

Evaluation is not a destination, it is a journey...

Enhancing the evidence-base in
Partnerships for Success through evaluation

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Disclosures

All presenters of today's panel affirm no potential, perceived, or real conflicts of interest.

“It is good to have an end to
journey toward; but it is the
journey that matters, in the end.”

- Ernest Hemingway

Today's journey...



Quality data for quality decisions

Dorothy Skierkowki-Foster, PhD

Increasing youth participation in community research

Paul Florin, PhD (on behalf of Lucy Gu, PhD)

Social media literacy: A promising new approach to prevention

Hailee Dunn, MPH

Quality data for quality decisions

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Background

PFS-2013

- ⦿ Evaluator: CRST- Community Research and Services Team (URI)
- ⦿ Problems with...
 - Data collection (vendor specific-issues)
 - Data collection (administration/school)
 - Low response rates
 - Overemphasis on small changes in percentages
- ⦿ Leading to...
 - Evaluation of need for emphasis on quality data collection efforts in Rhode Island
 - Development of training and technical support
 - Emphasis on enhanced evaluation capacity and better understanding of how data can be utilized effectively

Goals

- ⦿ Individual (municipal coordinators):
 - Increase capacity to understand and utilize data from school-based surveys
- ⦿ School-level
 - Improve response rates by grade level of administration
- ⦿ Organizational-level
 - Collaborate with other state agencies to establish response rate guidelines for the future

Intervention

⦿ Organizational-level

- CRST met with key representatives from BHDDH and SEOW (State Epidemiological Outcomes Workgroup)
 - Collaboratively established 60% response rate by grade level guideline using standards set forth by Youth Risk Behavior Survey (YRBS)
- Decision: CRST will not report school survey results to communities that do not meet this threshold

Intervention

⦿ Individual-level

• Training

- Multiple presentations at quarterly meetings
- Emphasis
 - Understanding and utilizing confidence intervals
 - Importance of passive versus active consent
 - Response rates and clarification of expectations for feedback reports
 - How to interpret differences in percentages

Example: Training Materials

GUIDELINES FOR INTERPRETATION

HOW TO BEST UTILIZE INFORMATION CONTAINED IN STUDENT
SURVEY OUTCOME REPORTS

INTERPRETING THE DATA

The purpose of this document is to provide a brief overview of best practices and guidelines for interpretation of results from the 2015 – 2016 administration of state level school surveys, as well as to set new standards for future feedback reports of other survey tools. This document is intended to help consumers of survey data understand: 1) the relationship between parental consent procedures and response rates among students completing school surveys; 2) whether response rates by grade level administration are sufficient for providing meaningful and useful feedback to key stakeholders; 3) how weighting procedures can be helpful in promoting greater confidence in estimates generated from survey results; and 4) how best to interpret differences in proportions using confidence intervals.



PARENTAL CONSENT: WHO, WHAT, WHERE, WHEN, AND WHY?

Active and **passive consent** procedures for administration of survey data within the school setting refer to two distinct methods for obtaining consent from parents or guardians. Typically, **passive consent** procedures involve sending a letter that explains the basic premise of the survey to all parents or guardians of students enrolled at a school, with specific steps for retracting permission should parents or guardians decide they do not want their children to participate.

In contrast, **active consent** procedures require that parents or guardians signify in writing that they permit their children to participate in the survey. The key difference between these methods is that **passive consent** usually assumes that parents or guardians have consented *unless some other action is taken to indicate otherwise*, whereas **active consent** procedures do not make this assumption and require parents or guardians to explicitly specify their consent in writing.

Consideration of consent procedures is important prior to survey implementation because of marked differences in response rates between these methods. One benefit of **passive consent** is that this method typically results in very high response rates, and may yield a more un-biased and representative sample of the student body within a school. Knowledge of a school's parental consent procedures during the planning phase of survey administration can be useful in determining which method is most likely to yield maximal response rates, as well as to standardize data collection procedures across multiple school settings, where applicable.



