology…

…I think of…
Epidemiological Thinking

What are the patterns, causes, and effects of health and disease conditions in defined populations?
Numbers Tell A Story

19/7 to 26/7
Epidemiology

Determinants
- Risk Factors
- Protective Factors

Distribution
- Pattern
- Frequency
Epidemiology Allows Us to Answer…

**What?** Substance use and other behavioral health problems

**Who?** Population that is the focus of the intervention(s)

**When?** Developmental stage of the focus population

**Where (and How Often)?** Contexts that influence health

**Why?** Risk factors present, protective factors lacking

**How?** *Strategic Prevention Framework*
Strategic Prevention Framework

- Assessment
- Sustainability and Cultural Competence
- Capacity
- Implementation
- Planning
- Evaluation
Why We Start With Assessment

To profile a community’s needs, resources, readiness, and gaps in order to address a substance abuse problem.
A Logical Logic Model

Problems & Related Behaviors
What? And why?

Risk & Protective Factors
But why here?

Prevention Strategies
What should we do? And how?

Short-term Performance Measures
What did we actually do?

Medium & Long-term Outcomes
What changed?
## Our Logic Model

**Substance Abuse Problem:**

<table>
<thead>
<tr>
<th>Substance Use Behavior Identified</th>
<th>Intervening Variables (why?)</th>
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What to Assess

- 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
The Core Data Elements (CDE) of Assessment

1. Consequences
2. Consumption Patterns
3. Intervening Variables
4. Target Populations
5. Community Readiness
6. Resources & Infrastructure
CDE #1 – Consequences
**Activity: Identify Consequence Data Sources**

In your groups, answer the following questions (and be prepared to share):

1. What is your best *go-to* information source on consequence data? Locally?

2. What is your most *creative* information source on consequence data? Locally?

3. Identify who else (individual, group, agency) could be helpful in finding sources for these data
CDE #2 – Consumption Patterns

- Population characteristics
- Environment and settings
- Actual use patterns
- Differentiation between type of substances
Incidence and Prevalence

Rain – *incidence*

Puddle – *prevalence*
Calculating Rates

**Incidence Rate**
\[
\text{Incidence Rate} = \left( \frac{\text{new cases in a given time period}}{\text{population at-risk in same time period}} \right) \times 10^n
\]

**Prevalence Rate**
\[
\text{Prevalence Rate} = \left( \frac{\text{all cases in a given time period}}{\text{population at-risk in same time period}} \right) \times 10^n
\]
## Prevalence of Past 30-day NMUPD among Oklahoma Youth\(^5\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
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<tbody>
<tr>
<td>Grade 6</td>
<td>7.1%</td>
<td>6.7%</td>
<td>6.0%</td>
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<tr>
<td>Grade 8</td>
<td>14.6%</td>
<td>13.1%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>21.2%</td>
<td>16.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>24.8%</td>
<td>19.9%</td>
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Activity: Identify Consumption Data Sources

In your groups, answer the following questions (and be prepared to share):

1. What is your best *go-to* information source on consumption data? Locally?
2. What is your most *creative* information source on consumption data? Locally?
3. Identify who else (individual, group, agency) could be helpful in finding sources for these data
Choosing the Problem to Address

**PROBLEM**

- **Magnitude** – Is it the largest one?
- **Time trend** – Is it getting worse over time?
- **Severity** – How severe is it?
- **Comparison** – How does it compare?
Our Logic Model

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*You are here*
Epidemiology

Intervening Variables
- Risk Factors
- Protective Factors

Distribution
- Pattern
- Frequency
Intervening variables (AKA risk and protective factors) include biological, physical, geographical, social, and economic factors that contribute to the positive or negative health of a population.\(^6\)
## Our Logic Model

### Problem:
____________________________________________

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A Social Ecological Approach
NMUPD Risk and Protective Factors

**Individual-Level Examples**

**Risk Factors**
- Sensation-seeking\(^8\)
- Alcohol, tobacco, other drug (ATOD) use\(^7,9,10\)
- Poly-substance use\(^9,11,12\)
- History of delinquent activities\(^7\)
- Positive attitudes toward use\(^9\)

**Protective Factors**
- Perceived risk of harm of use\(^13,14\)
- Disapproval of use\(^7\)
- Attitudes about peer use\(^7\)
Relationship-Level Examples

Risk Factors

- Family history of ATOD use disorders\textsuperscript{15}
- Conflict with parents\textsuperscript{7}
- Peer use\textsuperscript{7,9,14}
- Close friends’ attitudes\textsuperscript{10}
- Friends’ use\textsuperscript{13}

Protective Factors

- Parents’ disapproval of use\textsuperscript{7,10,13}
- Family bonding\textsuperscript{10}
- Parental Involvement\textsuperscript{7}
NMUPD Risk and Protective Factors

Community-Level Examples

Risk Factors
- Low school performance\textsuperscript{14}
- Member of a social fraternity or sorority\textsuperscript{16}
- Perceived availability of prescription drugs\textsuperscript{13}
- Access/Availability\textsuperscript{17}

Protective Factors
- School commitment\textsuperscript{13}
- School bonding\textsuperscript{10}
- Community norms against youth NMUPD\textsuperscript{9,13}
Activity: Your Data Sources for NMUPD Intervening Variables

In your groups, answer the following questions (and be prepared to share):

1. What is your best *go-to* information source on intervening variables? Locally?

2. What is your most *creative* information source on intervening variables? Locally?

3. Identify who else (individual, group, agency) could be helpful in finding sources for these data

Needs Assessment Worksheet
Our Logic Model

Problem: __________________________________________________________________________

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Outcomes

- Short-Term Performance Measures
- Medium-Term Outcome Measures
- Long-Term Impact
Which Intervening Variables Should Be Addressed?

