



31st Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health

RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES



**Knowledge Translation
through Online Training
for Transition Service
Providers: *Assessing
Outcomes of Promoting
Positive Pathways to
Adulthood***



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Presentation Objectives



Participants will:

- Identify core competencies needed to provide effective services in the transition years to youth and young adults with mental health difficulties.
- Learn about an online training program for transition service providers, and the potential for online education to enhance service provider competency.
- Understand the added benefit of organizational support for knowledge translation.



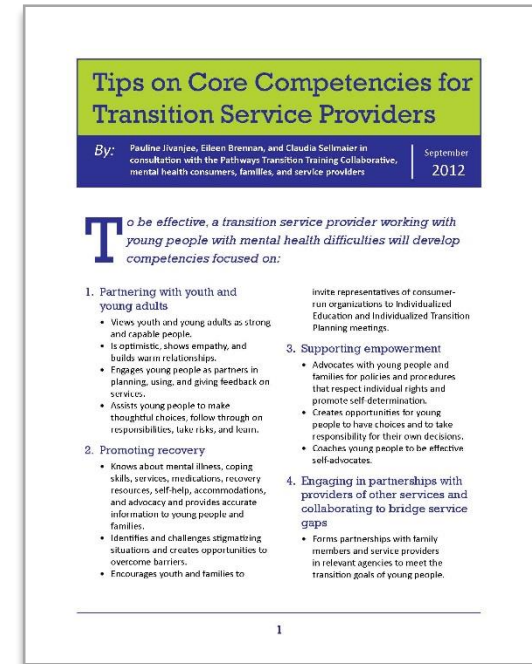
Gaining Competence for Transition Services

- Service providers require adequate preparation to deliver developmentally appropriate, evidence-supported, and culturally responsive services (Clark & Unruh, 2009; Jivanjee, Kruzich, & Gordon, 2007).
- Competencies are measureable human capabilities required for effective performance (Hoge, Tondora, & Marrelli, 2005, p. 511).
- A **competency** is a human capability composed of knowledge, a skill or ability, and such personal attributes as attitudes and values.



Identifying Transition Core Competencies

- The Pathways Transition Training Collaborative included peer support providers, family support providers, practitioners, and researchers.
- PTTC Staff reviewed literature—service provider competency education, workforce development, and best practices with young people with behavioral health difficulties.
- Staff identified 10 core competencies—refined by PTTC members. (Jivanjee, Brennan, Sellmaier, 2012)





Knowledge Translation

- **Knowledge translation** involves methods for “closing the gaps from knowledge to practice” (Straus, Tetroe, & Graham, 2009, p. 165).
- The extent to which knowledge, skills, and attitudes acquired through training are applied in local service delivery, is highly related to:
 - **Organizational factors**, including peer and supervisor consultation and support
 - **User involvement** (Gray & Schubert, 2012; Salas & Cannon-Bowers, 2001).



Technology-based Training

- Outcome studies of online training suggest it offers promising strategies for wide dissemination through reaching more participants and being convenient.
- Online training is well-suited to use with multiple learning methods (self-guided, instructor-guided, active learning, deliberate practice) to produce skill development (Beidas et al., 2011).



Promoting Positive Pathways to Adulthood

- Following the identification of transition service provider competencies (Jivanjee, Brennan, & Sellmaier, 2012), our team developed the *Transition Service Provider Competency Scale* (TSPCS, Jivanjee et al., 2012),
- A 10-module online training program, *Promoting Positive Pathways to Adulthood* (PPPA) and,
- The *Transition Service Provider Toolkit* of accompanying practice exercises for organizational supports (Jivanjee et al., 2016).