Outcomes/ Summary

- ⦿ Organizational-level
 - Cross-agency unification in new standards for quality data collection/reporting
- ⦿ School-level
 - Rhode Island Student Survey (RISS) administered in 2017-2018 school year by another entity at URI (CPRC)
 - Overwhelming majority of schools surveyed utilized passive consent
 - Overall response rate well-exceeded 60% threshold, with only a few instances of grade-level response rates below 60%
- ⦿ Individual-level
 - Increased capacity to utilize data effectively
 - Better understanding of how to interpret differences in proportions

Increasing youth participation in community research

Paul Florin, Ph.D

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Evaluation Strategies

- What issues are we trying to address?
- Recruitment of adolescents in prevention programming research
- Sampling directly from schools to online research
- Platforms of reach
- Levels of school involvement
- Adaptability
- Sustainability

Pilot Study: Phase 1

- Examining the feasibility of 3 social media platforms in recruiting adolescents to prevention programming research

Recruitment Method	Responses (n)	Total school enrollment	Response percentage
QR Code	97	550	17.6%
Facebook	31	589	5.3%
Twitter	27	1,100	2.5%

- QR Code response rates significantly higher than Facebook, Twitter

Recruitment Method	Respondent (n)	Response percentage	Total Costs	Cost Per Recruitment
QR Codes	97	17.6%	\$637	\$6.57
Twitter	27	2.5%	\$600	\$22.20
Facebook	31	5.3%	\$939	\$30.29

- QR Codes: lowest cost-per-sample recruited; highest response rate

QR Codes: A sustainable tool

- Embedded QR Codes
- Distributed to each student through homerooms
- Easily adaptable for school communities and/or community settings

Figure 1. Example of QR Code postcard used, front and back



Pilot Study: Phase 2

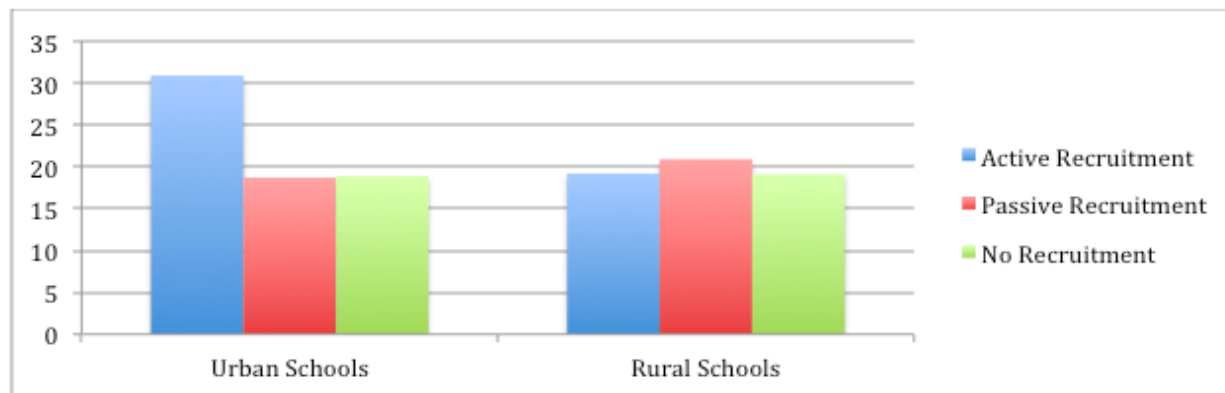
- ✓ Varying social media (Facebook, QR Codes) and school involvement (active, passive, none) to assess for efficacy of recruiting adolescents to prevention programming research
- ✓ Extended previous pilot by examining different levels of school involvement when used with social media platforms
 - Higher levels of community school involvement correlate with
 - Higher response rates; Lower cost-effectiveness
 - QR Codes continues to show efficacy in recruiting demographically representative adolescent samples in Phase 2
 - Supplementing QR Codes with FB increased participation %, but was a less cost-effective strategy than QR Code alone

