Dissecting Data Elements for a Useful Needs Assessment

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

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For Oklahoma Prevention Professionals

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Roadmap of the Workshop

Agenda

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

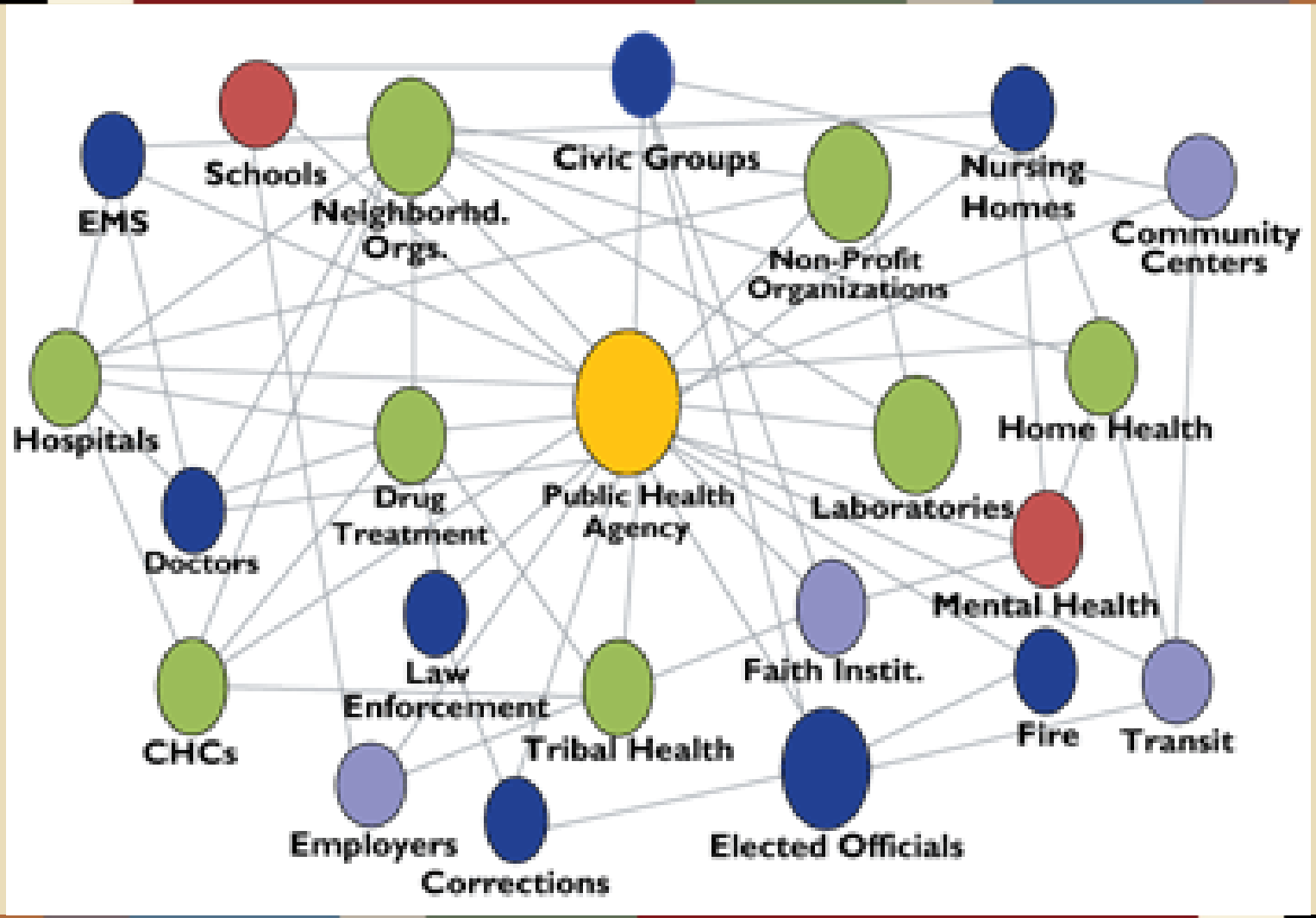
For questions to be addressed *later* in the training

And questions to be addressed *outside* of the training

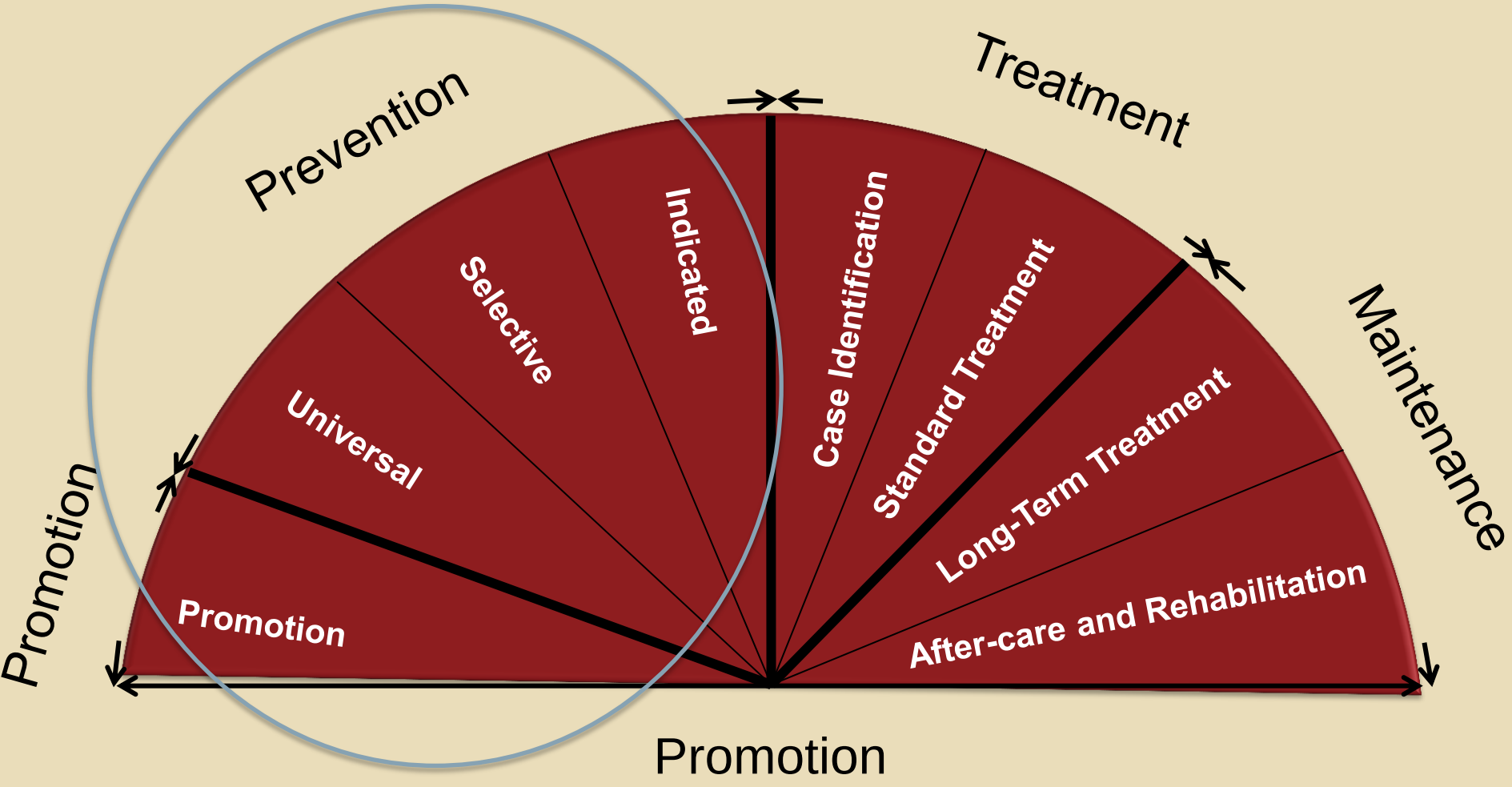
Public Health is…

…the science of **protecting and improving the health of communities** through education, promotion of healthy lifestyles, and **research for disease and injury prevention**[1]

