



New England (HHS Region 1)

PTTC

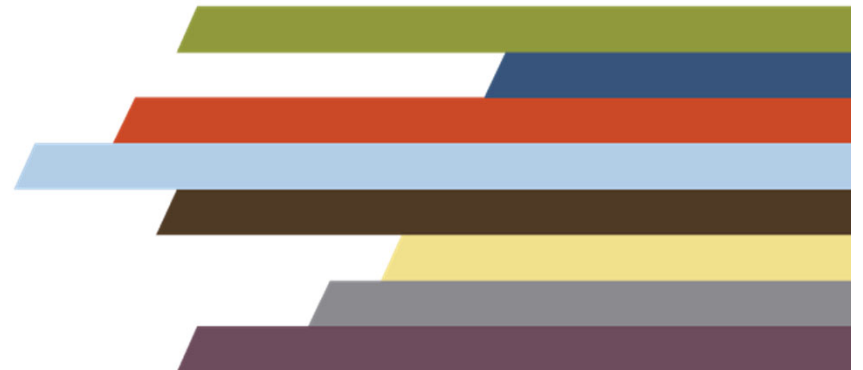
Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Using Data to Design the Future for Substance Use Prevention Professionals: New England PTTC's Mentoring Pilot Program

August 24, 2021

SAMHSA
Substance Abuse and Mental Health
Services Administration



Acknowledgement

The New England Prevention Technology Transfer Center
(New England PTTC)



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Cooperative Agreement # 5H79SP081020-03



The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.





Presenters

Scott M. Gagnon, MPP, PS-C

New England PTTC Director,
Associate Director, Adcare Educational
Institute of Maine, Inc.

Sarah Johnson, BA, BS

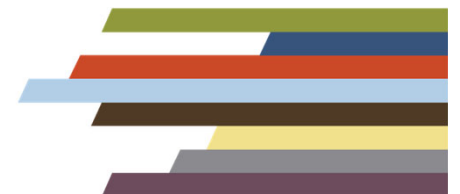
New England PTTC Training Project Coordinator

Kim Magoon, MS

New England PTTC Evaluator,
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New England PTTC Evaluator,
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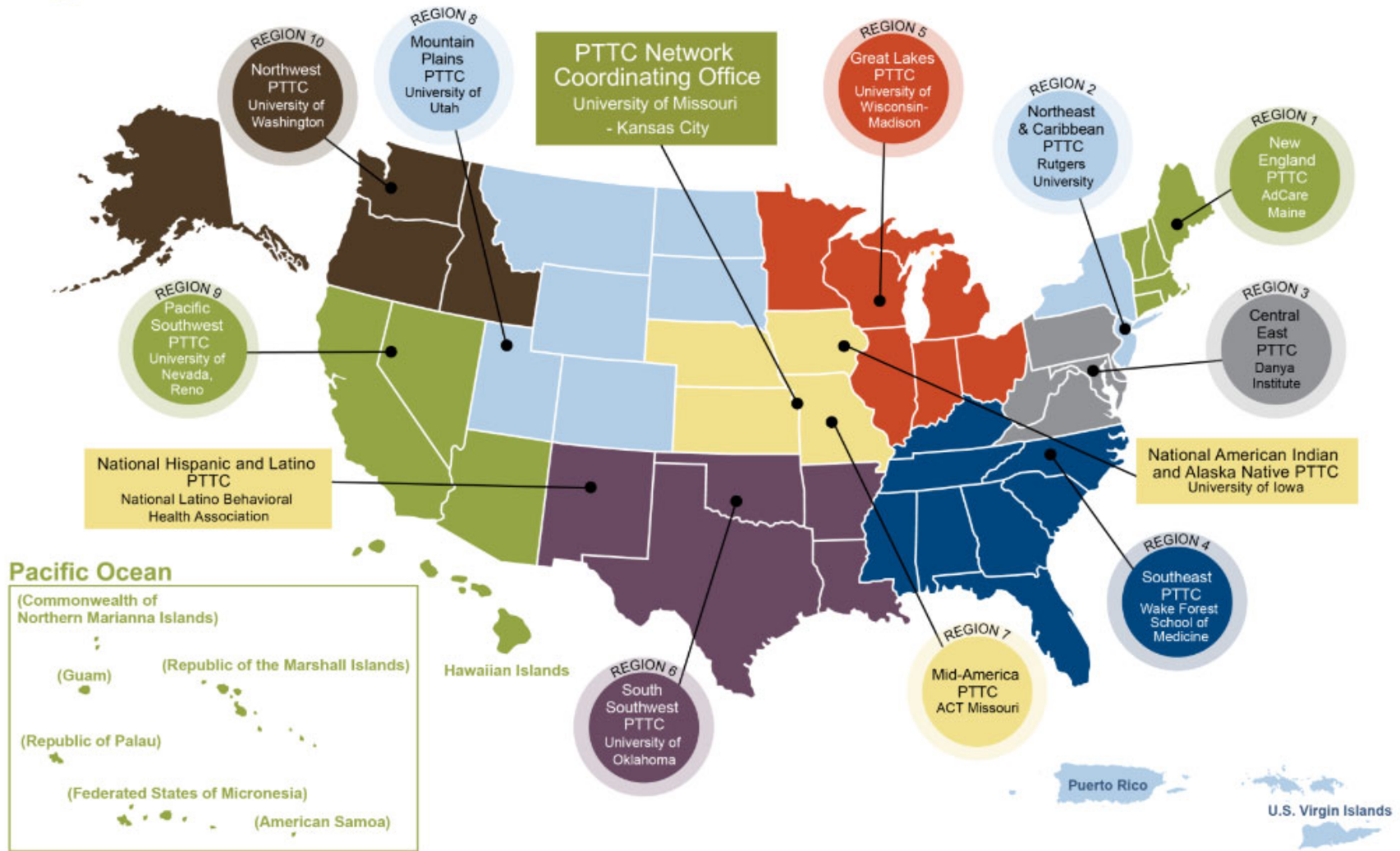




PTTC

Prevention Technology Transfer Center Network
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PTTC Network



Agenda

- Identifying the Need
- Pilot Planning & Design
- Referral & Application Process
- Cohort Curriculum
- Evaluation
- Plans for Year 2
- Questions

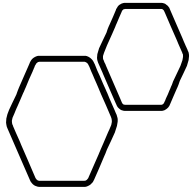




Session Objectives

1. Use data to drive decision-making to identify solutions to meet a need
2. Understand how to build and customize a mentorship program to focus on a regional/ local need
3. Design an evaluation model to measure successes/challenges of intensive technical assistance





Identifying the Need



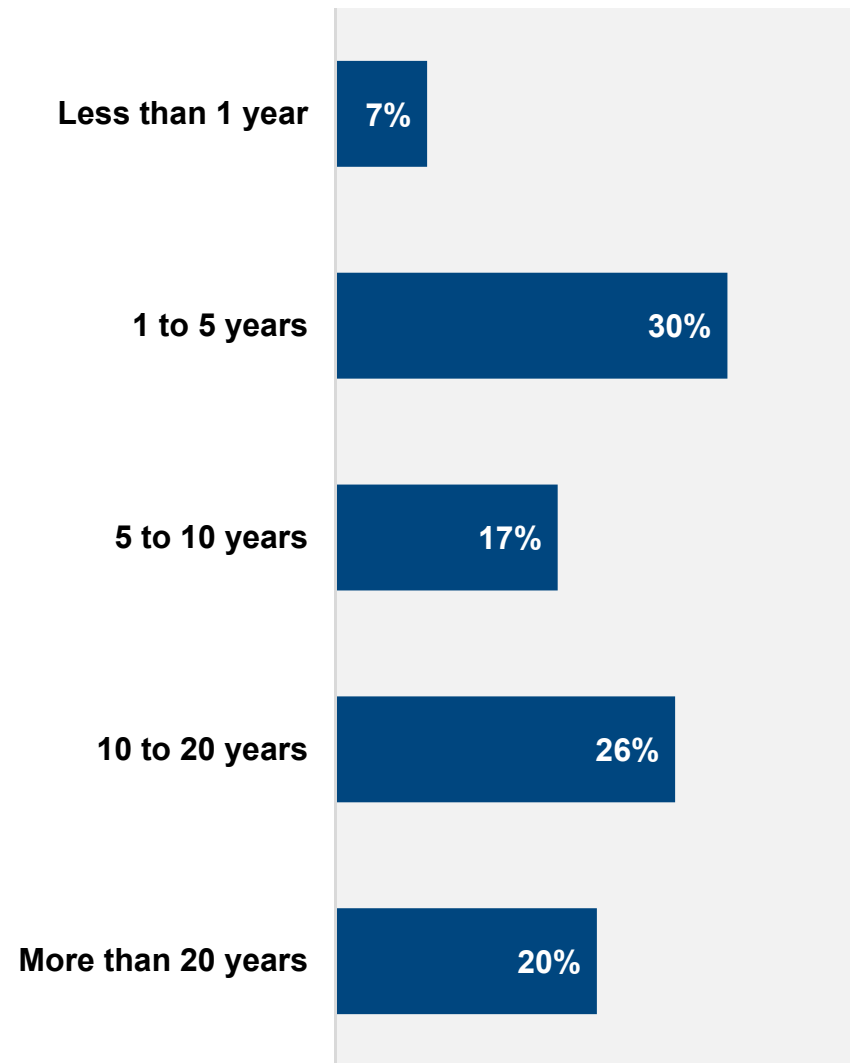
2019 Workforce Needs Assessment

Most respondents had been in the field for 5 years or less or 10 years or more.