Phase 2 Results: Response Rates

Table 3. *Frequencies and percentages of responses*

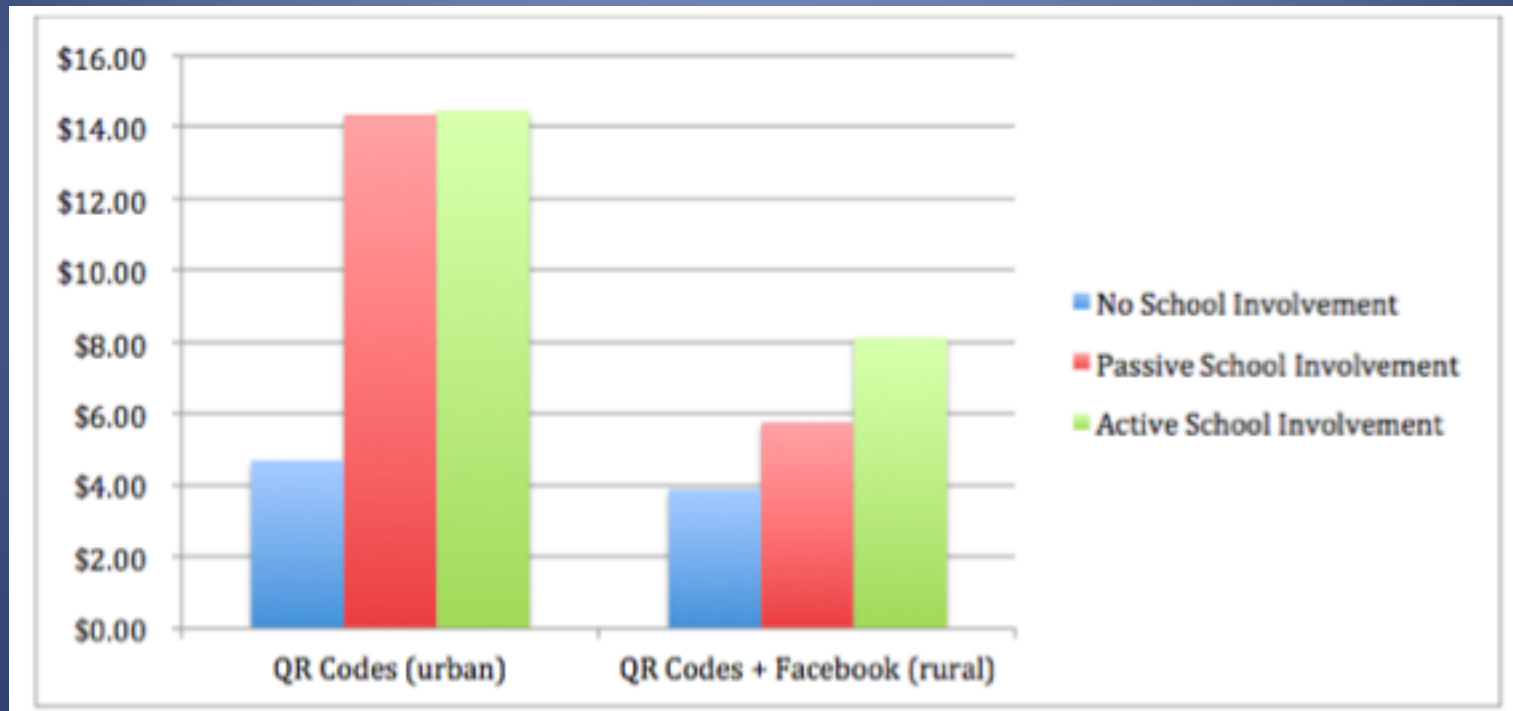
		Recruitment Channels	
		QR Codes (Urban)	QR Codes + Facebook (Rural)
School Involvement Levels	Active	53/171 30.9%	108/563 19.2%
	Passive	43/230 18.7%	136/651 20.9%
	None	140/742 18.9%	217/1137 19.1%

Figure 2. *Percentage chart of respondents at each school*



Phase 2 Results: Costs

Cost per recruited respondent



Social media literacy: A promising new approach to prevention

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Background

Local communities express interest in using social media for substance prevention.

Why?



Reach.

- About 90% of teens use social networking sites (SNSs) with 1 in 5 going online “almost constantly” (PEW Research Center, 2015)

Bi-directionality.

- When teens disseminate messages they automatically become part of the message

Introduction

- No studies have explored the feasibility and efficacy of substance prevention social media campaigns aimed at adolescents



- About 20% of high school students are exposed to friend-generated alcohol content (Nesi, Rothenburg, Husson, & Jackson, 2017)
- Teens reference alcohol use online to appear “cool” (Moreno, et al., 2009)
- Online behavior is correlated with offline behavior (Nesi et al., 2017; Geusens & Beullens, 2017)
- Increased need for social media literacy (Livingstone, 2014)

What is *social media literacy*?

The ability to question various types of content displayed on SNSs rather than simply accept messages at face-value

AND...