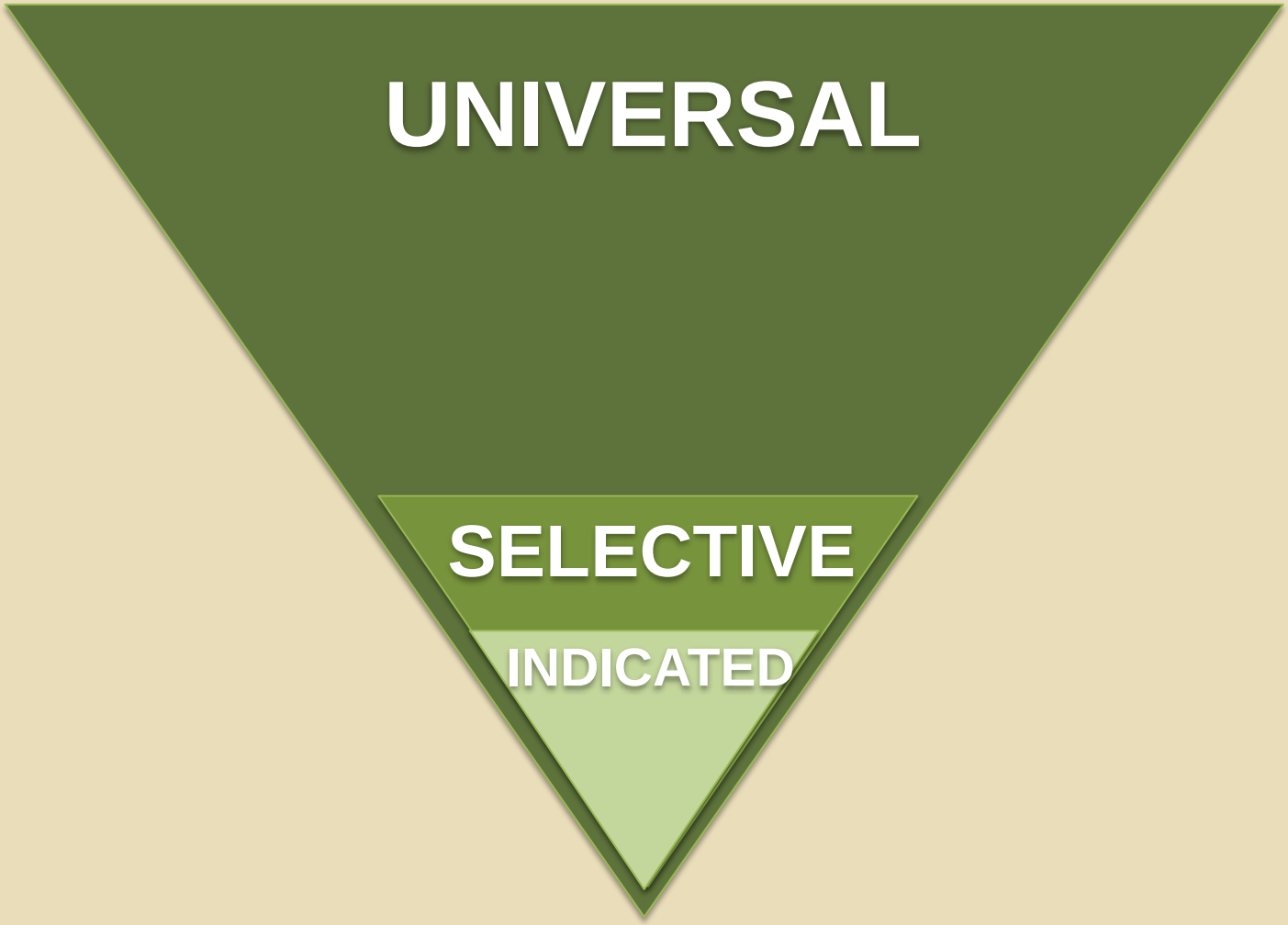
The Public Health System[2]



