

CAFAS Booster February 25, 2014 Evaluation Summary Report

Demographics

- Participant's average years working in this position is: 8.0
- Professional Occupation:
 - Parent: 0.0% ($n=0$)
 - Social Worker: 54.6% ($n=6$)
 - Nurse: 0.0% ($n=0$)
 - Counselor: 9.1% ($n=1$)
 - Psychologist: 18.2% ($n=2$)
 - Peer Support Specialist: 0.0% ($n=0$)
 - Administration: 9.1% ($n=1$)
 - Other: 9.1% ($n=1$) e.g. wraparound supervisor

Presentation Assessment

Table 1 - Presenter Evaluation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The presenter demonstrated mastery of the subject matter. ($n=11$)	72.7%	27.3%	0.0%	0.0%	0.0%
2. The learning goals and objectives were clearly stated. ($n=11$)	63.6%	36.4%	0.0%	0.0%	0.0%
3. The presentation was well organized. ($n=11$)	63.6%	27.3%	0.0%	0.0%	9.1%
4. The visual aids were effective. ($n=11$)	63.6%	36.4%	0.0%	0.0%	0.0%
5. The quality of the handouts and materials were helpful. ($n=11$)	63.6%	36.4%	0.0%	0.0%	0.0%
6. The learning goals and objectives were met. ($n=11$)	72.7%	27.3%	0.0%	0.0%	0.0%
7. The presenter(s) were responsive to the participants' questions and comments. ($n=11$)	81.8%	18.2%	0.0%	0.0%	0.0%
8. The information presented was relevant to my work. ($n=11$)	63.6%	36.4%	0.0%	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. A majority of the respondents stated that the entire training was great and helpful when asked what information was most helpful. Some others responded that the most helpful part of the training was: clarification of tricky topics like smoking cigarettes and the thinking category; information on substance use; video vignettes; scoring practice; team activity.

Information cited as being the least helpful included: the pass/fail didn't support the learning goals in comparison to the initial booster format; group/team presentations; didn't like the role playing; Jeopardy took away from concentration on learning objectives.

Participants indicated they will use the information provided to: discuss with staff to review CAFAS; complete CAFAS assessments; interview families more thoroughly.

Suggested training topics included: working with families where the parents also have mental health/co-occurring disorders; effective assessment tools for intaking children.