Consider:

- Importance
- Changeability, feasibility
- Supported by data
- Culturally appropriate
- Directionality
- Distance from behavior
- Wisdom of practice
- Political will
Day 1 Wrap-up
Questions?
Re-cap: Why We Start With Assessment

To profile a community’s needs, resources, readiness, and gaps in order to address a substance abuse problem.
The Core Data Elements (CDE) of Assessment

1. Consequences
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5. Community Readiness
6. Resources & Infrastructure
CDE #4 – Target Populations
Unequal Distribution

When Health Disparities Arise

Difference in health

Adverse impact on groups of people

Social, economic, environmental disadvantages
Targeting Sub-populations

• What really makes a group “high need”?
  – Elevated risk
  – Lower readiness
  – Fewer resources

• Be aware of your own personal biases and how they may influence assumptions, conclusions, and decisions you make
Activity: Considerations for Data Sources with Sub-populations

In your groups…

1. Review your running list of data sources and consider the variety of sectors and cultural groups within your community
2. Discuss if these sources do/can break the data down for specific sub-populations
3. Discuss how the gathering of data might be affected
CDE #5 – Community Readiness

- Knowledge of efforts
- Resources
- Leadership
- Knowledge of the issue
- Climate
Activity: How Ready is Your Community to Use Data?
Our mission is about health and well-being.

I am Latino and know my community well.

We have expertise in evaluation.

We can give money.

I’ve been working in the community on prevention for over 20 years.
Identifying Resources

- Personnel and training
- Existing prevention networks/programs
- State and federal policy and funding
- Access to available data systems
Activity: Your Data Gaps

In your groups…

1. Review your list of data points and data sources for your community
2. Identify data gaps and the barriers contributing to them from a community readiness context
3. Brainstorm how to address these gaps and barriers within the context of the community readiness model
How Do We Ask for Data?
Activity: Practicing Your Ask

1. Choose a data source to represent
2. Pair-up with someone at a different table
3. Develop and deliver a 30-second “ask” to request data from the source your partner represents; consider…
   – What is it you are assessing?
   – Why is it important?
   – Why should that particular source care?
   – What will you do with the data?
You Need to Know Needs Before You Can Address Them
“What does the problem look like and what resources do we have/need in order to solve it?”
Activity: Your Needs Assessment Tasks

In your groups…

1. Brainstorm all of the tasks that your program needs to accomplish in order to complete a needs assessment
2. Consider your funder’s templates
3. Be prepared to report-out
Activity: Your Timelines and Stakeholders

Using the tasks generated by the group…

1. Arrange by first to last, according to what makes the most sense for your community

2. List which stakeholders and staff members should be involved with each task and what their responsibilities will be

3. Plan out key dates for the tasks you have identified

Timeline Worksheet
Sharing and Re-planning

Sharing questions:

1. What were the easiest parts of this exercise?
2. What barriers / challenges arose?
3. What are your concerns about accomplishing this plan?
4. What benefits do you see in completing this plan?
Poll: What Do You Do with Needs Assessment Findings?

A) Create a lengthy, data-filled report that is later used as a door stop.
B) Read the Executive Summary and quickly forget what you read.
C) Understand the findings and integrate them into your work to create better programs.
D) Publicize successes in a way that a broad audience can understand them.
Why Do the Findings Matter?

Disseminating findings…

• Can bring positive attention to your organization, program, or cause
• Builds support and commitment among community members and/or clients
• Aids in fundraising
• Demonstrates transparency and accountability
Tailored Data Products

- Reports
- Press releases
- Presentations
- Social media posts
- Traditional media
- Newsletters
- Infographics
Strengthening the Link
Discussion: How Do These Efforts Contribute to Sustainability?
Effective Sustainability Planning Begins with Data

- Capturing the current picture
  - What aspects, tasks, and processes need to be sustained from the Assessment phase?
  - How well are these documented?
  - What is missing?

- Effective elevator speeches

- Leveraging partner support
  - Who are your data partners? Who’s missing?
  - What will it take to continue or obtain that support?
Questions?
Your Feedback

Please take a moment to complete a brief feedback form.

Your input is appreciated!
Thank You!

If you have questions or comments, please do not hesitate to contact the CAPT liaison to Oklahoma:

Nicole Luciani  
T/TA Specialist  
nluciani@ou.edu


References Continued