Continuum of Care



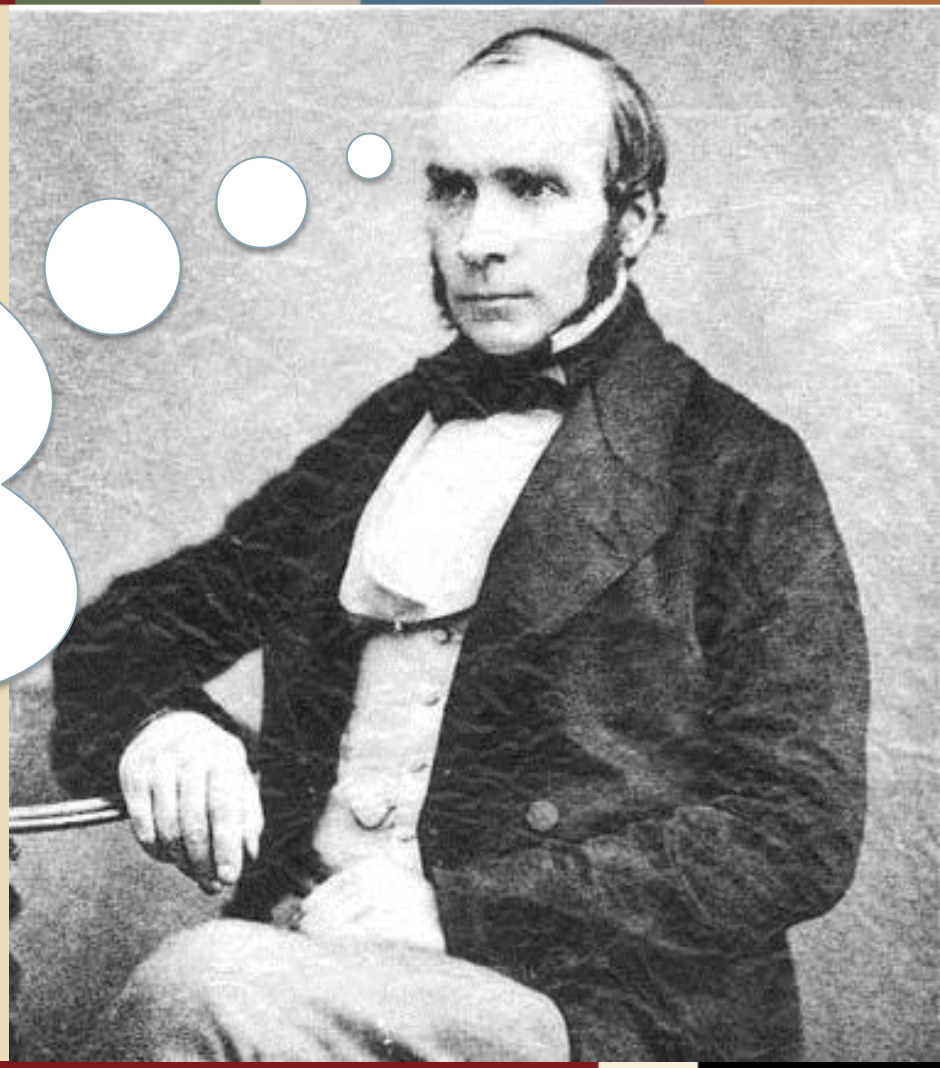
Population-Based Approach



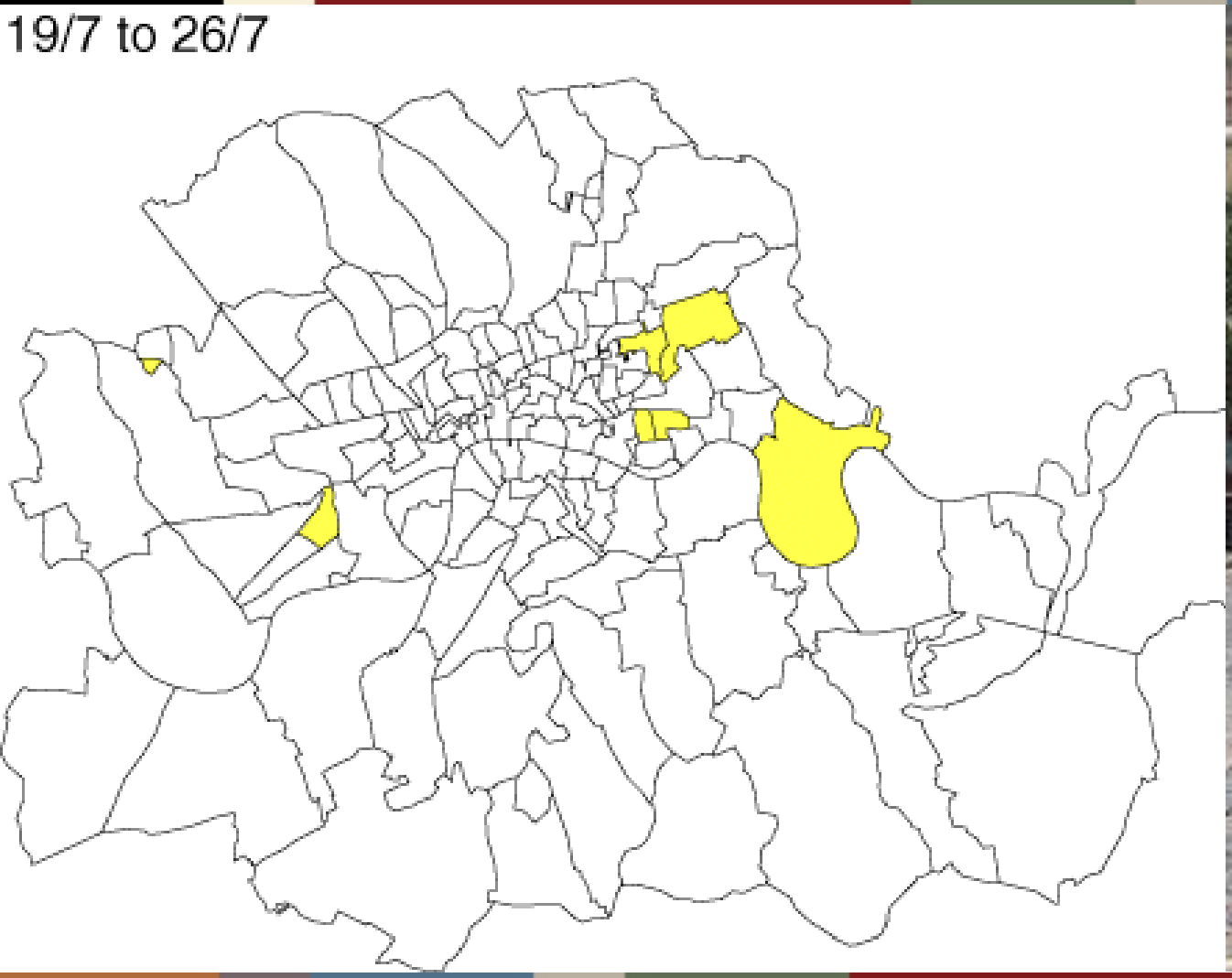
When I Think of Epidemiology…

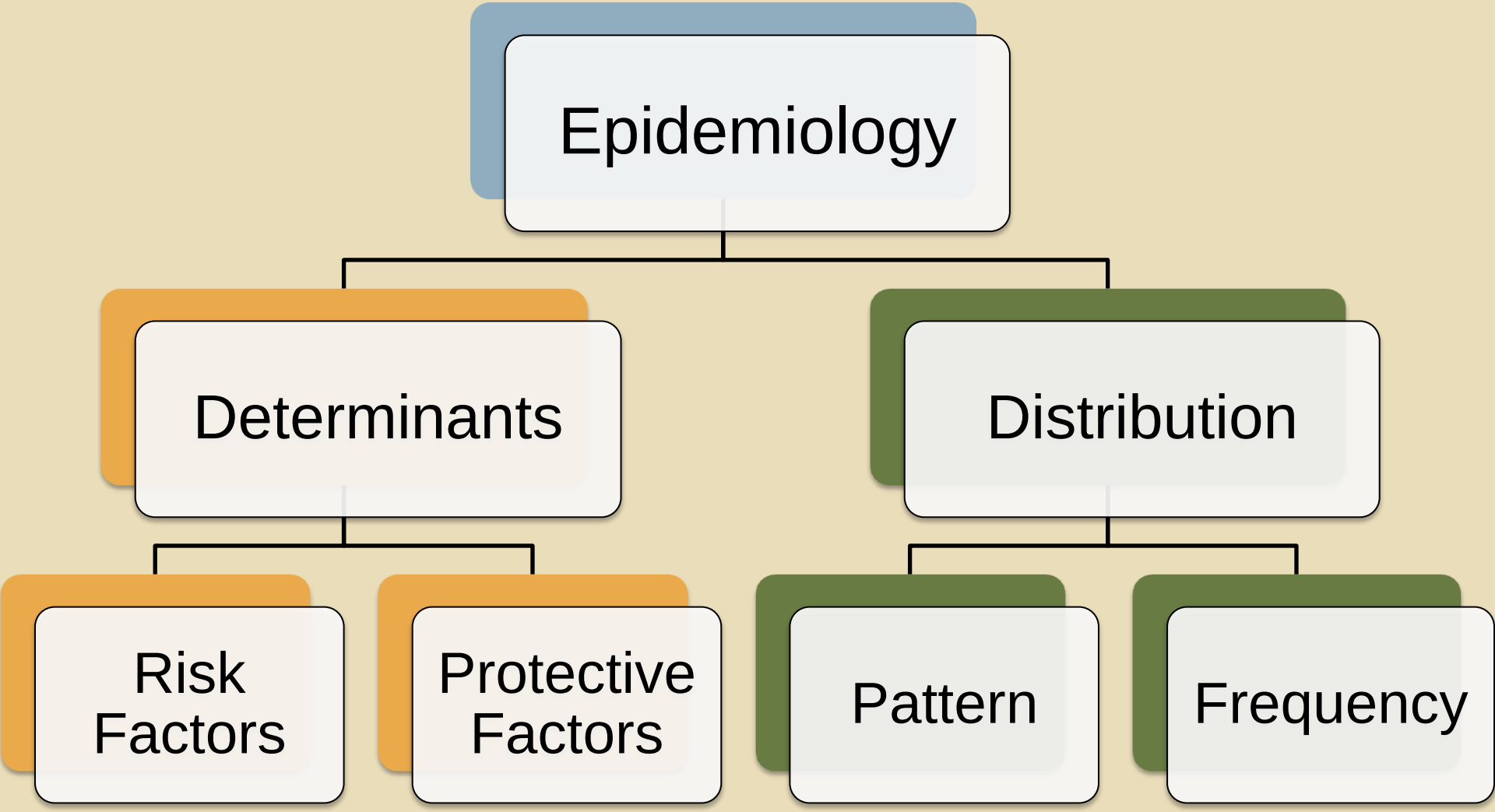
Epidemiological Thinking

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



Numbers Tell A Story




Epidemiology
Determinants
Distribution
Risk Factors
Protective Factors
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

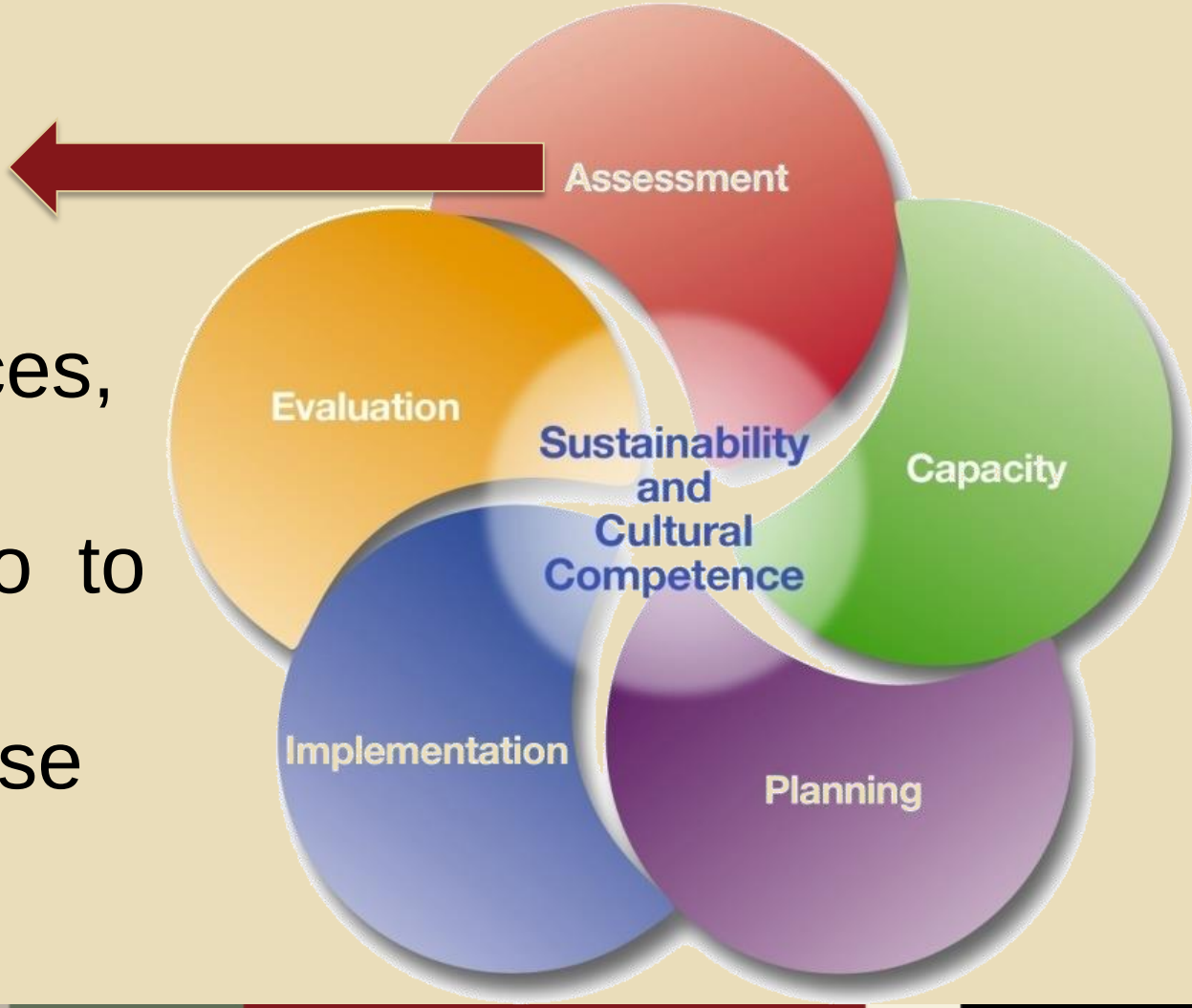
Why? Risk factors present, protective factors lacking