≤5 years = New professional

≥10 years = Advanced professional

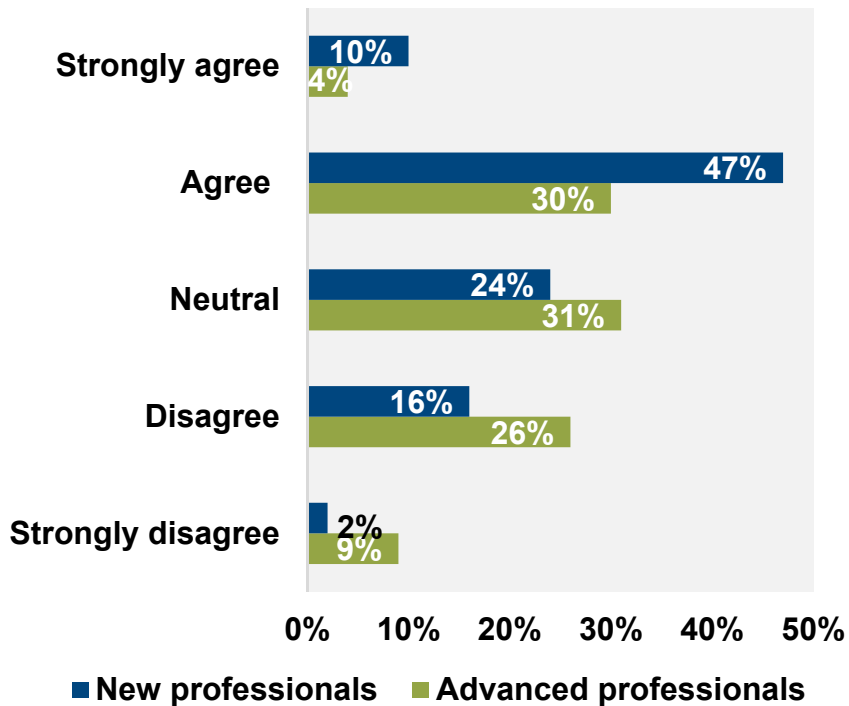
27% of respondents said they were a Certified Prevention Specialist and 38% reported interest in becoming certified



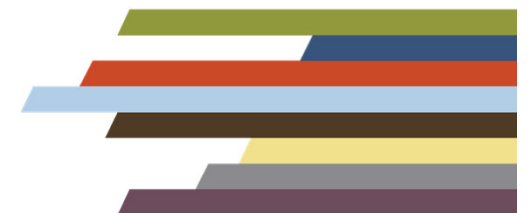
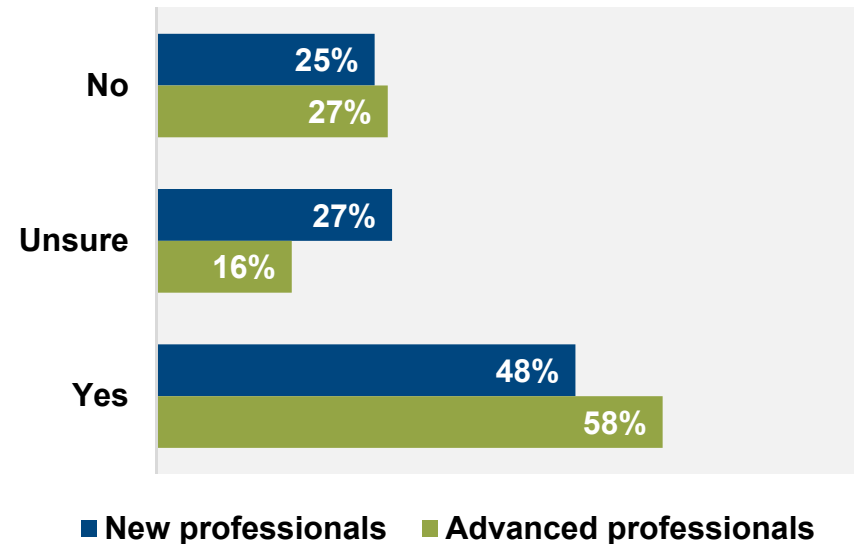
Training & Career Development Opportunities

47% of professionals indicated a need for mentoring/ coaching

Adequate Educational or Training Opportunities

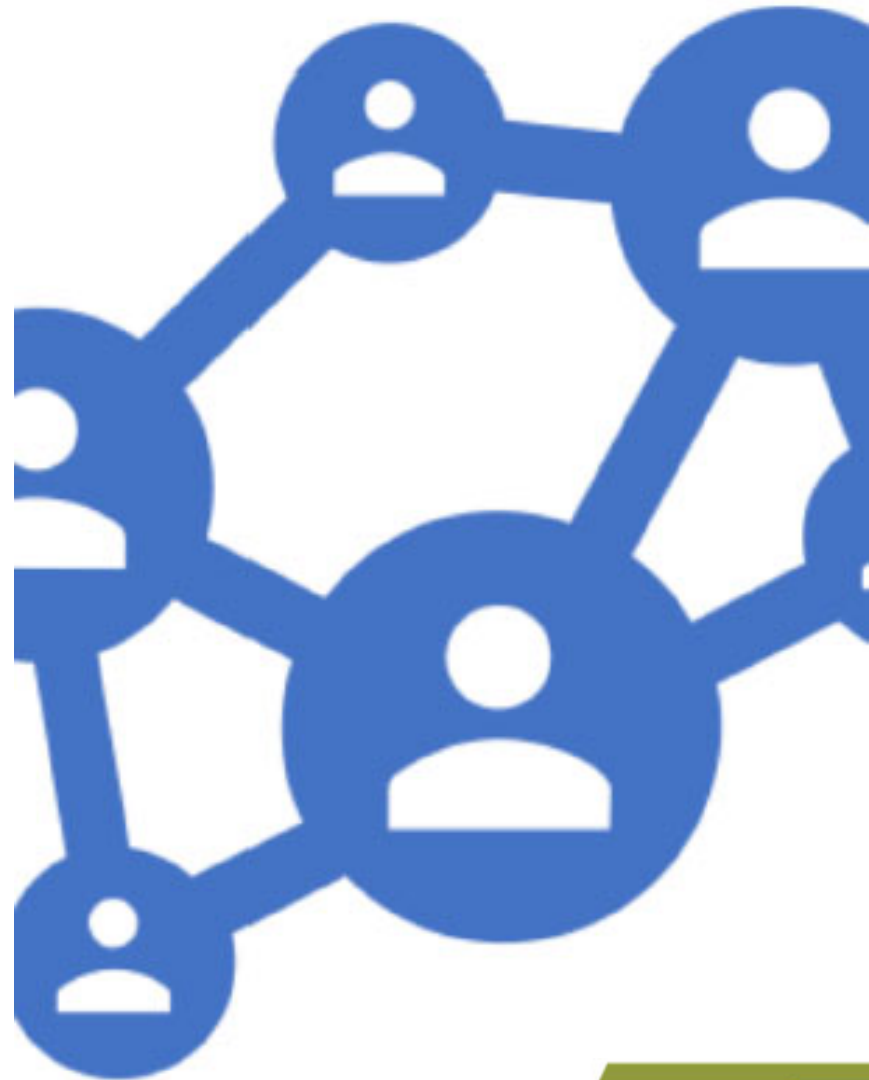


Access to Career Development Opportunities

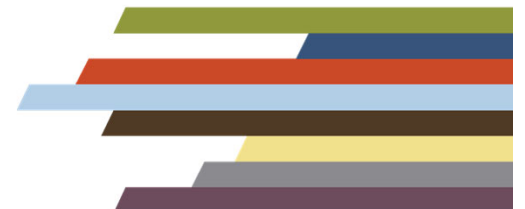
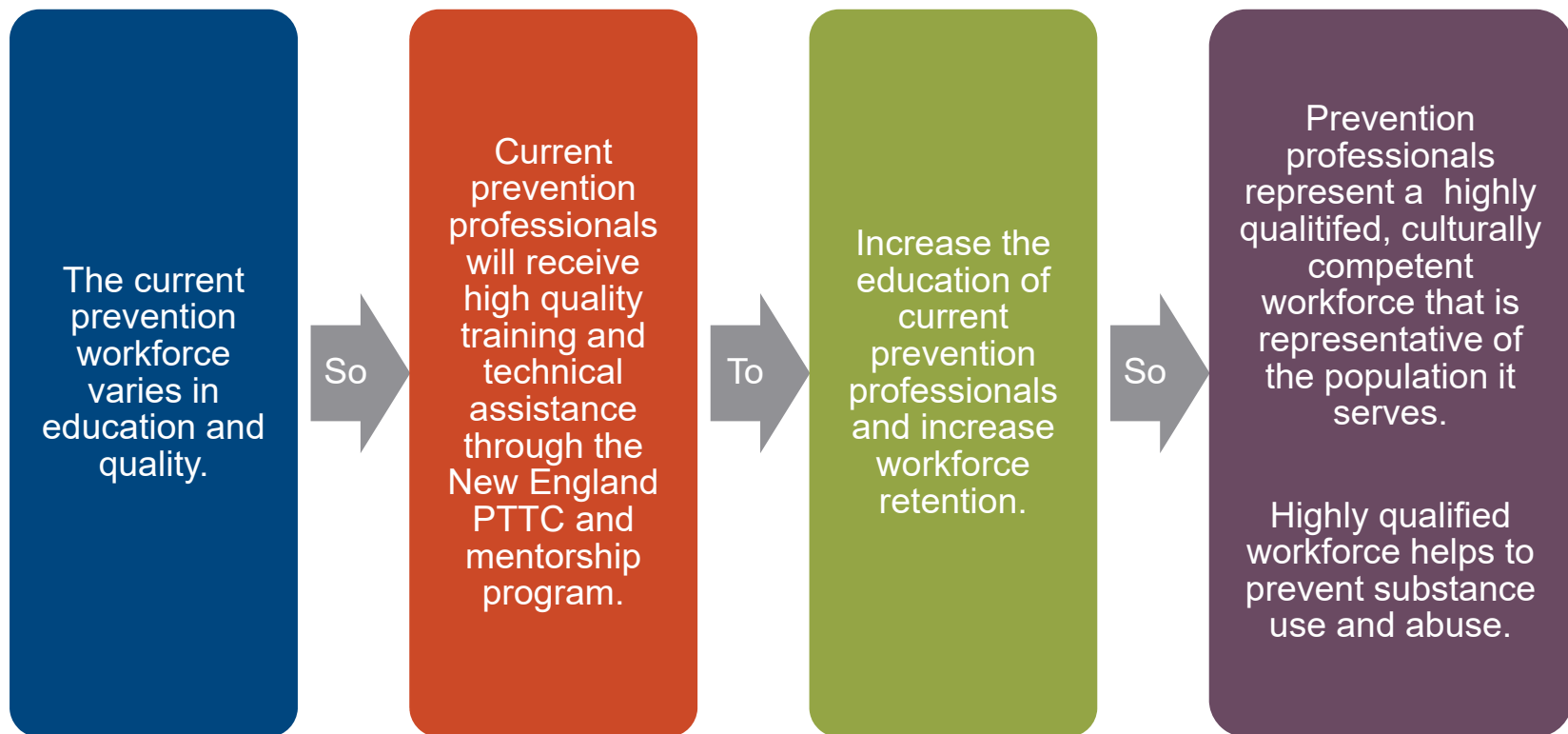


Rationale

- Feedback from the **New England PTTC Needs Assessment** conducted in 2019, and from other prevention providers in New England indicated the need for mentors for newer prevention professionals, particularly where they work in organizations where organizational supervisors may have little to no substance use disorder prevention background.
- A mentor program is needed to provide a structured process for prevention professionals to receive **guidance and coaching** from experienced professionals in the field.



