

## SOC Learning Series November 19, 2013 Evaluation Summary Report

### Demographics

- Participant's average years working in this position is: 19.8
- Professional Occupation:
  - Parent: 0.0% ( $n=0$ )
  - Social Worker: 60.0% ( $n=3$ )
  - Nurse: 0.0% ( $n=0$ )
  - Counselor: 0.0% ( $n=0$ )
  - Psychologist: 20.0% ( $n=1$ )
  - Peer Support Specialist: 0.0% ( $n=0$ )
  - Administration: 0.0% ( $n=0$ )
  - Other: 20.0% ( $n=1$ ) – program coordinator

### Presentation Assessment

Table 1 - Presenter Evaluation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The presenter demonstrated mastery of the subject matter. ( $n=5$ )	60.0%	40.0%	0.0%	0.0%	0.0%
2. The learning goals and objectives were clearly stated. ( $n=5$ )	20.0%	60.0%	20.0%	0.0%	0.0%
3. The presentation was well organized. ( $n=5$ )	20.0%	80.0%	0.0%	0.0%	0.0%
4. The visual aids were effective. ( $n=5$ )	0.0%	80.0%	20.0%	0.0%	0.0%
5. The quality of the handouts and materials were helpful. ( $n=5$ )	0.0%	80.0%	20.0%	0.0%	0.0%
6. The learning goals and objectives were met. ( $n=5$ )	0.0%	80.0%	20.0%	0.0%	0.0%
7. The presenter(s) were responsive to the participants' questions and comments. ( $n=5$ )	60.0%	40.0%	0.0%	0.0%	0.0%
8. The information presented was relevant to my work. ( $n=5$ )	60.0%	20.0%	20.0%	0.0%	0.0%

## Narrative

*The following responses are from a variety of participants; administrators, community members, consumers, family members, peer support specialists and professionals.*

Overall, the presenters received positive feedback from participants. The participants responded that the most helpful part of the training was: ADHD-related symptoms and medication; discussion about the different categories and cross use of drugs; the discussion about Intuniv was very helpful; the explanation of the difference between EPS and Tardive Dyskenesia was very useful.

Information cited as being least helpful included: when some people asked personal questions took time away from the lecture and was of no use to others; some questions were not fully answered; the case study was rushed so it was difficult to keep up with the pairing of symptoms and medications.

Participants indicated they will use the information provided to: when triaging patients; in practice when parents are considering medication or when students are taking various medications; be more able to ask pertinent questions about medications and help clients with their acceptance and adherence to medications upon release from our facility.