How? *Strategic Prevention Framework*

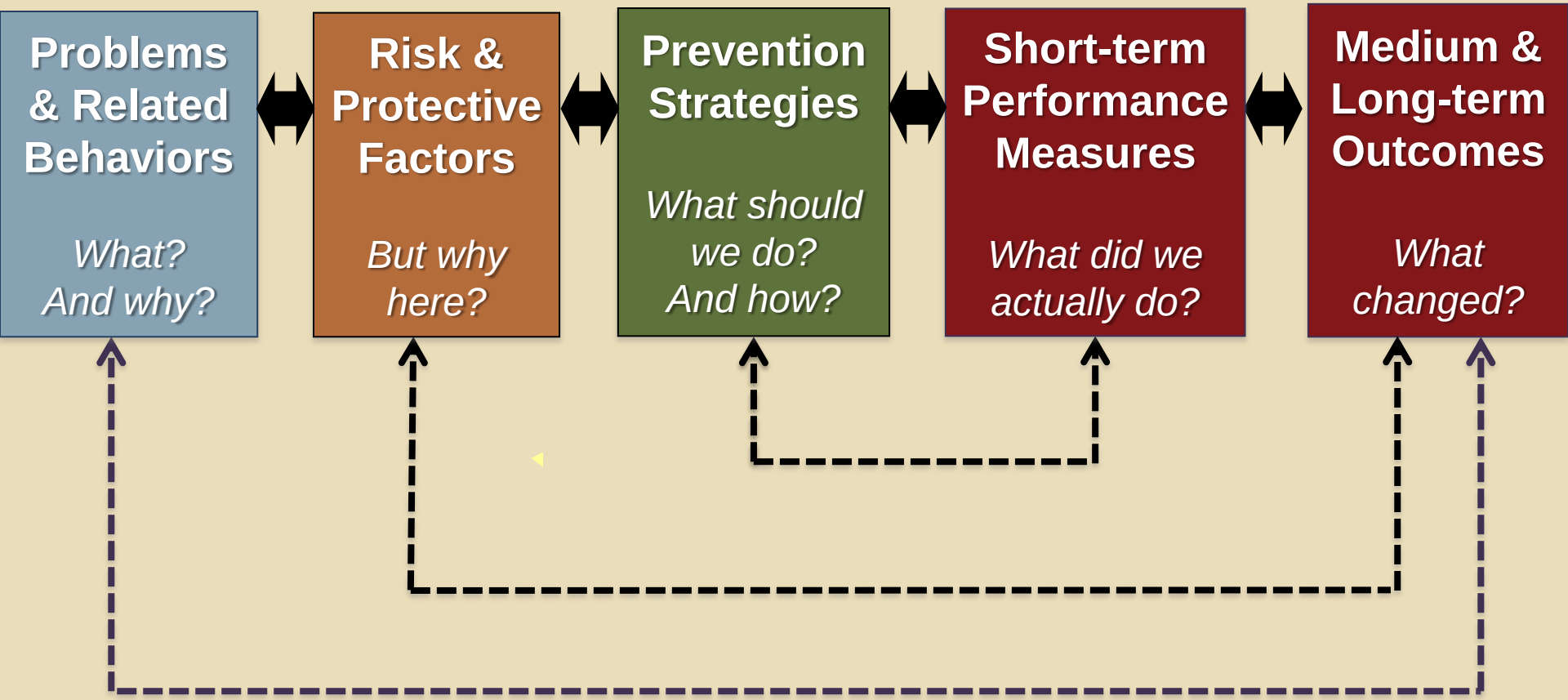
Strategic Prevention Framework

Why We Start With Assessment

To profile a community's needs, resources, readiness, and gaps in order to to address a substance abuse problem



A Logical Logic Model



Our Logic Model

Substance Abuse Problem: _____

Substance Use Behavior Identified	Intervening Variables (why?)	Prevention Strategies	Outcomes		
			Short-Term Performance Measures	Medium-Term Outcome Measures	Long-Term Impact

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[3]