Theory of Change

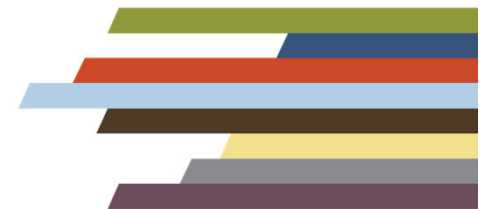


Goal & Objectives

The ultimate goal of the program is to **increase the retention and quality of a prevention workforce** that is educated, qualified, culturally competent, diverse, and growing.

Four Primary Objectives

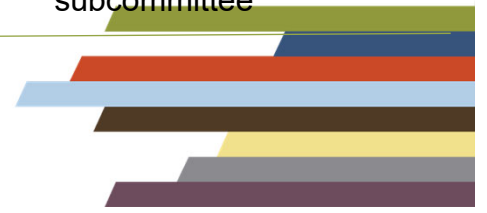
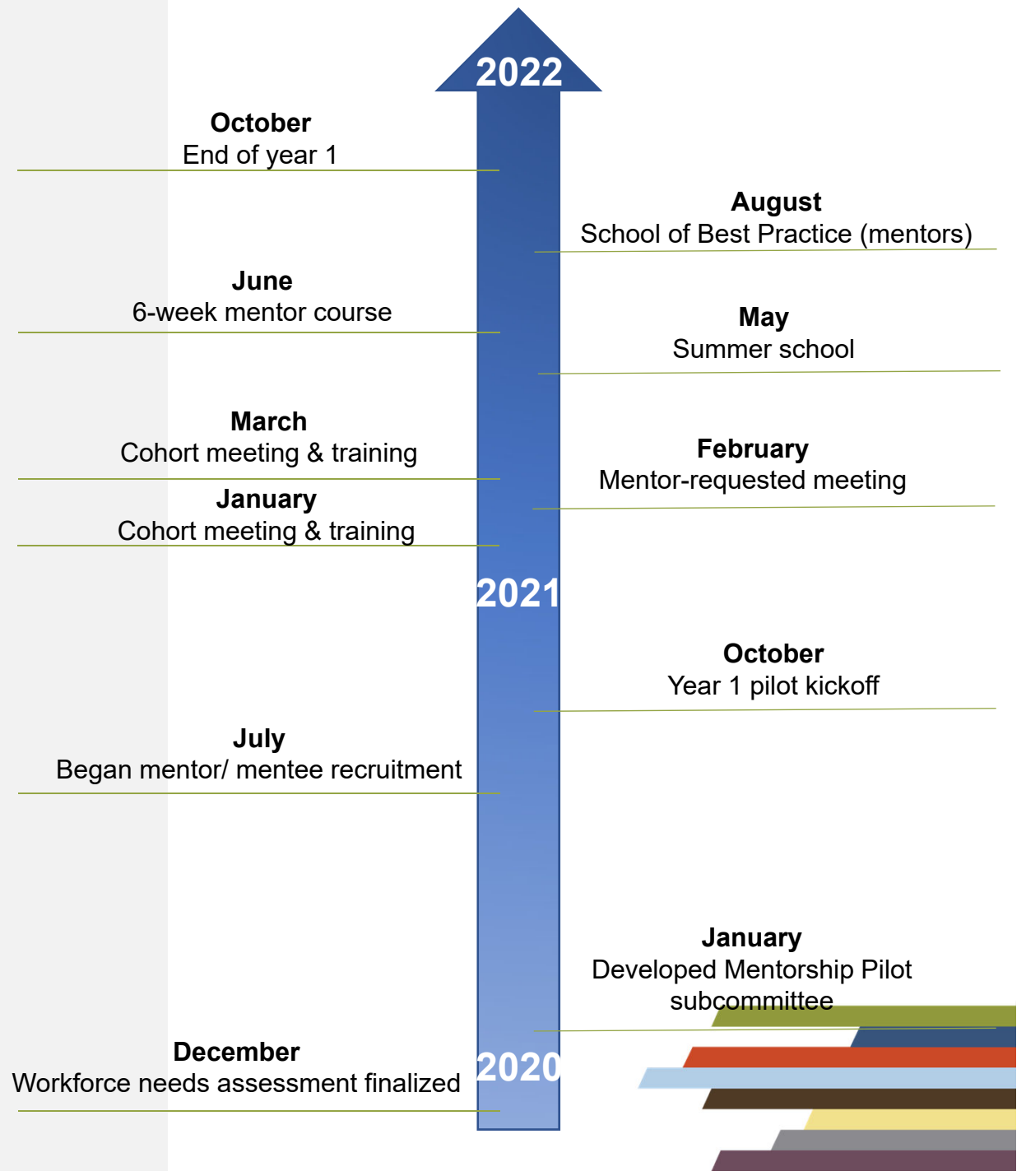
- Establish a cohort of prevention mentors in each of the six New England states.
- Provide a structured process for new prevention professionals to receive guidance and counsel from experienced professionals in the field.
- Create opportunities for experienced professionals to enhance their leadership skills and share their experience with the newer prevention professionals.
- Assist prevention professionals to plan career advancement.

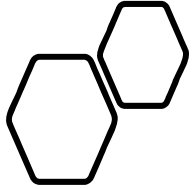




Pilot Timeline

Planning and start up
for the pilot took nearly
a year!



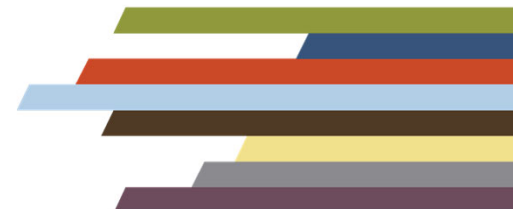


Pilot Planning & Design



Logic Model

Inputs	Intervention	Outputs	Outcomes
<i>New and seasoned prevention professionals</i>	<i>Orientation for mentorship program</i> <i>In-person and virtual meetings between mentor/mentee</i> <i>Leadership training for mentors</i> <i>Quarterly cohort meetings</i>	<i>Number of prevention professionals participating in pilot</i> <i>Number of times mentor/mentee met</i> <i>Number of trainings attended</i> <i>Number of mentees with completed professional development plans</i>	<i>Satisfaction with mentoring program</i> <i>Increased knowledge and application of key prevention fundamentals and topics</i> <i>Improved professional performance</i> <i>Improved identity development</i> <i>Increased certified prevention specialists</i> <i>Increased retention of prevention workforce</i>





Evaluation Outcomes

- By the end of the 12-month pilot, mentees will have an increased knowledge and application of key prevention fundamentals, and they will have obtained or scheduled the exam to take their state's prevention professional certification.
- By the end of the 12-month pilot, 90% of participants will report satisfaction with the mentorship program and willingness to refer the program to peers.
- By the end of the 12-month pilot, mentees will have an outlined plan for their career path and report improved professional performance.



Using the SPF Model to Further Domain Learning

IC&RC Prevention Performance Domains

- Domain 1: Planning and Evaluation
- Domain 2: Prevention Education and Service Delivery
- Domain 3: Communication
- Domain 4: Community Organization
- Domain 5: Public Policy and Environmental Change
- Domain 6: Professional Growth and Responsibility



Program Design



1:1 MENTOR/
MENTEE
MEETINGS



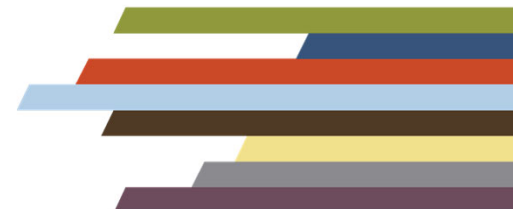
COHORT
MEETINGS

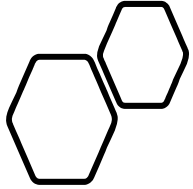


FOLLOW UP



TRAINING &
SUPPORT





Referral & Application Process



Application & Recruitment

- Began in July 2020, with goal of recruiting 12 mentors and 12 mentees to represent each of the six New England states.
- Roles and responsibilities outlines for potential applicants



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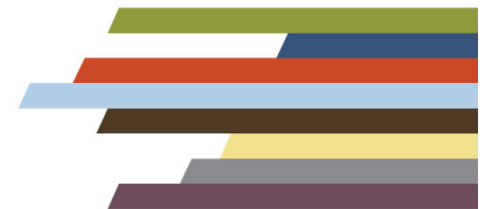
Mentees are self-motivated individuals who are committed to personal and professional growth. An ideal mentee will take the opportunity to ask questions and is open to constructive feedback.

Mentors will serve as a guide to your mentee, supporting their professional goals as determined by their mentee self-assessment and outlined in their Professional Development Plans.

Overcoming Barriers to Recruitment

- The Mentorship Pilot Committee identified likely barriers and designed solutions ahead of time.

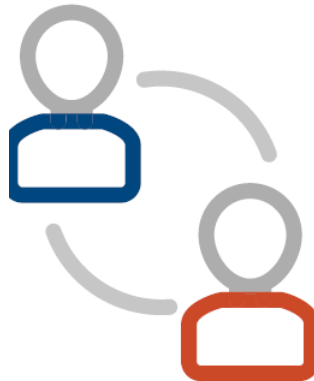
Barrier		Solution
No centralized way to find candidates	➔	Mentorship Pilot Committee
Brand new program, need to educate workforce	➔	Mentor Recruitment Packet
Time commitment for mentors and mentees	➔	Commitment Letters to Organizations





Mentor/ Mentee Matching

- Mentors/ mentees completed self-assessments to help program committee pair teams effectively.
- Mentors/mentees were matched based on state, prevention domain needs, organizations, and other factors.



Mentee Self-Assessment Worksheet

Instructions: Complete and return to New England PTTC Prevention Mentoring Program Coordinators Erin Burnett, eburnett@adcareme.org and Sarah Johnson, sjohnson@adcareme.org.

This self-assessment is designed to assess your competencies in the six IC&RC Prevention Performance Domains and the respective associated tasks of each domain to manage your professional development. Complete this in conjunction with your PDP (Professional Development Plan). This tool will be used to match you with an appropriate mentor and should be used as a point of discussion to develop your mentorship goals. You will be asked to complete a follow up assessment at six and twelve-months to evaluate progress.

Proficiency Level	1 = No Proficiency	2 = Limited Proficiency	3 = Basic Proficiency	4 = High Proficiency	5 = Expert Proficiency
Definition	Unable to perform Little to no experience	Limited ability or knowledge Needs significant help from others	Able to perform at basic level Some direct experience Needs assistance from time to time	Capable and experienced Ability to work independently with limited help	Fully capable and experienced Able to train and lead others Seen as Subject Matter Expert

Please respond to each task, rating your proficiency AND commitment to develop the skill.

Rate your proficiency on a scale of 1 to 5:
 1 = No Proficiency
 5 = Expert Proficiency

Would you commit time to develop this skill?