Pathways Transition Training Modules

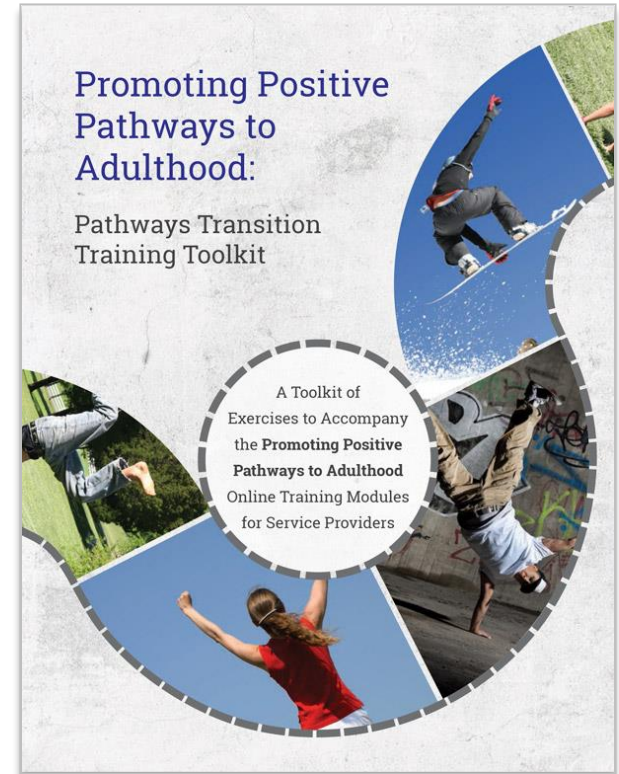
Module 1 – Partnering with Youth and Young Adults	Module 6 – Providing Individualized and Developmentally Appropriate Services
Module 2 – Promoting Recovery	Module 7 – Developing Healthy Relationships
Module 3 – Increasing Cultural Awareness and Building Community Support	Module 8 – Planning Partnerships with Providers of Other Services and Collaborating to Bridge Service Gaps
Module 4 – Fostering Resilience and Family Supports	Module 9 – Promoting Support from Family, Peers, and Mentors
Module 5 – Promoting Cross-Cultural and Intergenerational Relationships	Module 10 – Using Evidence-supported Practices and Individualizing Interventions



Transition Service Provider Toolkit

To support knowledge translation into practice, the toolkit includes:

- Practice scenarios and video segments with discussion questions, role plays, and questions linked with each module inviting participants to apply their learning to practice in their local context.
- Scenarios were all based on real-life situations. (Jivanjee et al., 2016).





Evaluation of PPPA Training Program

- Quasi-experimental study compared learning outcomes of service providers assigned randomly in teams to participate in **online training only** or **online training plus organizational supports**.
- Preliminary analysis examines **knowledge outcomes** and gains in participant **confidence in their transition service competencies** between baseline and completion of Module 5, then completion of Module 10.



Methodology



- Recruited 19 participating agencies, random assignment to one of two groups.
- Participants completed baseline measures.
- Went on to take modules, complete knowledge tests, and scale measuring self-confidence after modules 5 and 10.



PTTP-KT Study Design

Group	Time 1— Baseline	Time 2—After 5 Modules	Time 3—After 10 Modules
Group 1— Online Only	Assessment 1— TSPCS + Demographics	Assessment 2— Mods 1-5; TSPCS + KTT	Assessment 3— Mods 6-10; TSPCS + KTT
Group 2— Online + Team- Based Activities	Assessment 1— TSPCS + Demographics	Assessment 2— Mods 1-5 + Org. Supports; TSPCS + KTT + PAAS	Assessment 3— Mods 6-10; TSPCS + KTT + PAAS

Note: TSPCS = Transition Service Provider Competency Scale
KTT = Knowledge Translation Test scores at end of each module
PAAS = Pathways Activities Assessment Scale

Service Provider Participant Characteristics and Baseline Statistics by Group

Participant Characteristic	Group Assignment					
	Group 1 (N = 37)		Group 2 (N = 26)		Total (N = 63)	
	N	^a Percent	N	^a Percent	N	^a Percent
Gender						
Female	29	80.6%	21	84.0%	50	82.0%
Male	7	19.4%	4	16.0%	11	18.0%
Age Group						
Under 20	1	2.8%	0	0.0%	1	1.6%
20-29	19	52.8%	6	23.1%	25	40.3%
30-39	6	16.7%	10	38.5%	16	25.8%
40-49	7	19.4%	6	23.1%	13	21.0%
50-59	2	5.6%	1	3.8%	3	4.8%
Over 60	1	2.8%	3	11.5%	4	6.5%