6. Resources & Infrastructure

5. Community Readiness

4. Target Populations

3. Intervening Variables

2. Consumption Patterns

1. Consequences

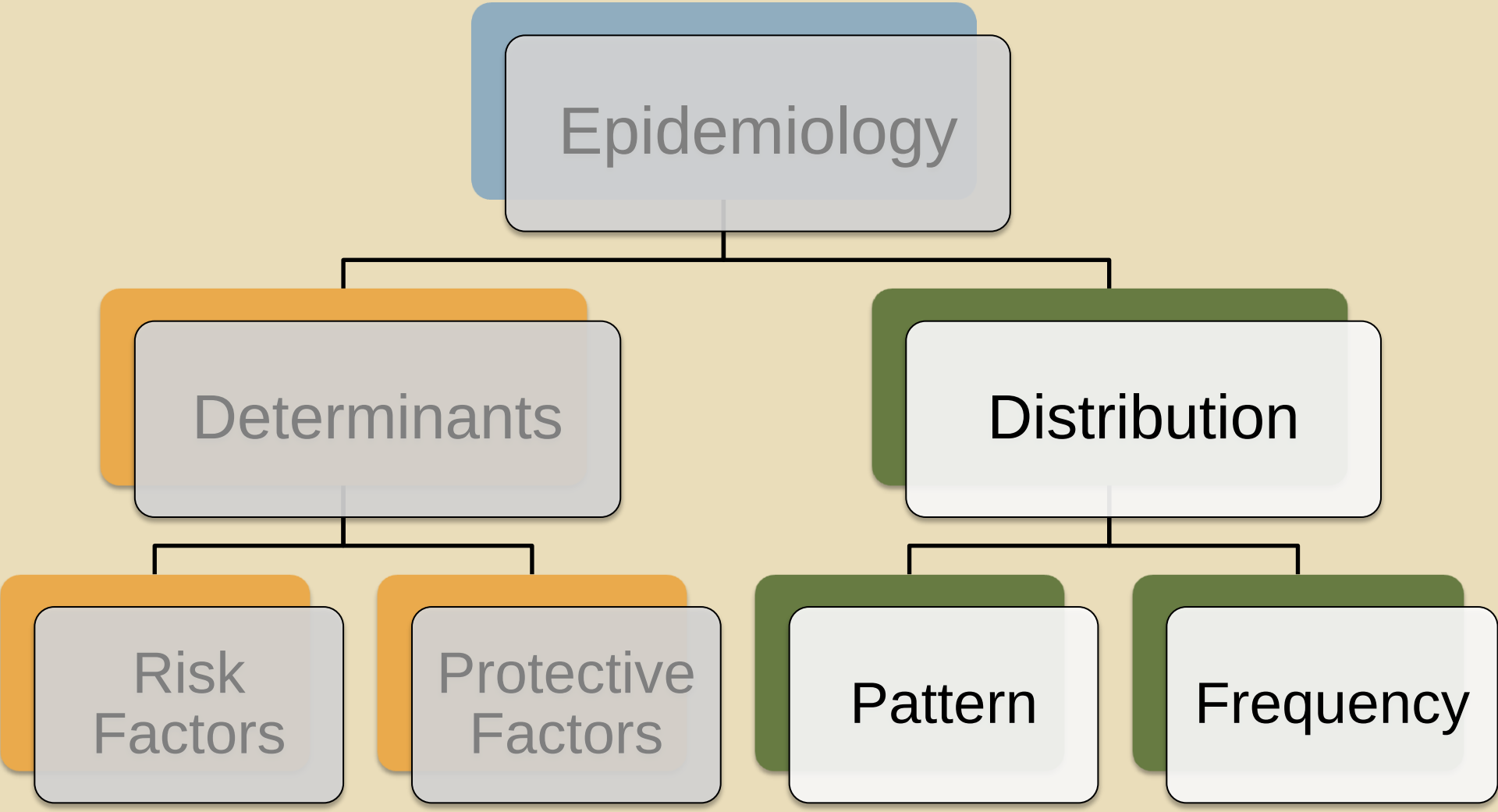
CDE #1 – Consequences

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

Needs Assessment Worksheet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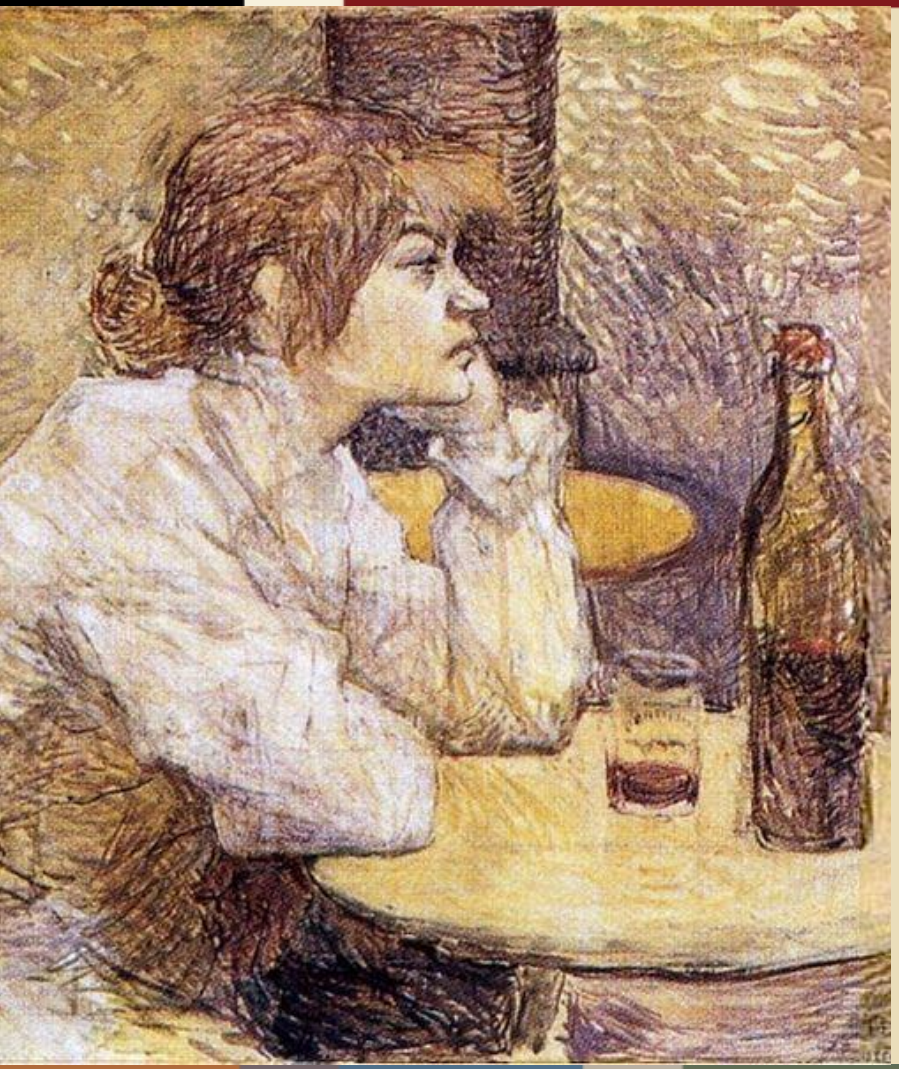
CDE #2 – Consumption Patterns



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

Incidence and Prevalence

Rain – *incidence*

Puddle – *prevalence*

Calculating Rates[4]

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

$$\textit{Prevalence Rate} = \left(\frac{\textbf{all cases} \text{ in a given time period}}{\text{population at-risk in same time period}} \right) \times 10^{n}$$

Prevalence of Past 30-day NMUPD among Oklahoma Youth[5]

	2010	2012	2014
Grade 6	7.1%	6.7%	6.0%
Grade 8	14.6%	13.1%	10.4%
Grade 10	21.2%	16.9%	17.4%
Grade 12	24.8%	19.9%	18.1%

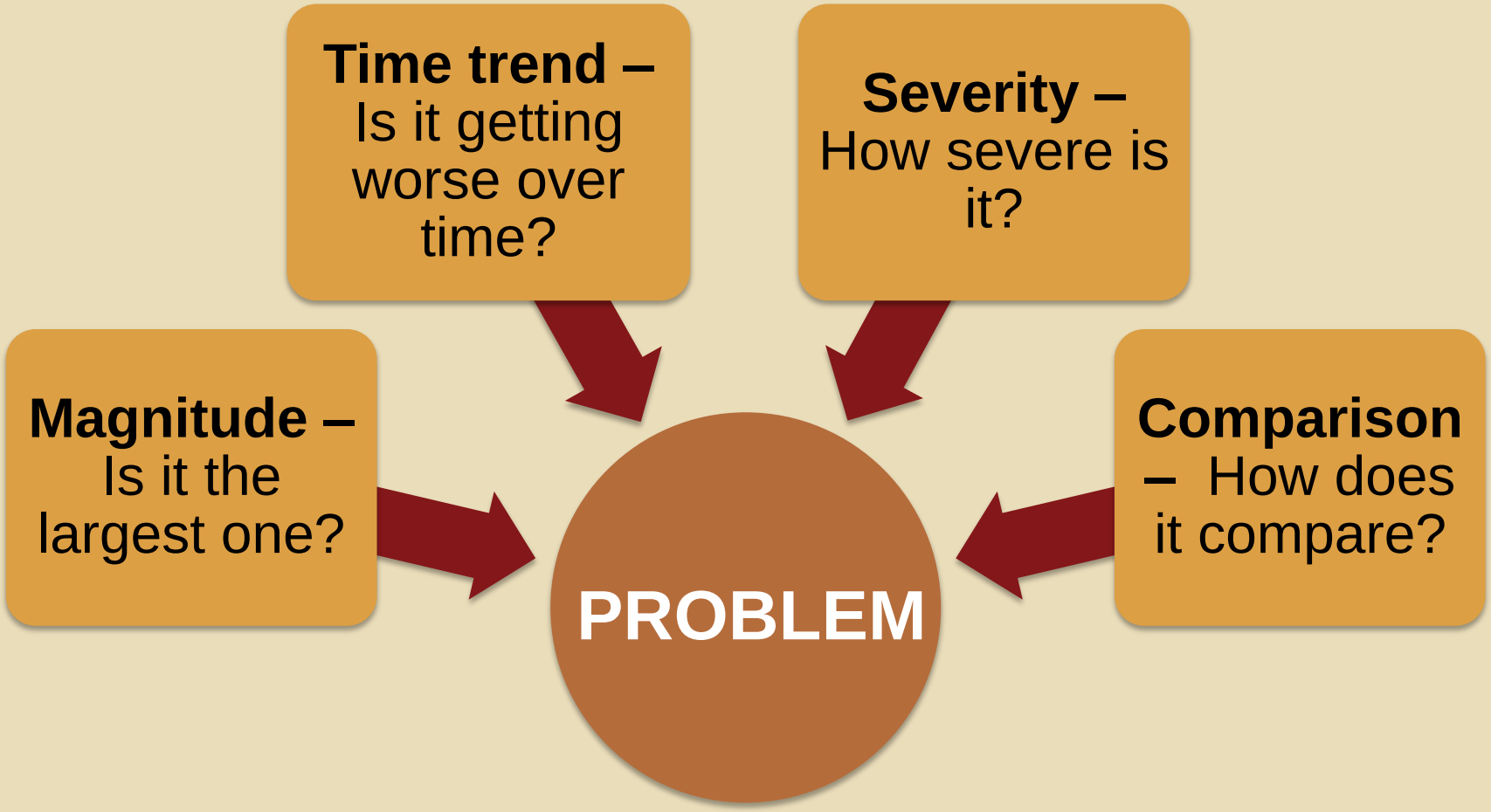
Activity: Identify Consumption Data Sources

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

Needs Assessment Worksheet

Choosing the Problem to Address



Our Logic Model

Problem: _____

Substance Use Behavior Identified	Intervening Variables (why?)	Prevention Strategies	Outcomes		
			Short-Term Performance Measures	Medium-Term Outcome Measures	Long-Term Impact