The capacity to reflect on one's own online behavior including its impact on the self and others

(Livingstone, 2014)

Aims

1. To explore reasons teens may or may not want participate in a substance prevention campaign delivered through SNSs

1. To investigate if participating in a small group discussion on how on to develop a substance prevention social media campaign can increase teens' social media literacy skills

Methods

- High school students (n=33) recruited from school- and community-based youth groups in Rhode Island
- Semi-structured focus groups (n=4) followed by a brief survey
- Participants blinded to social media literacy intervention

Sample Consent Language:

“You are being asked to be in this study because you represent the age group of young people we are trying to engage and may be able to help us understand some reasons why they may or may not want to participate in social media campaigns related to underage drinking and marijuana use.”

Methods

Sample questions:

- *What types of things do people your age post about?*
- *Do some posts get more attention than others?*
- *In the past, organizations have tried using SNSs to educate people your age about things like underage drinking and marijuana use but have not been very successful at reaching people your age. Why do you think that is?*
- *If someone your age was asked to develop their own message and then post it on social media as part of a campaign to reduce substance use, what are some reasons they may or may not want to participate?*

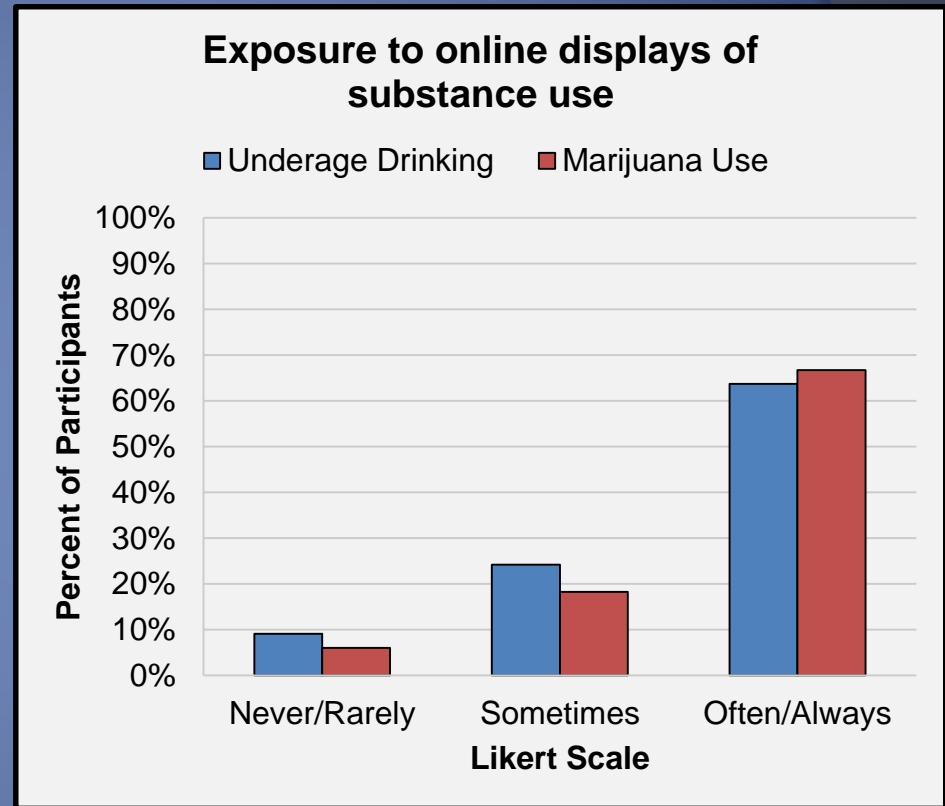
Results

Sample Characteristics

- Grade ($M=10.79$, $SD=1.08$)
- Age ($M=16.38$, $SD=1.19$)
- Predominantly Hispanic (73%)
- Majority female (70%)

SNS Use

- 100% use SNSs
- 91% go on several times a day
- 85% use more than one SNS



Note: Missing responses for underage drinking ($n=1$) and marijuana use ($n=3$)