Service Provider Participant Characteristics and Baseline Statistics by Group

Participant Characteristic	Group Assignment					
	Group 1 (N = 37)		Group 2 (N = 26)		Total (N = 63)	
	N	^a Percent	N	^a Percent	N	^a Percent
Ethnicity/ Race						
Hispanic, Latino or Spanish Origin	7	19.4%	5	19.2%	12	19.4%
Non-Hispanic White	24	66.6%	17	65.4%	41	66.1%
Non-Hispanic Other Race	5	14.0%	4	15.4%	9	14.5%
Highest Education Level						
High School Diploma or GED	0	0.0%	2	7.7%	2	3.2%
Some College	5	13.9%	1	3.8%	6	9.7%
2 Year College Degree	3	8.3%	2	7.7%	5	8.1%
4 Year College Degree	16	44.4%	8	30.8%	24	38.7%
Graduate Degree	12	33.3%	13	50.0%	25	40.3%

Service Provider Participant Characteristics and Baseline Statistics by Group

Group Statistic	Group Assignment					
	Group 1 (N = 37)		Group 2 (N = 26)		Total (N = 63)	
	Mean	SD	Mean	SD	Mean	SD
Baseline TSPCS	1102.70	218.37	1055.08	191.44	1083.05	208.04
Years in Current Position	1.99	2.86	2.54	2.84	2.21	2.84
Years in Youth Transition Work	7.08	5.99	10.46	9.22	8.48	7.61

Note. TSPCS = Transition Service Provider Competency Scale

No significant differences were found between groups on any characteristic or baseline statistic.

^a Percentages are based on the total number responding to the demographic item.



Instruments

- KT test scores—assessed by 10-item knowledge tests after each module; passing scores ≥ 7 to go on to next module.
- TSPCS—Transition Service Provider Competency Scale—Participants rated their self-confidence in competency to provide transition services on 15-item scale (Bandura, 2006; Brennan et al., 2016; Jivanjee et al., 2012).
- PAAS—Practice Activities Assessment Scale—After Module 10, Group 2 participants rated support exercises' helpfulness on 5-item scale.



Results—No Baseline Group Differences

Group 1 and Group 2 did not differ significantly on any baseline study variable:

- age, ethnicity, education, baseline TSPCS scores ($t(61) = .893, p = .34$),
- years of experience in current position ($t(61) = -.756, p = .45$), and
- years of youth transition work experience ($t(61) = -1.77, p = .08$).



Results—Attrition Analysis

- No differences were found between the 53 participants completing 10 modules and the 10 participants who dropped out ($t(102) = 1.13, p = .26$).
- Binary logistic regression analysis of demographic information also showed no significant differences between those completing and those dropping out.