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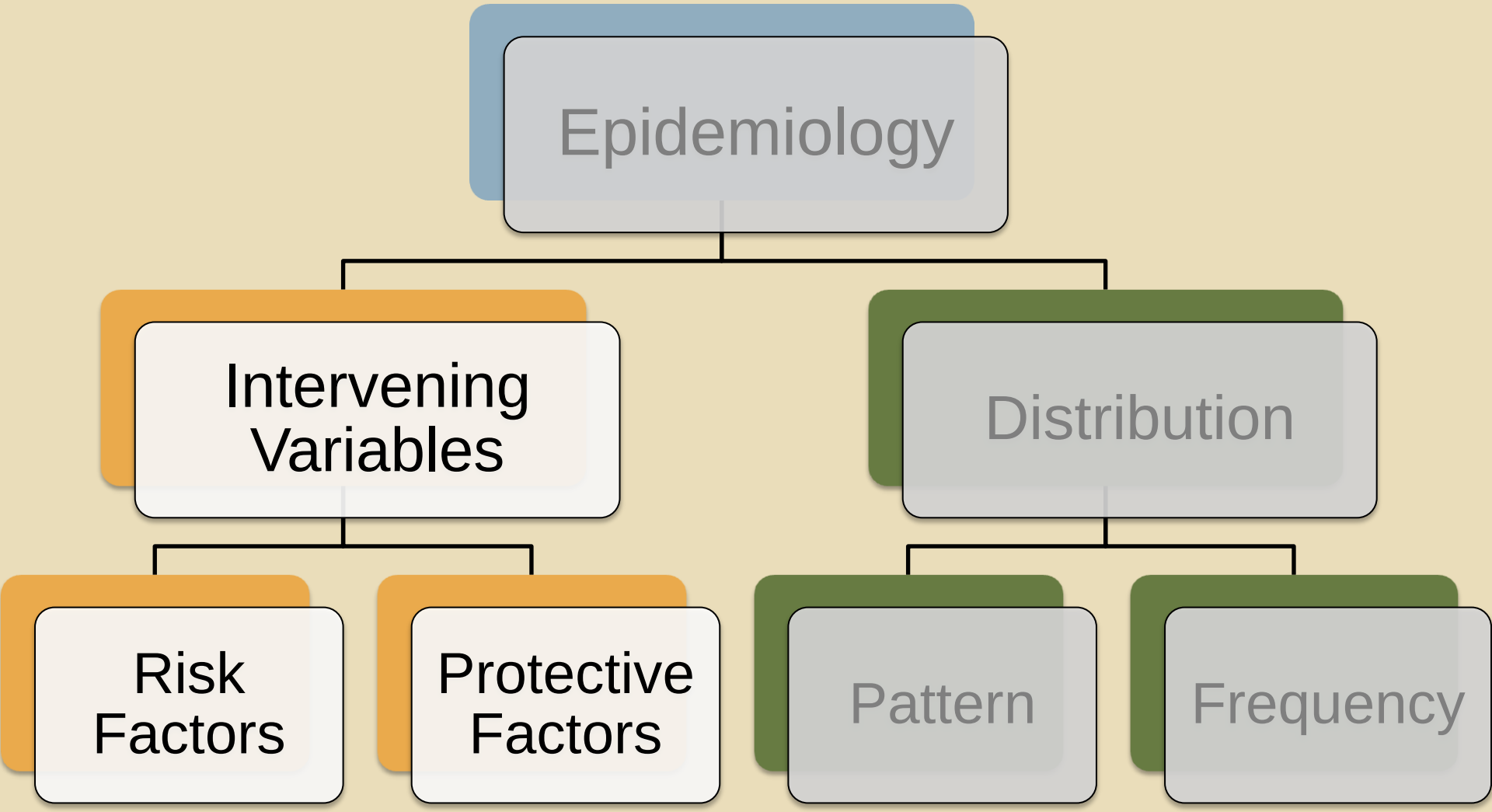
Epidemiology
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CDE #3 – Intervening Variables

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]

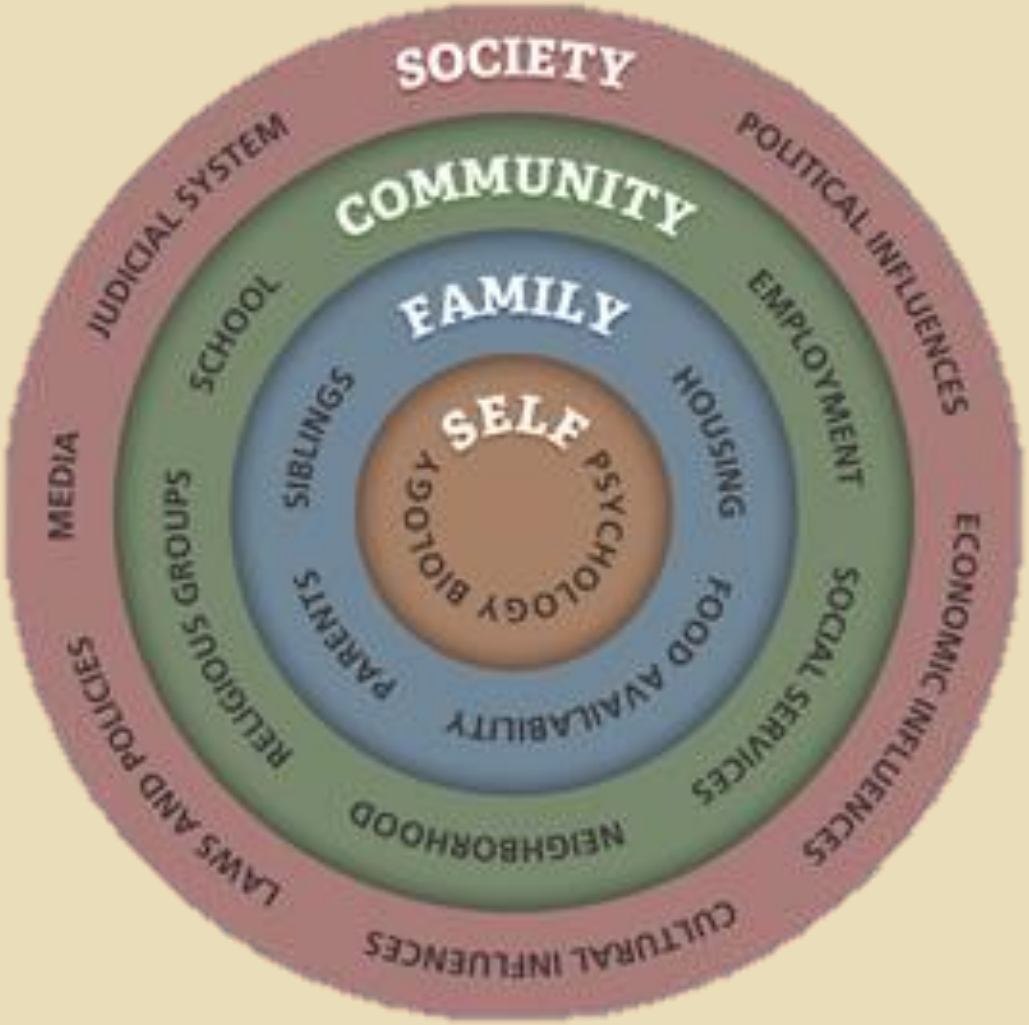
Our Logic Model

Problem: _____

Substance Use Behavior Identified	Intervening Variables (why?)	Prevention Strategies	Outcomes		
			Short-Term Performance Measures	Medium-Term Outcome Measures	Long-Term Impact

You are here

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]

NMUPD Risk and Protective Factors

Relationship-Level Examples

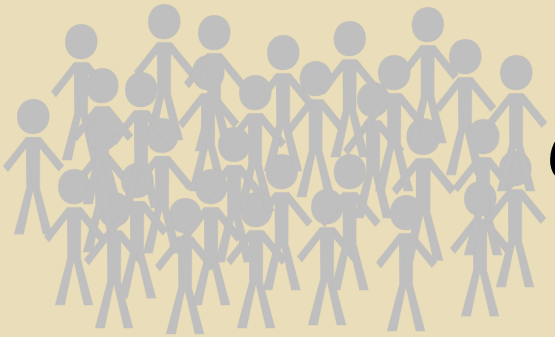
Risk Factors

- Family history of ATOD use disorders[15]
- Conflict with parents[7]
- Peer use[7,9,14]
- Close friends' attitudes[10]
- Friends' use[13]

Protective Factors

- Parents' disapproval of use[7,10,13]
- Family bonding[10]
- Parental Involvement[7]

NMUPD Risk and Protective Factors



Community-Level Examples

Risk Factors

- Low school performance[14]
- Member of a social fraternity or sorority[16]
- Perceived availability of prescription drugs[13]
- Access/Availability[17]

Protective Factors

- School commitment[13]
- School bonding[10]
- Community norms against youth NMUPD[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: _____

Substance Use Behavior Identified	Intervening Variables (why?)	Prevention Strategies	Outcomes		
			Short-Term Performance Measures	Medium-Term Outcome Measures	Long-Term Impact

You are here

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?