Results

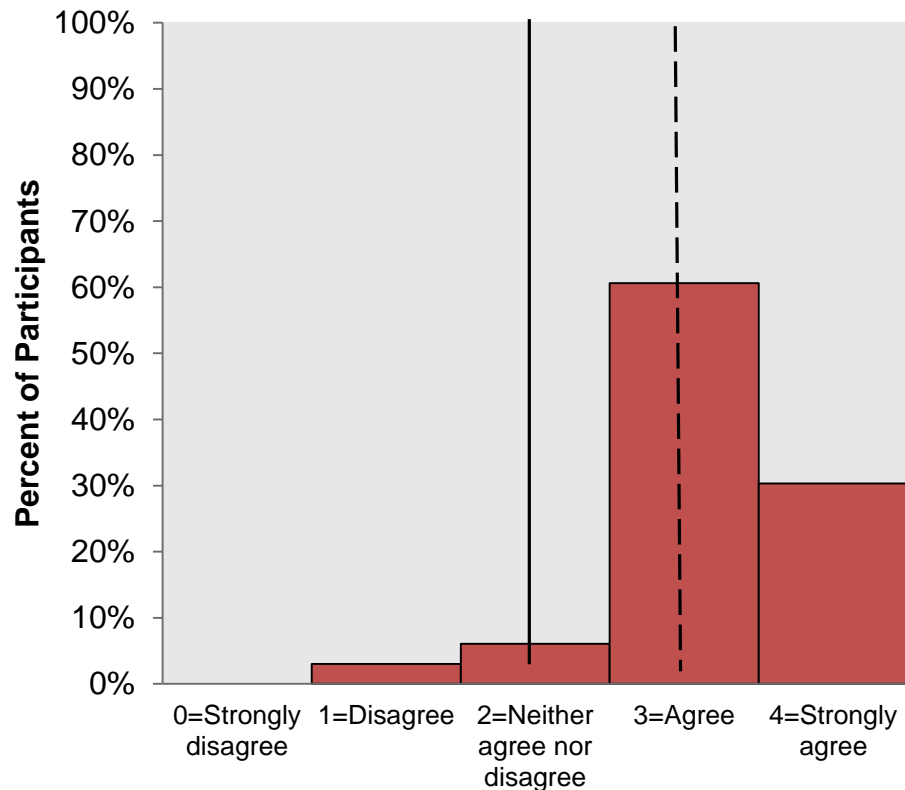
Are teens willing to participate in substance prevention campaigns delivered through SNSs?

It depends.

Getting teens actively involved in substance prevention social media campaigns is ideal but difficult to accomplish (Dunn, Pearlman Beatty, & Florin, in press)

Results

Hypothesized median=2
Observed median=3



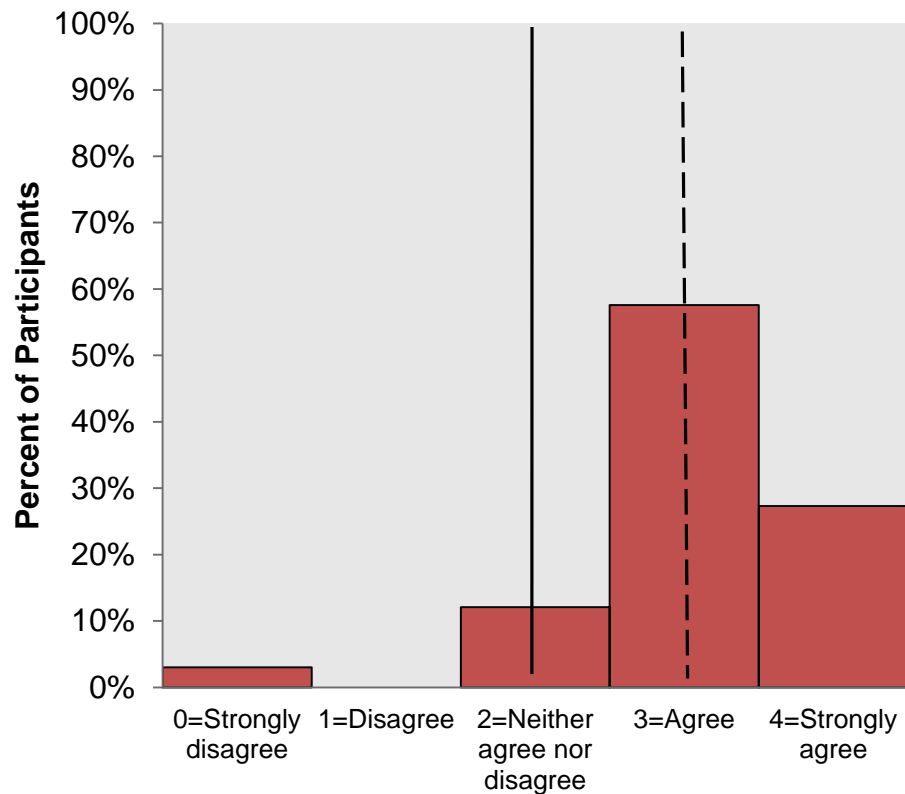
**Fig.1 One-sample Wilcoxon signed-rank test:
Influence of pro-alcohol related content**

Can focus groups serve as a brief social media literacy intervention?