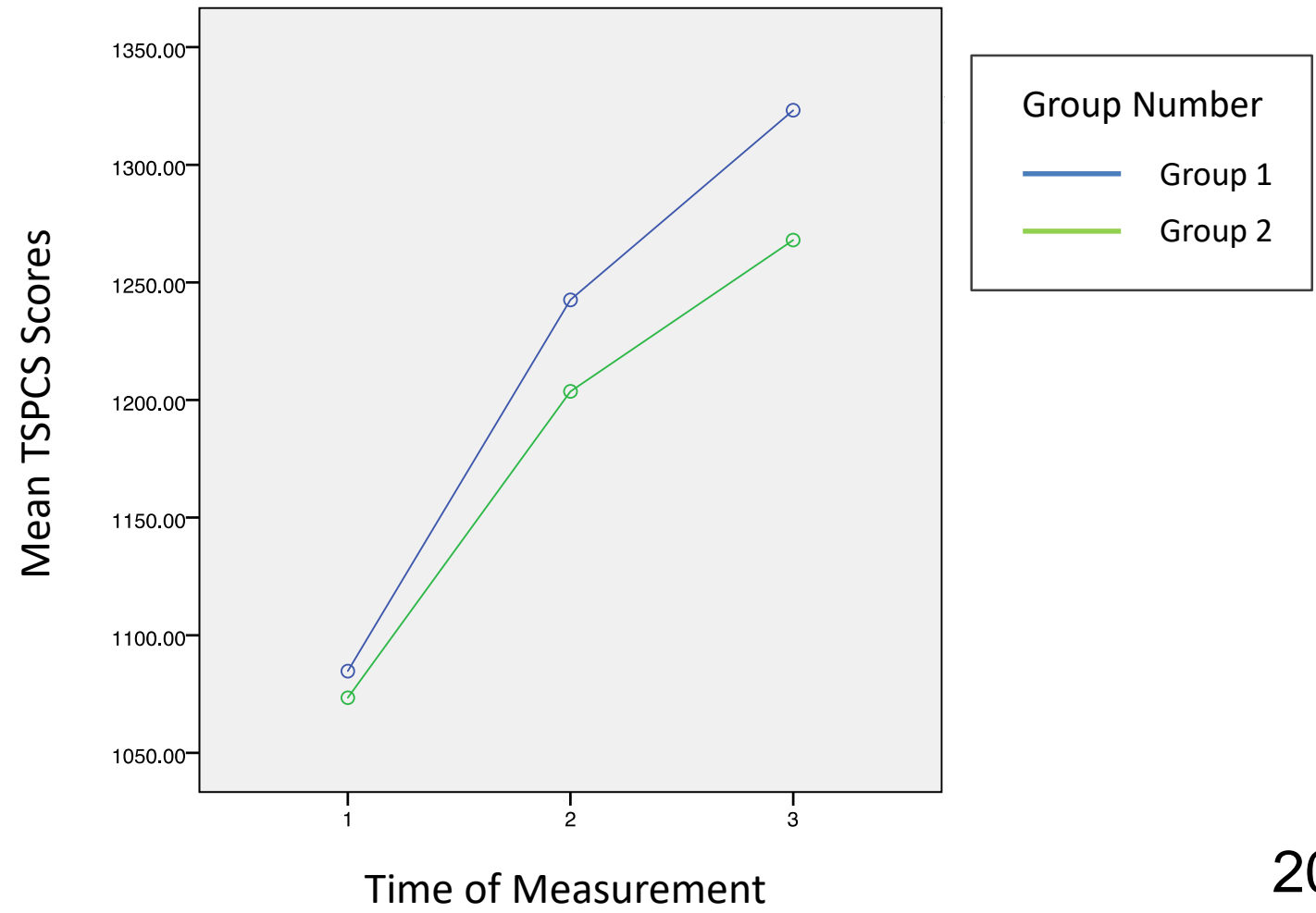
Results—TSPCS Scores Improved over Time

- A mixed between-within subject ANOVA revealed both groups showed significantly improved TSPCS scores from baseline to Module 5, and to Module 10 (Wilks' Lambda = .37; $F(2, 45) = 39.15, p = .00$).
- There was no significant main effect for group membership ($F(1, 46) = .39, p = .56, \text{partial } \eta^2 = .01$), and both groups showed improved TSPCS scores on a similar trajectory.



