

**Post-seminar Quiz**

We would like to better understand what seminar participants know and think about quality and standards in prevention after the training. Therefore, we kindly ask you to complete the following quiz.

If you completed a pre-seminar quiz, please answer the following three questions first to help us match pre- and post-seminar questionnaires:

|  |  |
| --- | --- |
| What is the day in your date of birth? *(e.g. if you were born on 04.03.1975, please write “4”)* |  |
| What is the first initial of your mother’s first name? *(e.g. if your mother is called Julia, please write “J”)* |  |
| How many older brothers have you got? *(e.g. if you have one older brother, please write “1”)* |  |

If you did **not** complete a pre-seminar quiz, please tick this box: 

1. How would you rate the overall quality of drug prevention in your country? (please tick the appropriate box in the scale below)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Very high quality | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | Very low quality |

Please explain why you chose this answer (optional)

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1. For each of the following statements, please tick the option that corresponds best to your own position regarding the European Drug Prevention Quality Standards (EDPQS):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| I know where to find information about the EDPQS. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I understand the purpose and contents of the EDPQS. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I know how I could use the EDPQS in my own work. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I can think of specific ways in which the EDPQS could be used in my organisation. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I intend to personally use the EDPQS in the future. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I intend to tell others about the EDPQS. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |

1. The aim of introducing European quality standards in drug prevention is to ensure that ... (please tick the correct answers)
* ... target populations receive the best possible prevention activities
* … activities with no effects or harmful effects are avoided
* … prevention activities are informed by scientific research
* … all prevention activities consider the ethics of drug prevention
* ... identical interventions are used across Europe
* ... money is invested in the most effective approaches
1. What can the European Drug Prevention Quality Standards (EDPQS) be used for? (please tick the correct answers)
* To improve the quality of prevention activities
* To identify the strengths of prevention activities
* To identify the weaknesses of prevention activities
* To replace formal evaluation
* To complement formal evaluation
* To guarantee the effectiveness of a prevention activity
* To plan new prevention activities
* To develop professional knowledge and skills
* To help select prevention activities for funding and other support
1. A **high quality** prevention activity …. (please select the **3 most important** aspects)
* … reaches many people
* … is based on an understanding of why people use drugs
* … causes no harm
* … is low cost
* … is based on learning from scientific studies about what works in prevention
* … is easy to implement
* … must always lead to abstention from drug use
1. In the following, you will find some statements about the European Drug Prevention Quality Standards (EDPQS). For each, please tick the option that corresponds best to your own opinion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| Standards are important to help ensure quality in prevention.  | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The EDPQS offer a useful tool to review the quality of prevention activities in a systematic way. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| For most prevention activities, the EDPQS are too difficult to achieve. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| For most prevention activities, the EDPQS are too difficult to use. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| It is worth investing time in reviewing the quality of prevention activities. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Adherence to the EDPQS means it is more likely that an activity will be effective.  | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The EDPQS are abstract (i.e., not relevant to the real world of prevention). | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The EDPQS help prevention workers to do their job better. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |

1. Additional comments (optional)

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**Please return the completed questionnaire to the organisers before leaving.**

**Course satisfaction form**

Thank you very much again for taking part in this seminar on the European Drug Prevention Quality Standards (EDPQS). The following questions relate to how the seminar was organised and delivered. To inform future seminars, we would be grateful for your feedback. Your answers will be processed anonymously.

Today’s date: ……………………………………………………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Overall seminar contents
 | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| Overall, I am satisfied with the seminar. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The seminar met my expectations. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I would recommend this seminar to a colleague. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The objectives of the seminar were clear. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The objectives of the seminar were achieved. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I found the seminar contents interesting. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The seminar contents were relevant to my work. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I gained new knowledge or skills during the seminar. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I was able to understand the seminar contents without difficulty.  | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I will review my own working practices as a result of attending this seminar. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| I will actually change the way I work based on the learning from this seminar. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |

1. What did you like **most** about the seminar?

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1. What did you like **least** about the seminar?

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1. Please list **three main points** from this seminar which you plan to use in your future work:
2. ………………………………………………………………………………………………………………………………………….
3. ………………………………………………………………………………………………………………………………………….
4. ………………………………………………………………………………………………………………………………………….

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| --- | --- | --- | --- | --- | --- |
| 1. Contents of individual sessions
 | Very satisfied | Satisfied | Neutral | Dissatisfied | Very dissatisfied |
| Opening session | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Sharing the premises | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Brief sharing of the premises | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Presentation of EDPQS | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Presentation on country situation | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Presentation of EDPQS support materials | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Presentation of EDPQS checklist & case study | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Project analysis using case study | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Self-reflection using own prevention project | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Project building | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Compo building | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Project revisions | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Exercise: Promoting quality in prevention | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Closing session | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |

1. Any comments about the individual sessions (optional)

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1. From which part of the seminar did you learn the **most**? Can you say why?

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1. From which part of the seminar did you learn the **least**? Can you say why?

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1. What information was **missing** from the seminar that you think would be important?

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| --- | --- | --- | --- | --- | --- |
| 1. Trainer(s)
 | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| Well prepared for the seminar | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Knowledgeable concerning the seminar topic | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Enthusiastic about the seminar topic | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Good at explaining seminar contents  | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Gave clear instructions regarding the practical exercises | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Responded well to participant comments and questions | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Encouraged active participation | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Managed the group well | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Organisation of the seminar
 | Very satisfied | Satisfied | Neutral | Dissatisfied | Very dissatisfied |
| Time management | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Logical order of sessions | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Balance between presentations, practical exercises, participant questions, and discussions | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Usefulness of the presentation slides | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Usefulness of the handouts | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Opportunities for networking with colleagues | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Composition of seminar participants in terms of professional role and experience | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| Registration process, including information received before the seminar | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |

1. Before this training is presented again, I would suggest the following changes (if any):

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1. Additional comments (optional)

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**Thank you for your time – your comments will help us to improve future seminars!**

**Please return the completed questionnaire to the organisers before leaving.**