Domain 1: Planning and Evaluation

Circle number:

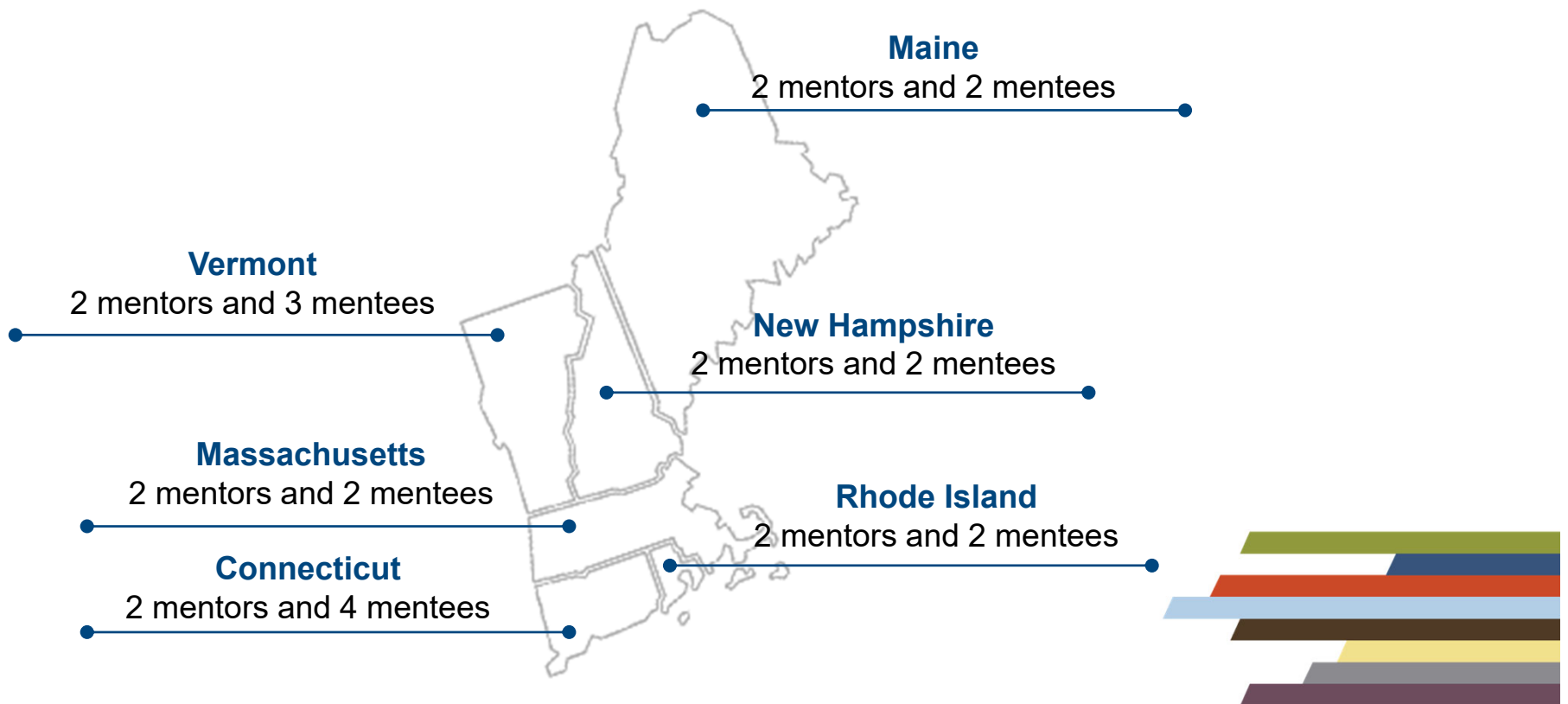
Circle Y / N:

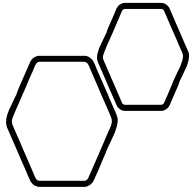
	1	2	3	4	5		Y	N
Determine the level of community readiness for change							Y	N
Identify appropriate methods to gather relevant data for prevention planning							Y	N
Identify existing resources available to address the community needs							Y	N
Identify gaps in resources based on the assessment of community conditions							Y	N
Identify the target audience							Y	N
Identify factors that place persons in the target audience at greater risk for the identified problem							Y	N
Identify factors that provide protection or resilience for the target audience							Y	N
Determine priorities based on comprehensive community assessment							Y	N
Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.							Y	N
Select prevention strategies, programs, and best practices to meet the identified needs of the community.							Y	N
Implement a strategic planning process that results in the development and implementation of a quality strategic plan							Y	N
Identify appropriate prevention program evaluation strategies							Y	N
Administer surveys/pre/posttests at work plan activities							Y	N
Conduct evaluation activities to document program fidelity							Y	N



Mentorship Pairs

Year 1 matched 12 mentors to 15 mentees across the six New England states.





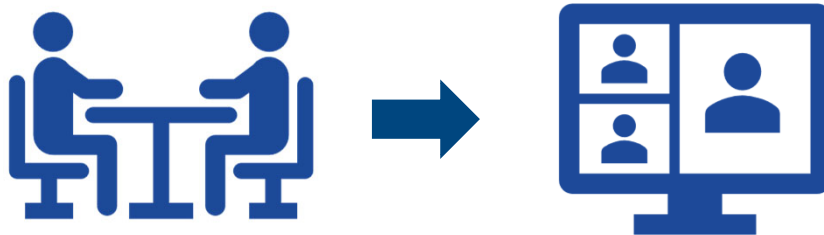
Cohort Curriculum



Cohort Meetings & Trainings

Ideally, mentors and mentees would have met in-person and the New England PTTC would have provided travel stipends.

COVID didn't see it that way.

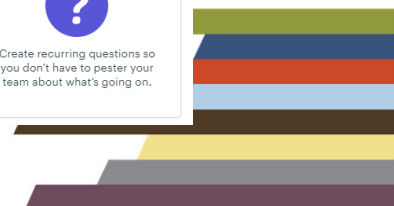


Frqyhuwhg#lq0shuvr#
s0dwirup #w#ylwdo

New England PTTC Prevention Mentorship Program

AB AH AM AS CW CC CB KS KM LM MI Add/remove people

A screenshot of a Basecamp workspace. The interface includes several panels: 'Message Board' with a list of messages like 'Your Feedback', '2021 NPN Conference News', and '3rd Cohort Meeting/ PreWork'; 'To-dos' with a task 'Cohort Meeting Prep Remi' marked 'ALL DONE'; 'Docs & Files' with links for 'Mentors - M & Mentoring slides', 'Kickoff Meeting 10.28.20', and 'Cohort Meeting Agendas'; 'Campfire' with a chat log; 'Schedule' with a calendar icon and text about sharing events; and 'Automatic Check-ins' with a question mark icon and text about recurring questions. The Basecamp logo is visible at the bottom left of the workspace.



Mentorship Pilot Kickoff

Program introduction

Timeframe

Participant expectations

- Monthly meetings with mentor/mentee
- Professional Development Grid to outline goals and growth
- Monthly work plan to guide the session
- Session feedback forms to report back about sessions

Requests for trainings and TA



Professional Development Grid

- Mentors and mentees were given this document to determine their personal goals and desired outcomes for the program, and to consider their career track moving forward.

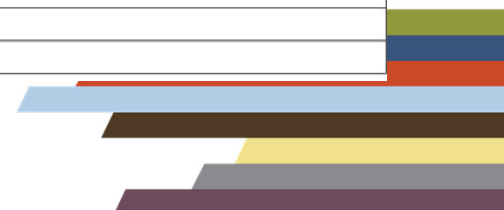
Professional Development Grid

Use this grid to establish your personal goals for this program. You may choose to share these with your mentee. You may choose to use the SMART Goals tool to help you write these goals.

Example:

Duration	Focus Area	Goals	Action Steps
Short-term (Within next 6 months)	Leadership	Goal 1 Increase my leadership skills through training	1. Request a mentor leadership training from PTTC 2. Assess my comfort with leadership before/after 3. Ask Cohort of Mentors what skills they are developing
		Goal 2	1. 2. 3.

Duration	Focus Area	Goals	Action Steps
Short-term (Within next 6 months)		Goal 1	1. 2. 3.
		Goal 2	1. 2. 3.
Intermediate (Within next 12 months)		Goal 3	1. 2. 3.
		Goal 4	1. 2. 3.
Long term (Up to two years after program completion)		Goal 5	1. 2. 3.
		Goal 6	1. 2. 3.





October 2020

Domain/Topic: _____

CHALLENGE OF THE MONTH

Use this space to make notes of case specific questions you have outside the Domain of practice for this month.

ACHIEVEMENTS

Use this section to make a note of something you and your mentor have talked about which you felt you made strides on..

RECOMENDATIONS

Use this section to take notes on any recommendations you talk about with your mentor that you want to explore further; people you want to reach out to, organizations you want to research, books you may want to read, etc.

DOMAIN IN PRACTICE

Use this section to select and make notes on the Domain you are practicing this month.

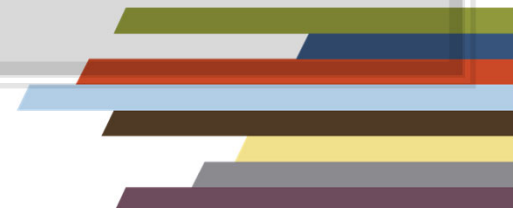
- Planning and Evaluation
- Prevention Education and Service Delivery
- Communication
- Community Organization
- Public Policy and Environmental Change
- Professional Growth and Responsibility

PARKING LOT

Use this section to make notes on things you want to cover later, for the Cohort, or any questions you have for New England PTTC Staff.

Work Plans

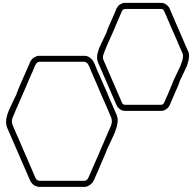
- Mentors and Mentees were asked to build this work plan together as a foundation for their partnership and flexible tool to incorporate changing needs for learning over the course of the program.



Cohort Meetings & Trainings

- Requests for training
 - Communication
 - Mentor skill-development
 - Leadership skills





Evaluation



Five Areas of Evaluation



Meetings and
communication



Expectations
and feedback



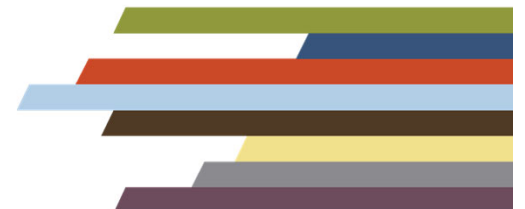
Career
development



Certification
support



Psychological
support



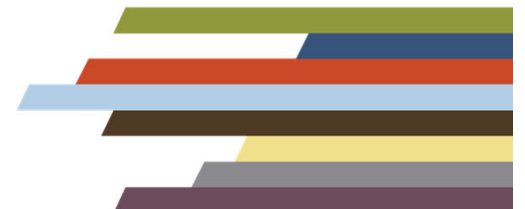
Evaluation Questions

Meetings &
Communication

- What was the frequency and mode of communication between mentor and mentee?
- To what degree did the time commitment differ from participant expectations?
- How timely was communication or feedback between mentors and mentees?
- What were the challenges or barriers to program participation?