- Participants had a significantly better understanding of how posting pro-alcohol related content on SNSs may encourage people their age to engage in underage drinking, $T=485.00$, $z=4.85$ $p<.0001$

Results

Hypothesized median=2
Observed median=3

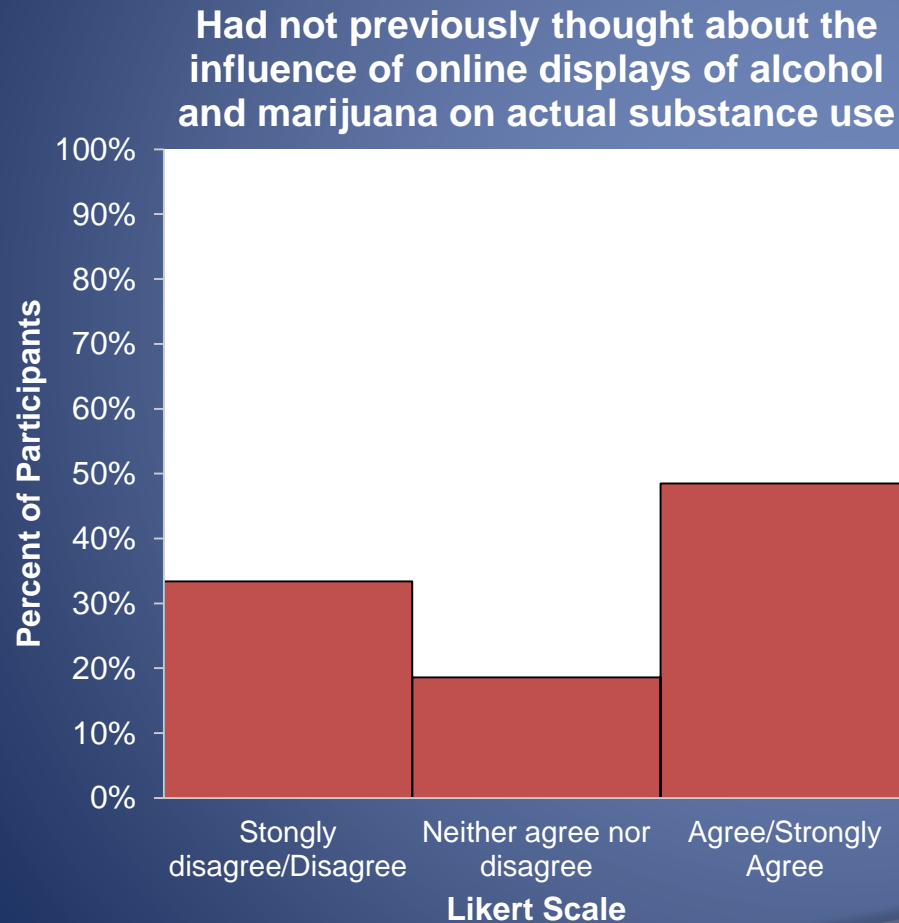


**Fig.2 One-sample Wilcoxon signed-rank test:
Influence of pro-marijuana related content**

Can focus groups serve as a brief social media literacy intervention?

- Participants had a significantly better understanding of how posting pro-marijuana related content on SNSs may encourage people their age to use marijuana, $T=410.50$, $z=4.34$, $p=<.0001$

Results



Were teens thinking about the influence of online substance use norms before the study?

- Almost half (48.5%) of participants had not previously considered the effects pro-alcohol and marijuana related content may have on offline substance use

Discussion

- The majority of teens (in the present study) were not thinking about how exposure to pro-alcohol and drug related content might influence offline risk behaviors
- Prevention specialists should consider alternative or supplemental approaches to substance prevention such as social media literacy
- Preliminary evidence suggests focus groups are a viable method to teach social media literacy skills that center on substance prevention



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Panel Wrap-up

Questions?