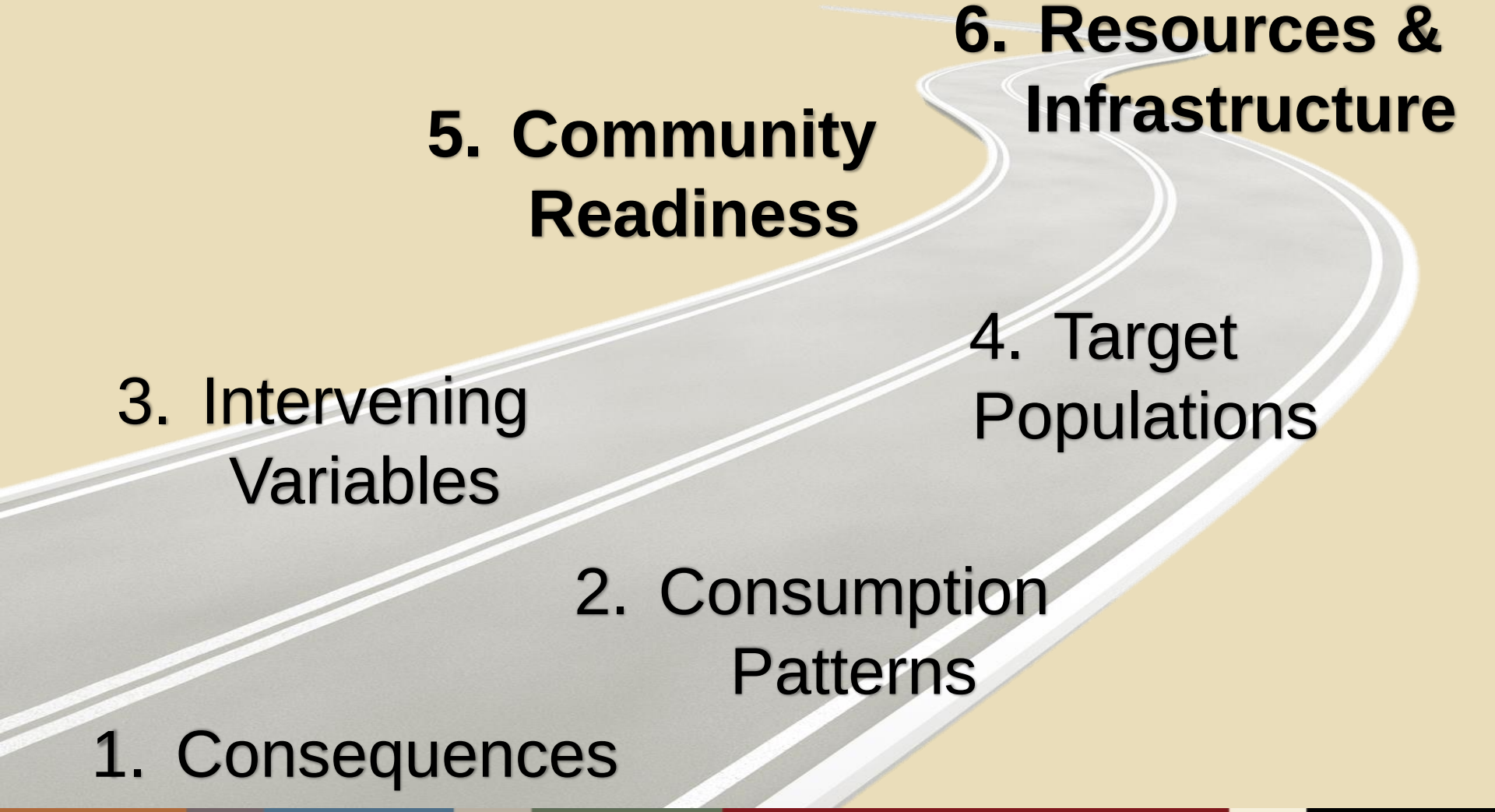
Day 2

Agenda

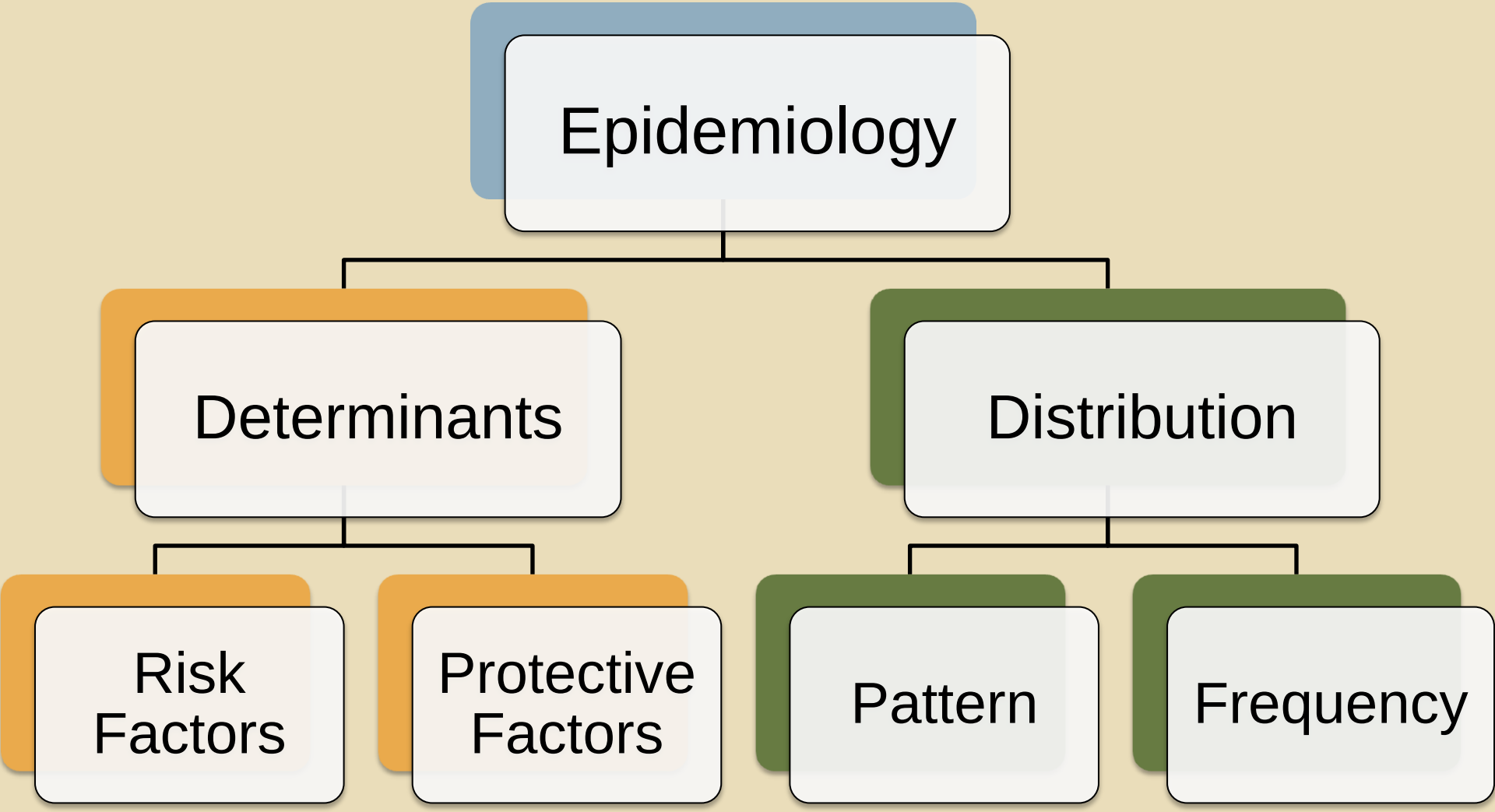
Re-cap: Why We Start With Assessment

To profile a community's needs, resources, readiness, and gaps in order to to address a substance abuse problem

The Core Data Elements (CDE) of Assessment[3]



CDE #4 – Target Populations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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