Expectations &
Feedback

- Did pilot participants receive adequate training for the program?
- Did pilot participants receive adequate technical assistance and support from the New England PTTC throughout the program?
- To what degree were participants satisfied by their mentorship experience?



Evaluation Questions Cont.

Career Development

- How was career advancement impacted by the pilot?
- To what degree did mentees experience a growth in confidence, autonomy, or self-direction?
- To what degree was work quality or productivity affected by the mentorship program?
- To what extent did mentors help mentees brainstorm new ideas or troubleshoot specific problems?
- How was workforce retention impacted by the pilot?

CPS Support

- How did mentor/ mentee knowledge and application of prevention fundamentals change over time?
- How many participants became Certified Prevention Specialists as a result of the pilot?

Psychosocial Support

- Was the matching process effective for pairing mentors and mentees?
- To what extent were mentor/mentee pairs able to build trusting relationships?
- To what extent was mentor and mentee social connectedness impacted?
- To what extent did mentors assist mentees with networking and building connections within the field?
- To what extent do participants foresee a long-term relationship with their pilot partner?
- To what degree did participants feel supported by their organization to be part of this program?



Data Collection

Start-Up Activities

- Participants complete pre-program survey
- Participants receive workbooks
- Participants complete work plan

First Session

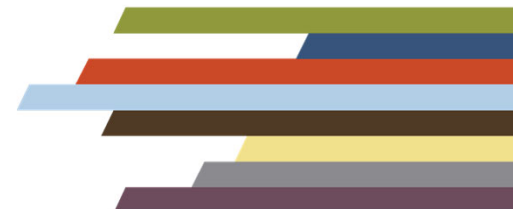
- Participants discuss work plans
- Participants complete professional development work plan

Monthly

- Teams meet monthly and complete session feedback form (1 per meeting)
- Review/ update professional development plan

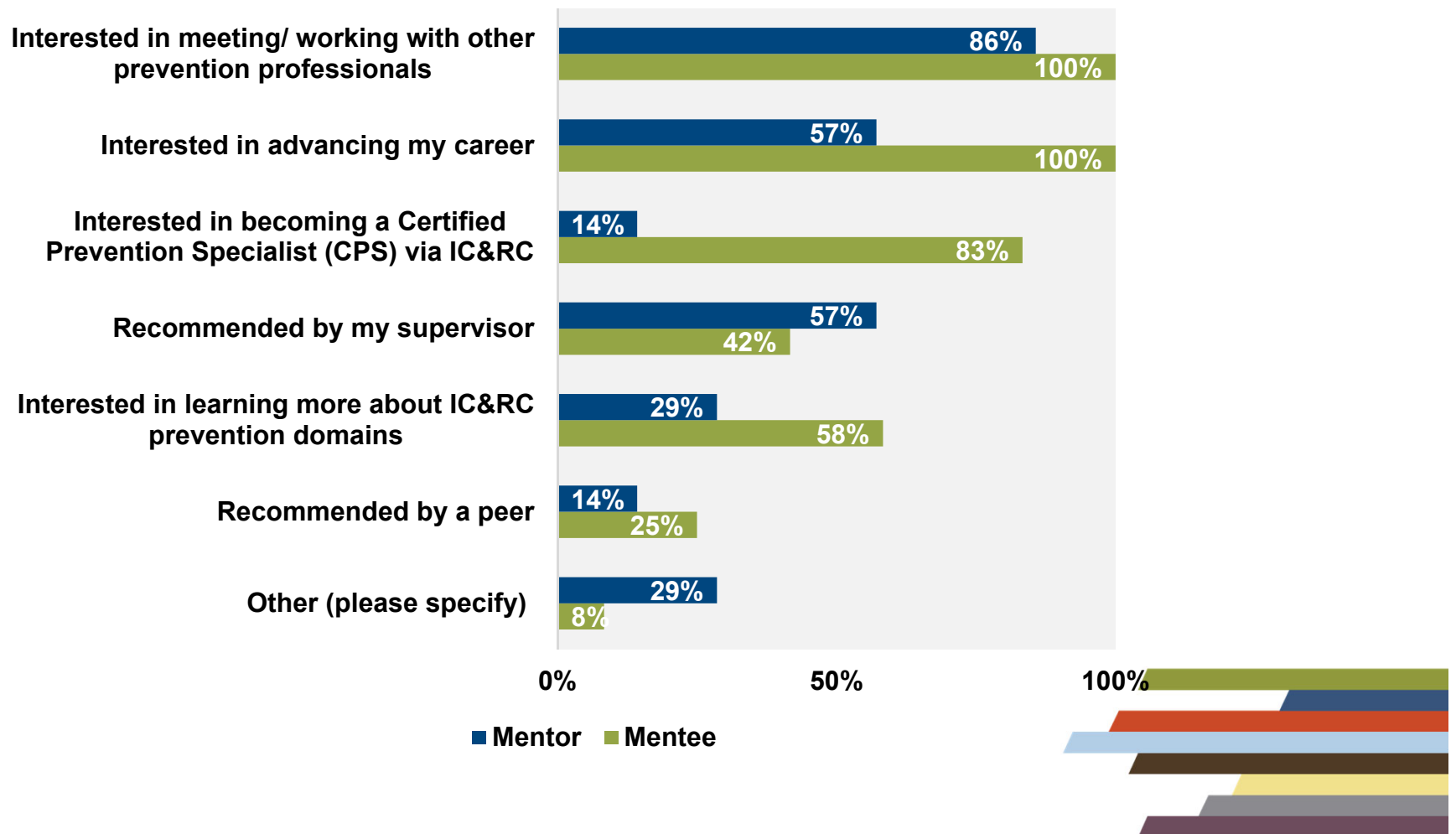
Program Close

- Participants complete post-program survey



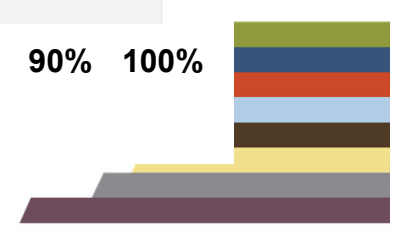
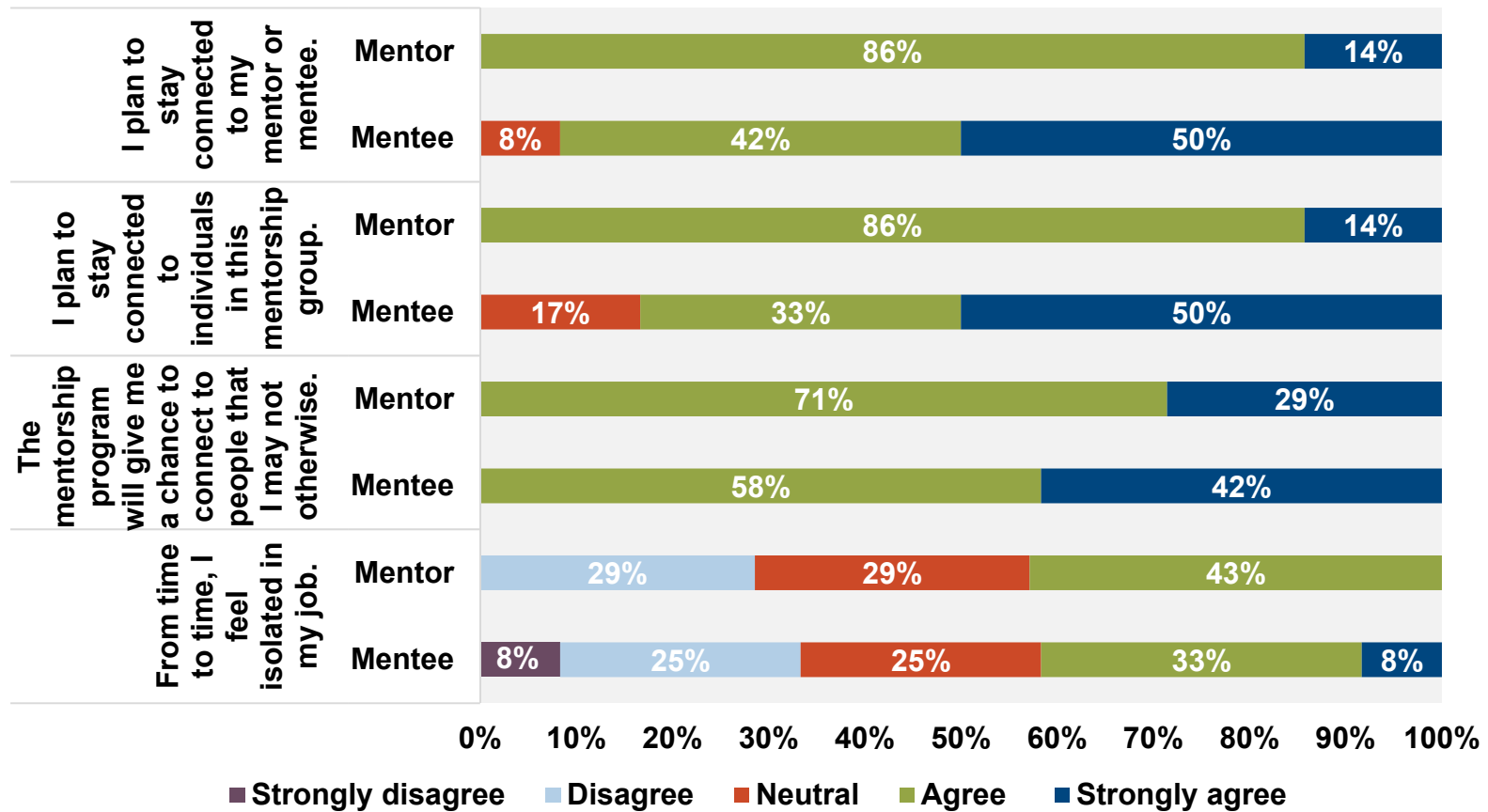
Expectations

Most participants joined the pilot to work with other prevention professionals and advance their careers.