Results—Significant Increase in TSPCS Scores

Figure 1. TSPCS Scores Across Time and Groups





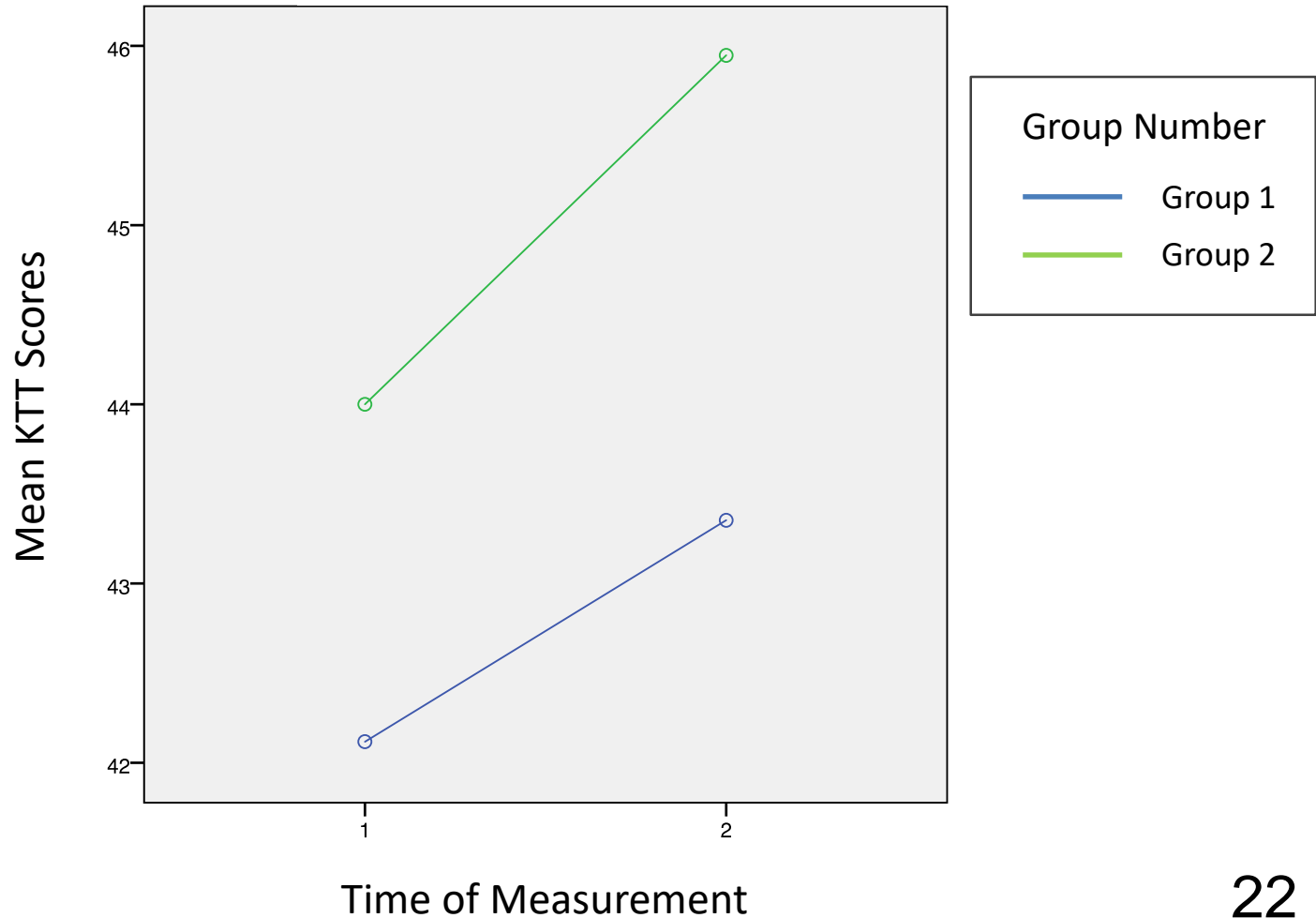
Results—Knowledge Translation Scores

- Group 2 scored significantly higher after 5 modules and after 10 modules than Group 1. ($F(1, 51) = 7.26, p = .01, \text{partial } \eta^2 = .13$).
- Both groups improved their knowledge scores over time (Wilks' Lambda = .77; $F(1, 51) = 15.24, p = .00, \text{partial } \eta^2 = .23$).



Results—Knowledge Scores Differ by Group

Figure 2. Knowledge Scores Across Time and Groups





Results—Pathways Activity Assessment

- Group 2 members had a significant positive correlation between the KTT3 scores and the number of exercises after Module 10 ($r = .44, p = .03$).
- However Group 2 Total PAAS scores were not significantly correlated to their TSPSC or Knowledge Translation Test scores.



Results—PAAS Correlations

	Not relevant	Helped to apply to work	Interesting / engaging	Culturally relevant
Not relevant				
Helped to apply to work	-.066			
Interesting/engaging	-.120	.721**		
Culturally relevant	-.258	.762**	.744**	
Practiced skills	-.197	.742**	.343	.762**



Discussion

- Online training provided by PPPA was effective in improving service providers' self assessment of their transition service competencies.
- Group 2 participants experienced the practice exercises as supportive for the learning process; their higher KT scores may reflect this effect.



Responses to open-ended questions—How the PPPA training was helpful

As a result of this training, participants said:

- “I have learned new skills and understanding about working with young people from cultures different from mine.”
- “[I] apply the trauma-informed care approach.”
- [I] “empower them more in treatment planning. Listen more to their concerns, goals.”
- “ I believe I’m able to offer a more well-rounded approach when working with them.”



Recommendations for Further Training

Participants recommended:

- “Information on innovative ways communities are utilizing EBP to reach youth in a developmentally appropriate way.”
- “Working with people with physical disabilities and mental health difficulties.”
- “In-depth on responding to trauma in practice.”
- “Community assessment and build[ing] a localized learning plan and systems improvement work plan that matches our community needs.”



Recommendations for Future Research

- Conduct future studies of online training and learning supports to:
 - Establish effects of specific training elements on provider competency, and
 - Understand changes in practices and skills of service providers following training.
- Examine the specific training needs of service providers and the strategies that they most prefer. (*Supporting You in Supporting Youth*).



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Access to TSPCS and Online Training Program

Please visit our website:

<https://www.pathwaysrtc.pdx.edu/pathways-transition-training-partnership>



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