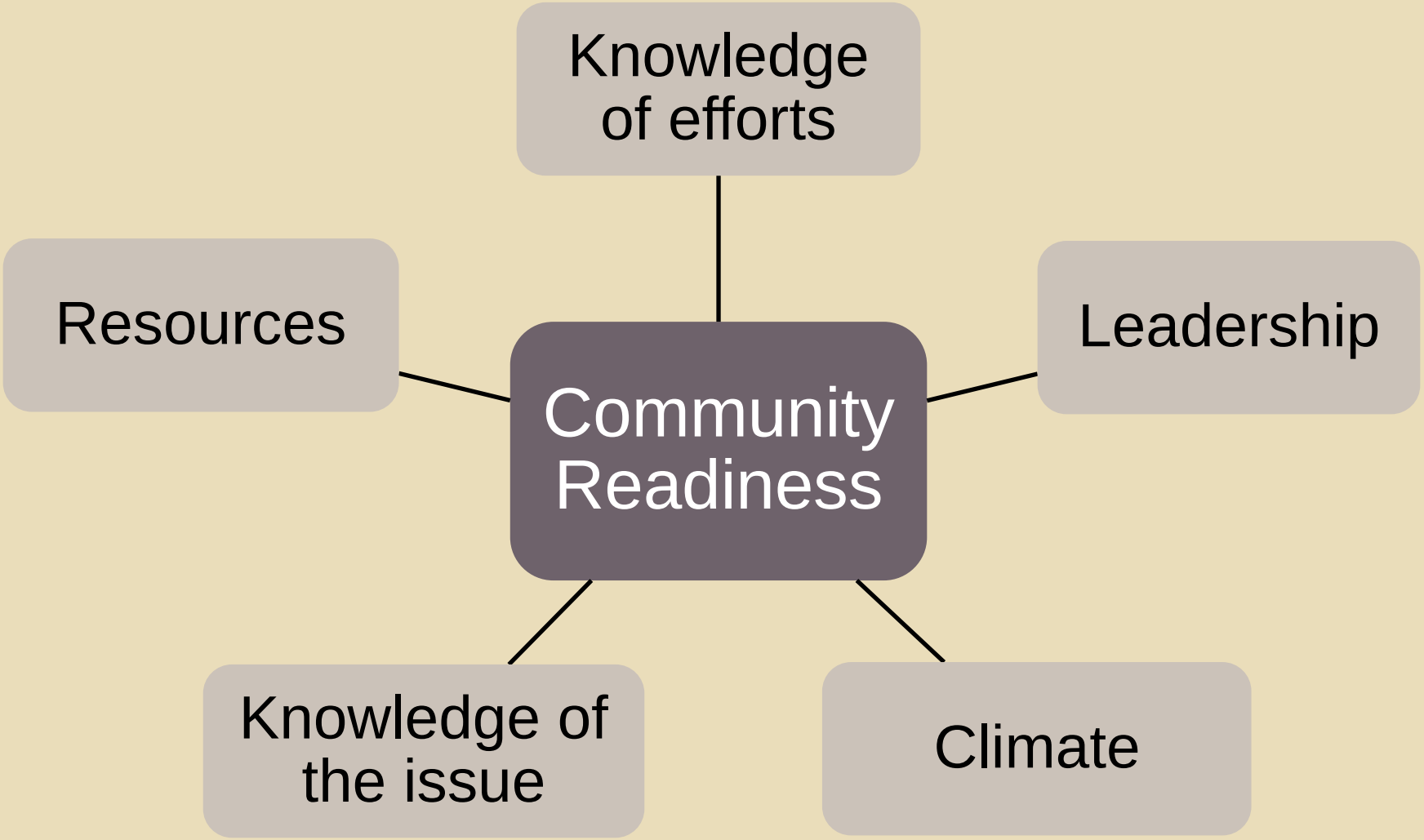
Activity: Considerations for Data Sources with Sub-populations

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

Needs Assessment Worksheet

CDE #5 – Community Readiness



Activity: How Ready is Your Community to Use Data?

CDE #6 Resources and Infrastructure

I am Latino and know my community well.

We can give money.

Our mission is about health and well-being.

We have expertise in evaluation.

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

Needs Assessment Worksheet

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

Your Needs Assessment

"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?

Timeline Worksheet

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?

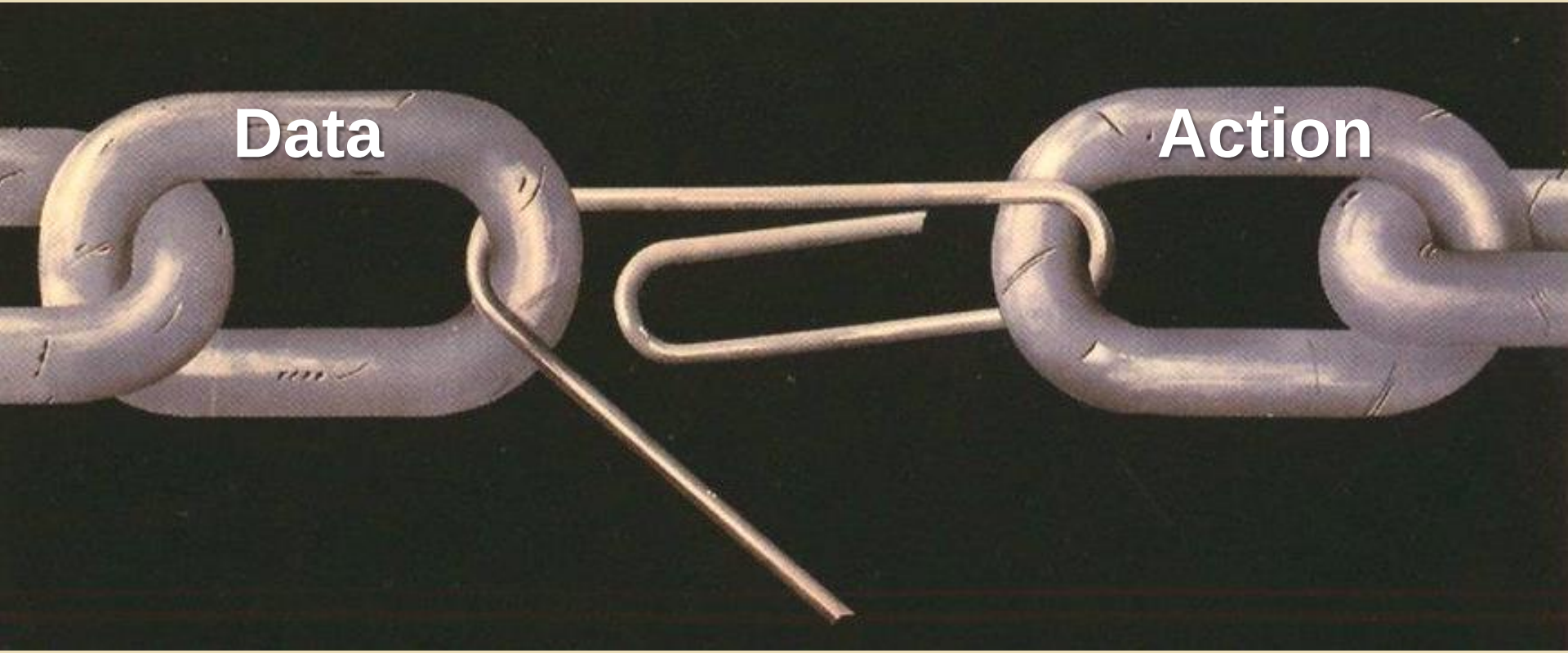
Disseminating findings…

- 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



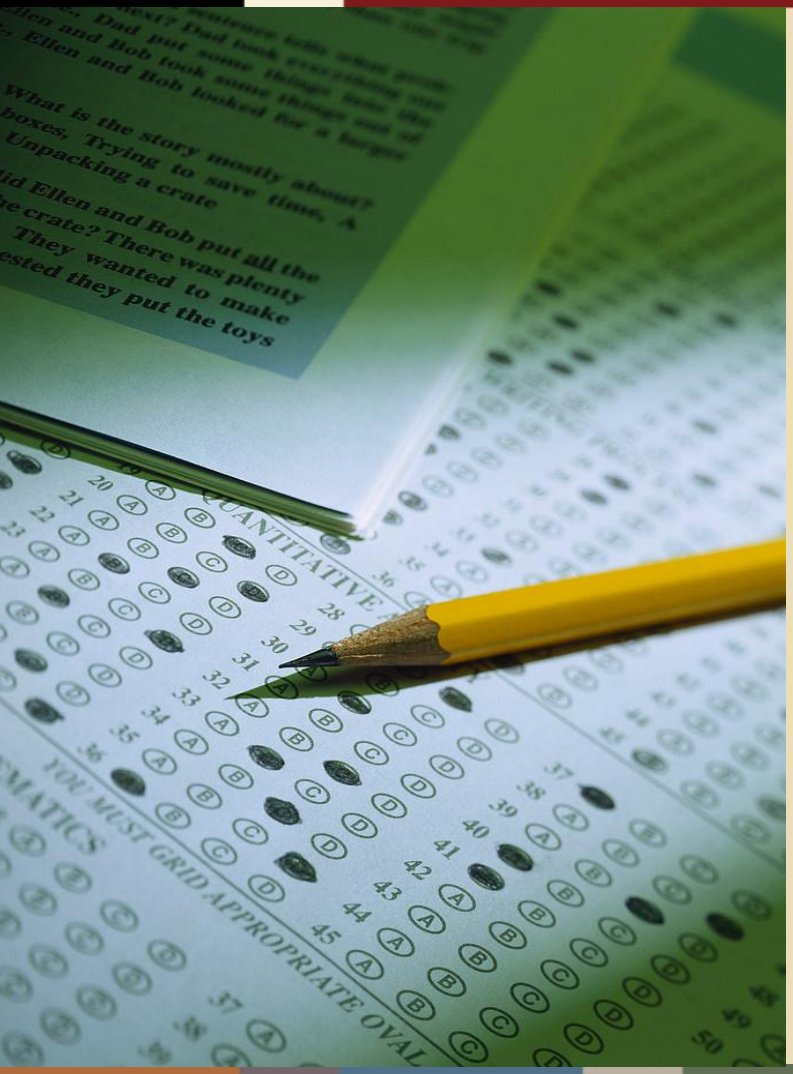
Discussion: How Do These Efforts Contribute to Sustainability?

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

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