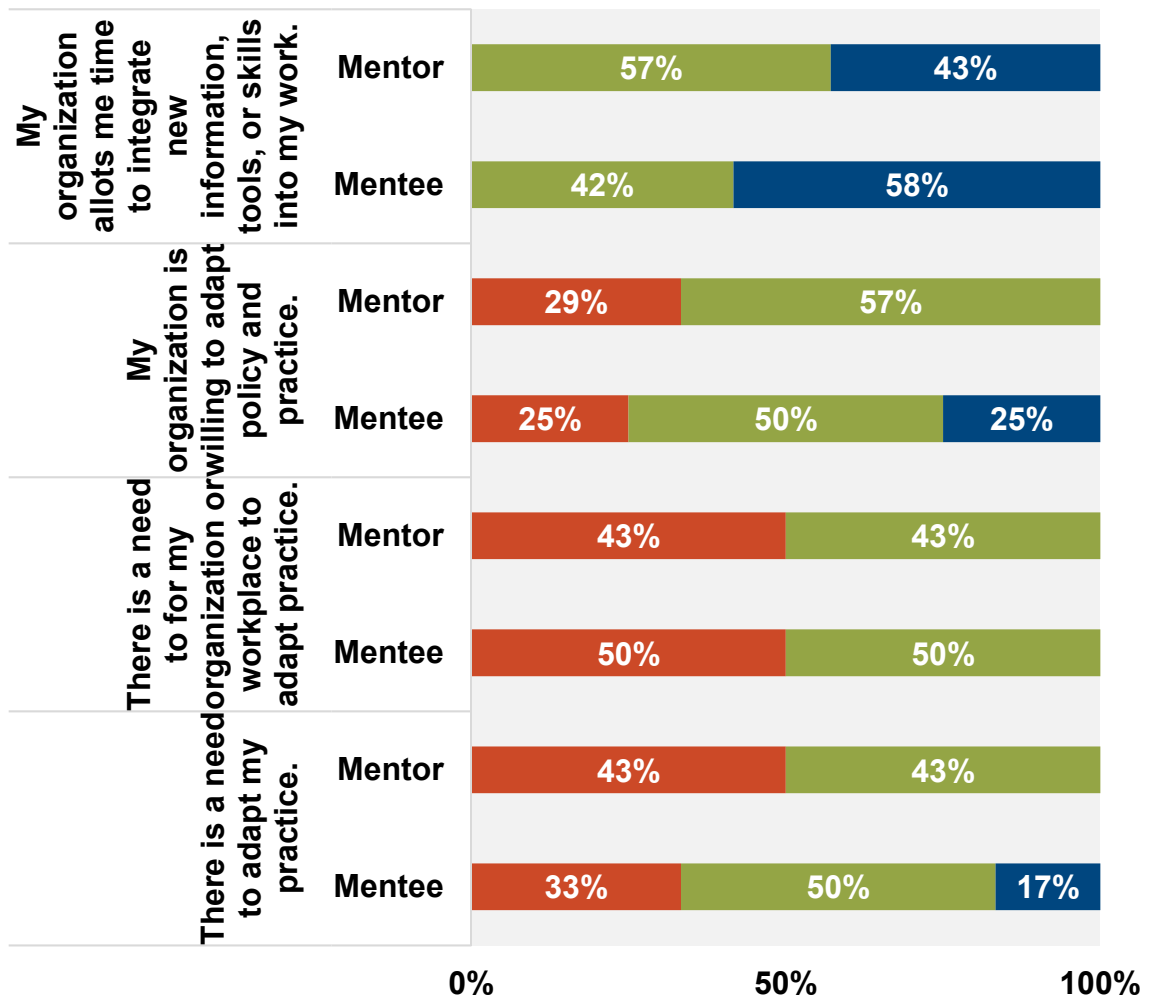
Psychological Support

While a lot of participants reported feeling isolated in their job, they also hoped to use the pilot to network and interact with people they may not have met otherwise.

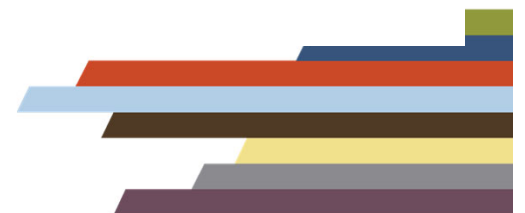


Readiness to Change

- While some participants did not see a need to adapt their practice or that of their organization prior to the pilot, most people reported that their organizations were willing to let them make changes if they wanted to.



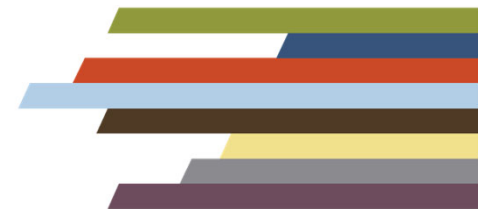
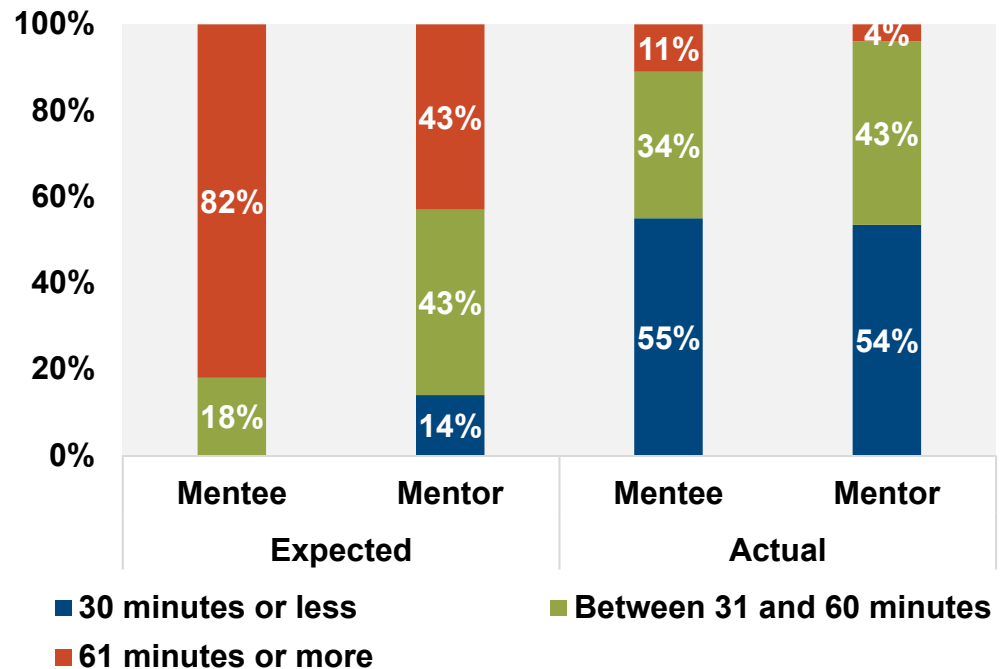
■ Strongly disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly agree



Meetings & Communication

The pilot is not as time intensive as participants expected and pairs seem to communicate well.

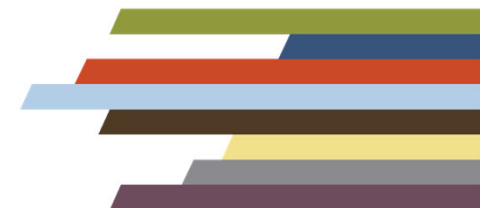
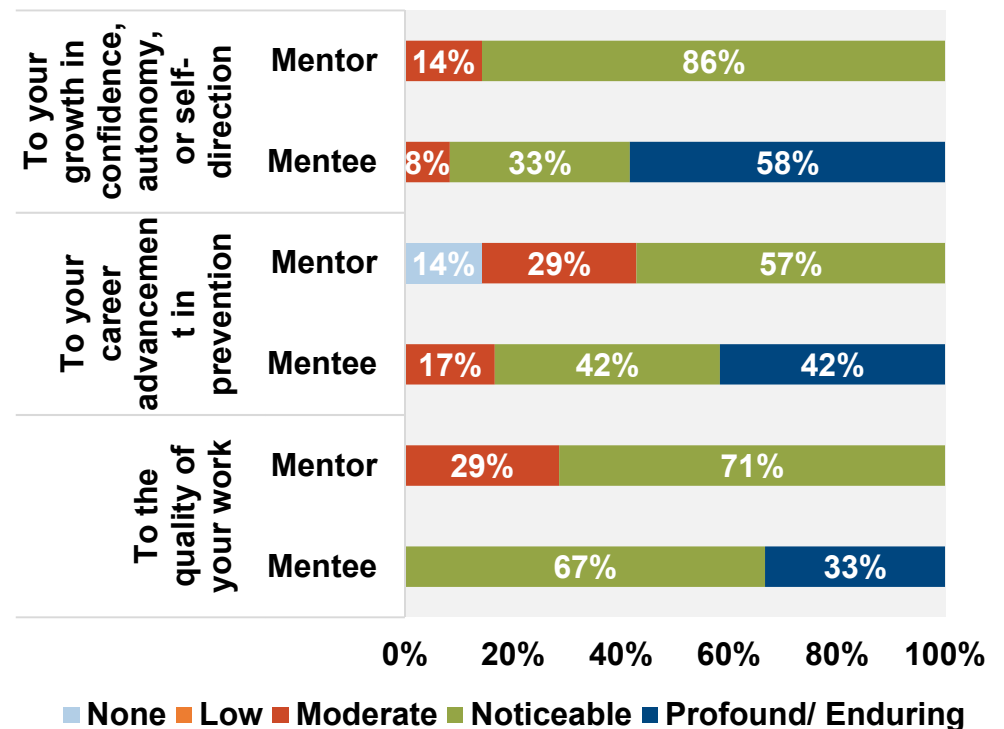
- Most people spend 30 minutes or less preparing for monthly meetings.
- 96% of mentors and 100% of mentees report that monthly meetings are easy or very easy to schedule with each other.
- All but one meeting for one mentor/mentee pair have been conducted virtually or over the phone.



Career Development

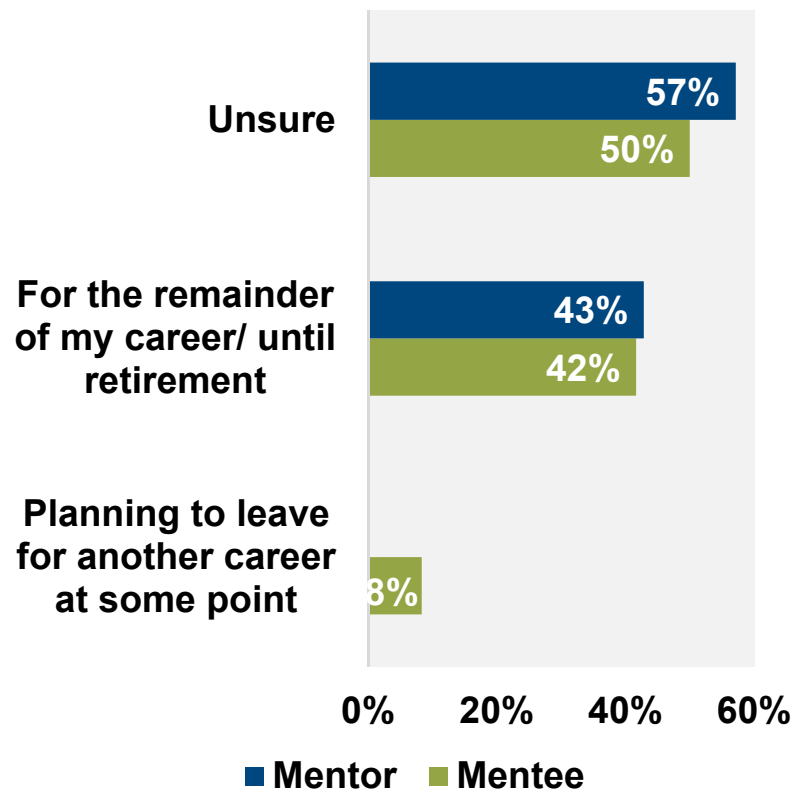
Mentees were more likely than mentors to expect the pilot to have a profound or enduring impact on their quality of work, career advancement, and confidence/ self-direction.

- 67% of mentees had 5 or fewer years of experience in prevention when the pilot began.
- 100% of mentors had 5 or more years of experience and 43% had more than 10 years of experience.



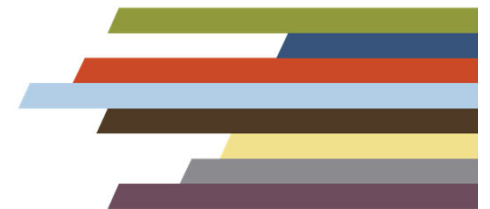
Career Development Cont.

Less than half of pilot participants are not sure if they will remain in the prevention field for the remainder of their career.



Top Reasons for Unsure/ Leaving

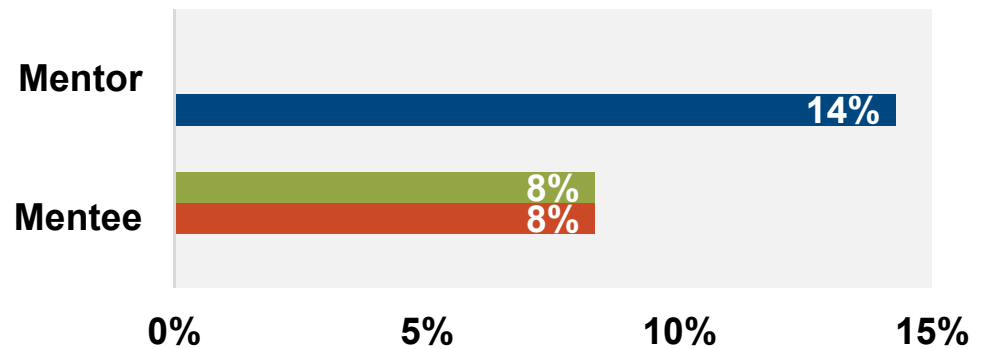
- Not planning to leave, but open to opportunities
- Family might move out of state
- Not my original field of study or area of interest
- Follow the grant money



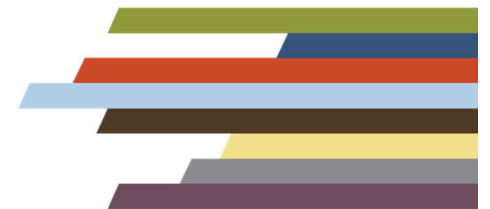
Certification Support

71% of mentors and 8% of mentees were Certified Prevention Specialists when the pilot began

- Of those who weren't certified, 75% of mentees and 14% of mentors were interested in certification.
- Mentors and mentees not interested in certification differed in their reasons.

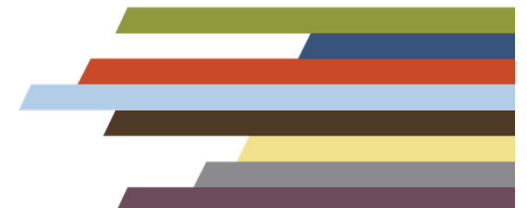
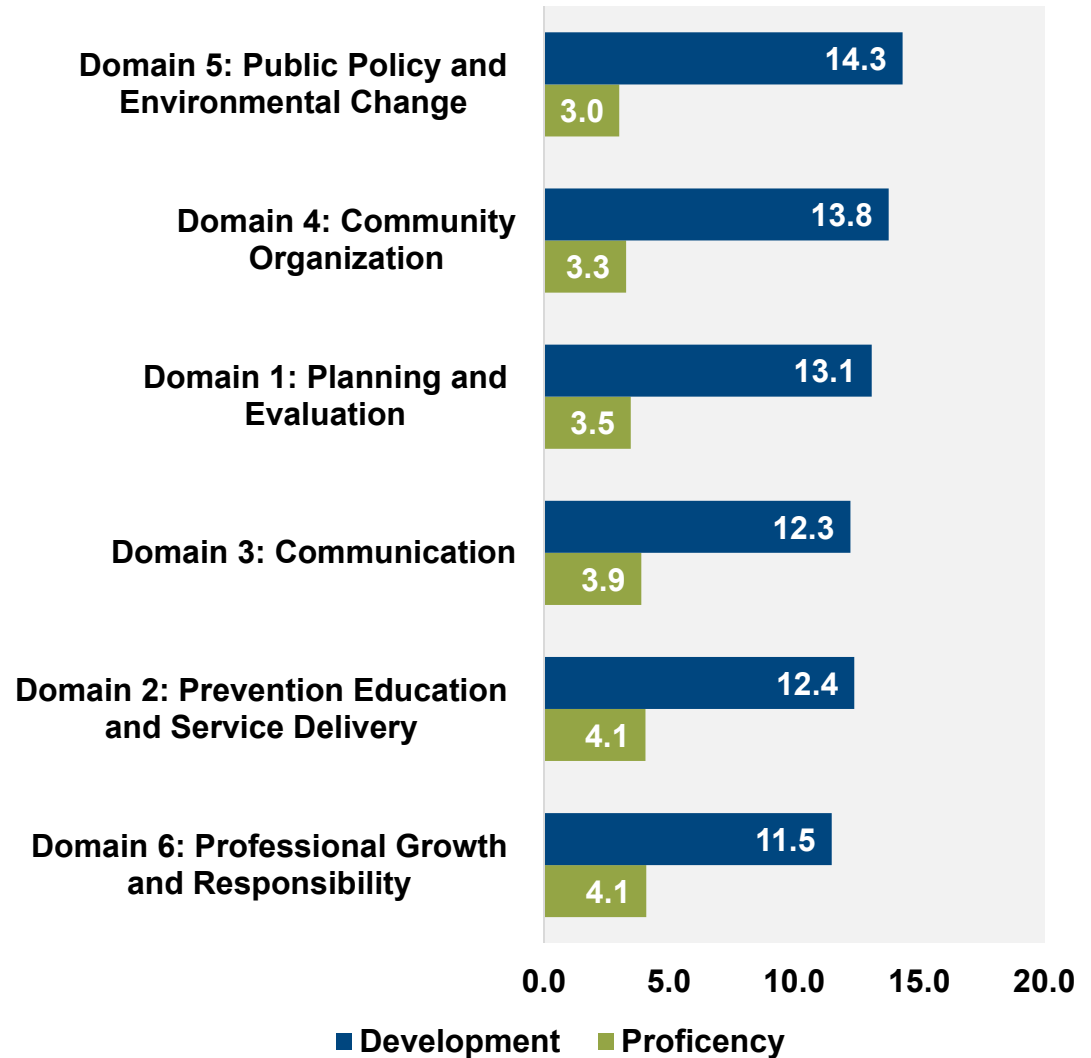


- It is too expensive
- I do not know much about what a CPS is
- If my position required it and would pay for the exam, I would pursue it.



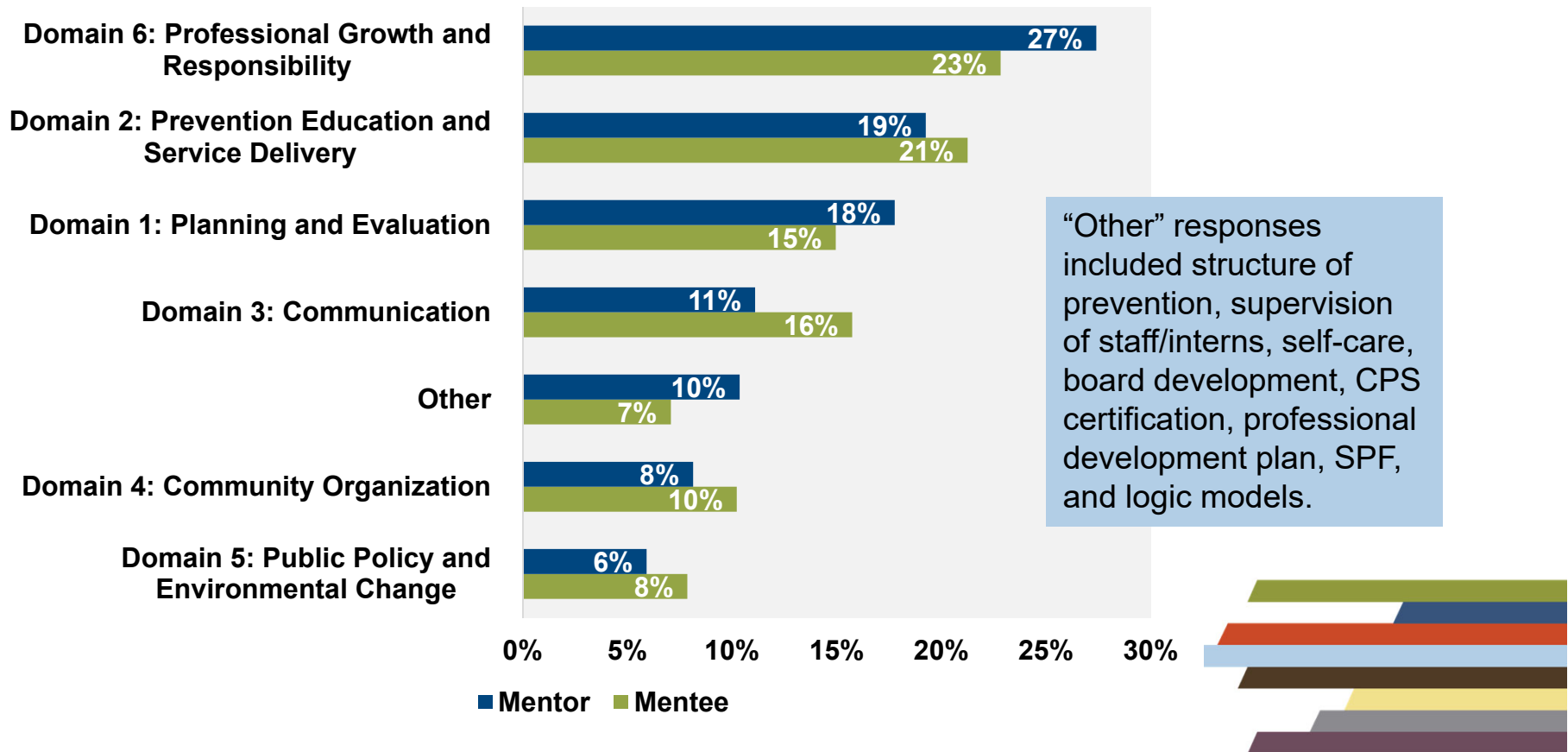
Domain Skill Level

- Pilot participants rated themselves as least proficient and most in need of development in Domain 5.



Domain Focus

Pairs have spent time discussing all IC& RC Domains but have spent more time on some areas in which they were most proficient.



Mentor Feedback

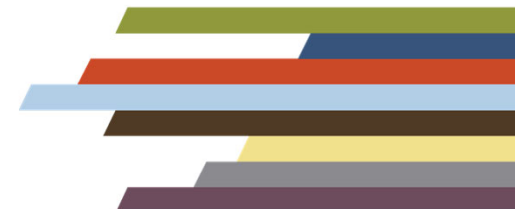
Mentors appear to struggle to help their mentee network and knowledge transfer.

Were you able to help your mentee make any networking connections this month?

Yes	36%
No	64%

My mentees knowledge and application of prevention fundamentals, domains has improved since our last session.

Agree	44%
Somewhat agree	35%
Neutral	20%
Somewhat disagree	0%
Disagree	0%



Mentee Feedback

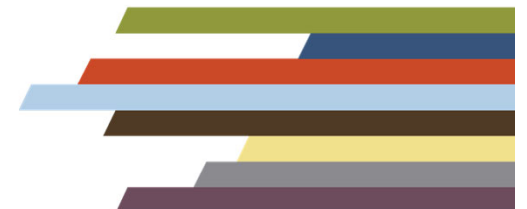
Mentees appear least satisfied with the ability of their mentor to help them network and work on career advancement.

My mentor provides timely responses between meetings to answer my questions.	
Agree	89%
Somewhat agree	2%
Neutral	6%
Somewhat disagree	4%
Disagree	0%

My mentor helped me to make connections and network with others in the prevention field.	
Agree	62%
Somewhat agree	17%
Neutral	17%
Somewhat disagree	0%
Disagree	4%

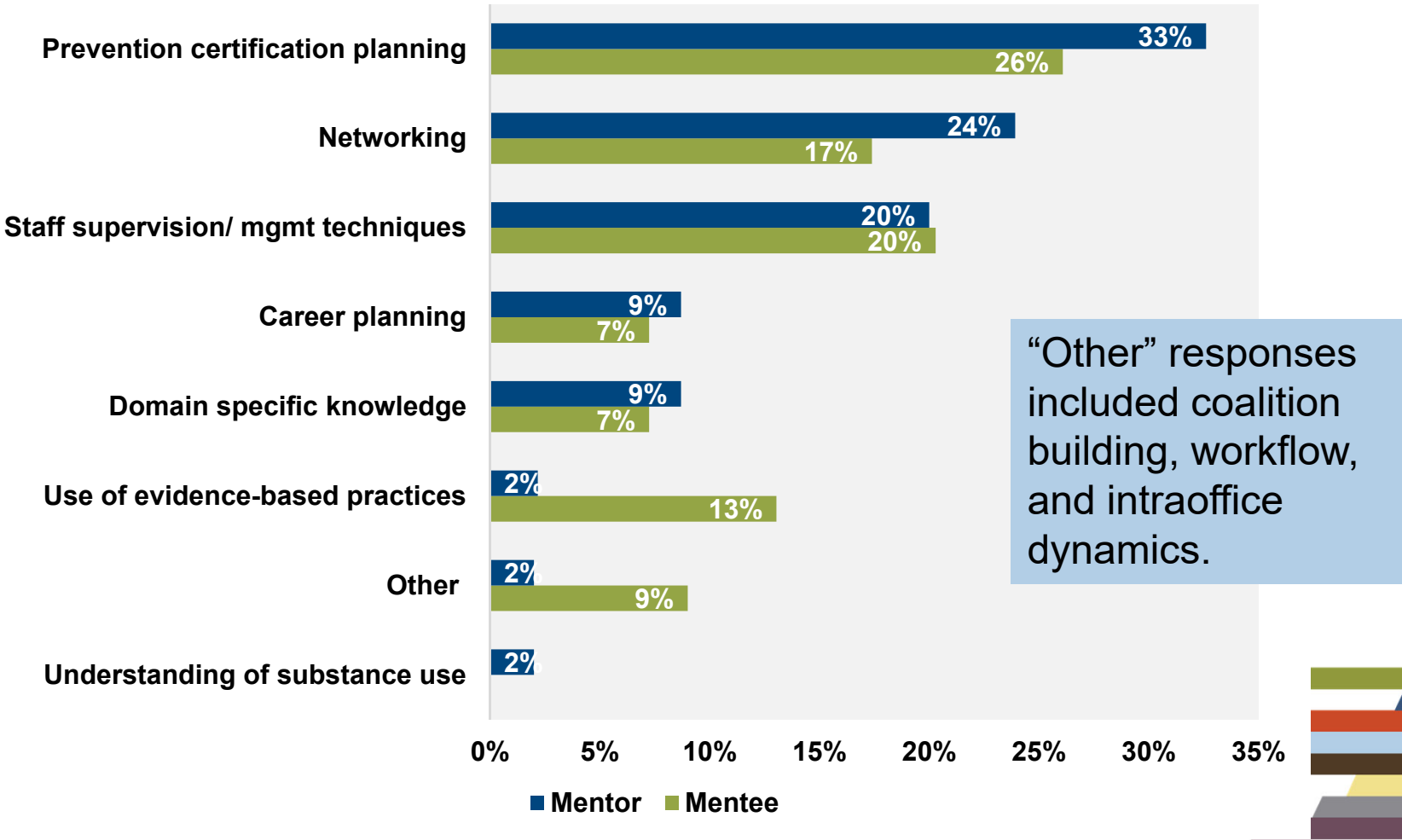
My mentor helped me brainstorm new ideas or troubleshoot specific problems.	
Agree	87%
Somewhat agree	8%
Neutral	6%
Somewhat disagree	0%
Disagree	0%

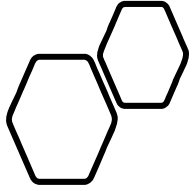
My mentor helped me work on my career advancement.	
Agree	74%
Somewhat agree	9%
Neutral	15%
Somewhat disagree	2%
Disagree	0%



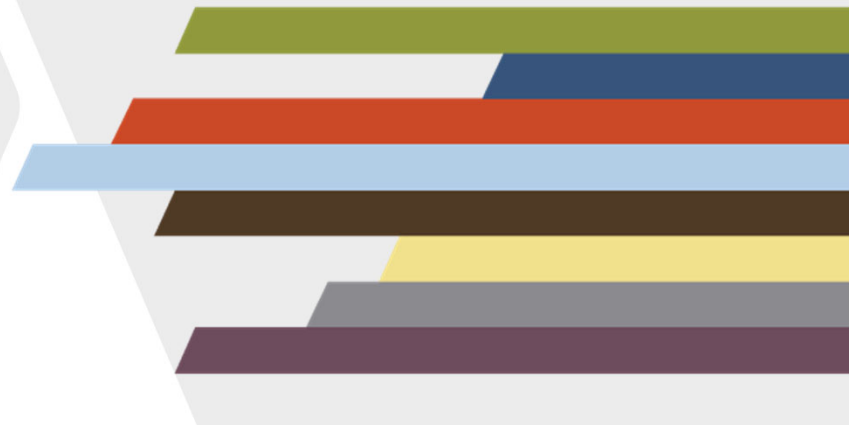
Feedback

Mentors and mentees largely agree on areas in which mentees need extra support.





Planning for Year 2



Lessons Learned



Getting people to complete data collection isn't always easy



Mentors need and want training on how to be a good mentor



Scheduling meetings throughout the year is time consuming, and sometimes it is difficult to get people to attend



Participants were not as forthcoming about training needs as anticipated



Cross referencing PDF responses takes more time and effort than necessary



Mentors and mentees want more training opportunities for their unique needs/interests



Changes for Year 2



Offer stipend for completed evaluations and session feedback forms



Implement mentor training ahead of the first cohort meeting



Implement monthly trainings for alternating groups (mentor, mentee, cohort)



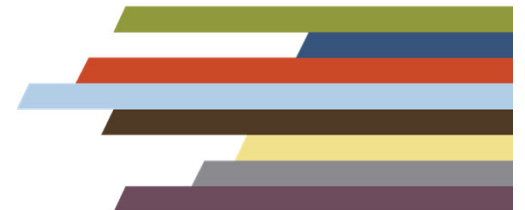
Reframe the 12-month program into a 9-month program to build in mentor training



Create online survey form for self-assessments and professional development grids



Schedule all meetings/trainings and training topics prior to Year 2 kickoff





Possible Adaptations for Interested States/

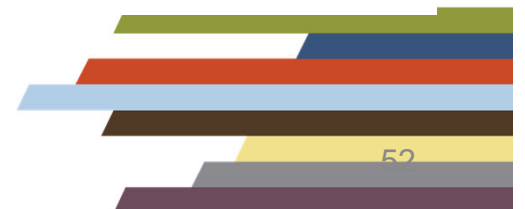
In-person
versus virtual
platforms

Scaling up

Other regional
considerations



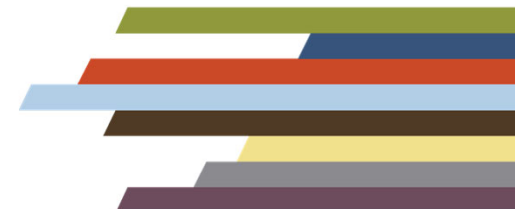
Questions?





**New England
Prevention
Specialist
Onboarding
& Orientation
Roadmap
2021**

[Download the Roadmap!](#)





Year 1: Mentorship Workbook

[Request the Workbook!](mailto:sjohnson@adcareme.org)
sjohnson@adcareme.org

Includes:

- mentor and mentee documents,
- sample letters to organizations,
- self-assessments,
- instructions on how to make SMART goals,
- professional development grid,
- monthly workplan for sessions, and
- links to pre and post surveys.

New England
Prevention Technology Transfer Center

Mentoring Program



October
2020 - 2021



New England (HHS Region 1)

PTTC

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