**SEE INSTRUCTIONS ON PAGE 7. PLEASE FOLLOW THEM!**

**Continuing Education Evaluation Form 1 of 6**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY & NYSPA PRESENT**

***Health Disparities, Trauma, Disruptive & Criminal Behaviors & the Adolescent Brain***

**November 21, 2015**

**PARTICIPANT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_**

**YOUR E-MAIL ADDRESS FOR RECEIPT OF YOUR CERTIFICATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME (#1) *“Age of Opportunity: Lessons fromthe New Science of Adolescence”***

***SESSION # 1 = A 55 minute address – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

**1- Learn to identify factors that foster or hinder the learning process in adolescents, given the latest information on brain development 1 2 3 4 5**

**2- Learn to analyze factors that foster or hinder the learning process in adolescent, given the latest information on brain development 1 2 3 4 5**

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Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKER** | Know-ledge of Subject Matter | Organization/  Clarity of  Presentation | Useful Information | Speaker/  Participant  Interaction | Use of Allotted  Time | Audio/  Visual  Aids | Hand-outs |
| ***Laurence Steinberg, Ph.D*.,** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 2 of 6**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY & NYSPA PRESENT**

***Health Disparities, Trauma, Disruptive & Criminal Behaviors & the Adolescent Brain***

**November 21, 2015**

**PARTICIPANT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_**

**YOUR E-MAIL ADDRESS FOR RECEIPT OF YOUR CERTIFICATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME (#2) *“The New Science with Regard to Neurology, Trauma and Implications”***

***SESSION # 2 = A 70 minute session – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

**1-Be able to identify priority populations of at risk adolescents in need of interventions to address underlying problems in neurological functioning 1 2 3 4 5**

**2-Be able to use learning theory to develop or adapt training programs for those with underlying trauma and affective problems 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/  Clarity of  Presentation | Useful Information | Speaker/  Participant  Interaction | Use of Allotted  Time | Audio/  Visual  Aids | Handouts |
| ***Paul Eslinger, Ph.D*** |  |  |  |  |  |  |  |
| ***Wendy D’Andrea, Ph.D*** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 3 of 6**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY & NYSPA PRESENT**

***Health Disparities, Trauma, Disruptive & Criminal Behaviors & the Adolescent Brain***

**November 21, 2015**

**PARTICIPANT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_**

**YOUR E-MAIL ADDRESS FOR RECEIPT OF YOUR CERTIFICATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME** **(#3) *“The Application of Developmental Neuroscience to the***

***Real World: Challenges on the Frontline—Courts and Schools”***

***SESSION # 3 = An 85 minute presentation – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**As a result of this event, participants will be able to: (circle #)**

**1-Be able to identify priority populations of at risk adolescents entering courts and schools, in addition to the healthcare system 1 2 3 4 5**

**2-Be able to utilize a variety of resources and strategies for prevention, intervention and treatment with at risk adolescents 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/  Clarity of  Presentation | Useful Information | Speaker/  Participant  Interaction | Use of Allotted  Time | Audio/  Visual  Aids | Handouts |
| ***Kathleen DeCataldo, Esq*** |  |  |  |  |  |  |  |
| ***Hernan Carvente*** |  |  |  |  |  |  |  |
| ***Lois Herrera*** |  |  |  |  |  |  |  |
| ***Lisa Salvatore, Esq*** |  |  |  |  |  |  |  |
| ***Paul Eslinger, Ph.D*** |  |  |  |  |  |  |  |
| ***Wendy D’Andrea, Ph.D*** |  |  |  |  |  |  |  |
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Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 4 of 6**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY & NYSPA PRESENT**

***Health Disparities, Trauma, Disruptive & Criminal Behaviors & the Adolescent Brain***

**November 21, 2015**

**PARTICIPANT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_**

**YOUR E-MAIL ADDRESS FOR RECEIPT OF YOUR CERTIFICATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME (#4) *“Culturally Appropriate Prevention, Intervention,* and**

***Treatment for Vulnerable Youth: Avoiding More Trauma from Repeated***

***Incarceration”***

***SESSION # 4 = A 65 minute session -– 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**As a result of this event, participants will be able to: (circle #)**

**1-Be able to define parameters of effective consultative relationships with psychologists/psychiatrists/mental health professionals, given needs of at-risk adolescents (e.g. African American males/other vulnerable groups) 1 2 3 4 5**

**2-Be able to provide expert assistance to at risk adolescents (e.g. African American males/other vulnerable groups), including via referrals to mental health providers 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overall, please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table below.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/  Clarity of  Presentation | Useful Information | Speaker/  Participant  Interaction | Use of Allotted  Time | Audio/  Visual  Aids | Handouts |
| ***Kirkland Vaughns, Ph.D*** |  |  |  |  |  |  |  |
| ***Akeem Marsh, MD*** |  |  |  |  |  |  |  |

Was the facility conductive to learning? \_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)* \_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature \_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 5 of 6**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY & NYSPA PRESENT**

***Health Disparities, Trauma, Disruptive & Criminal Behaviors & the Adolescent Brain***

**November 21, 2015**

**PARTICIPANT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_**

**YOUR E-MAIL ADDRESS FOR RECEIPT OF YOUR CERTIFICATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#5) *“Treating Complex Trauma and***

***Communicating Care Issues Across Multiple Systems”***

***SESSION # 5 = A 55 minute session – 1 Continuing Education Contact Hour for CHES/MCHES***

How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**As a result of this event, participants will be able to: (circle #)**

**1-Be able to participate in advocacy initiatives for new approaches to complex trauma that suggest new directions in policy, given care issues across multiple systems 1 2 3 4 5**

**2-Be able to lead advocacy initiatives, including communicating care issues across multiple systems, and providing leadership in articulating new approaches to complex trauma that suggest new directions in policy 1 2 3 4 5**

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Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SPEAKERS** | Knowledge of Subject Matter | Organization/  Clarity of  Presentation | Useful Information | Speaker/  Participant  Interaction | Use of Allotted  Time | Audio/  Visual  Aids | Handouts |
| ***Amelio D’Onofrio, Ph.D*** |  |  |  |  |  |  |  |
| ***Isaiah Pickens, Ph.D*** |  |  |  |  |  |  |  |
| ***Honorable Jane Pearl*** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 6 of 6**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY & NYSPA PRESENT**

***Health Disparities, Trauma, Disruptive & Criminal Behaviors & the Adolescent Brain***

**November 21, 2015**

**PARTICIPANT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_**

**YOUR E-MAIL ADDRESS FOR RECEIPT OF YOUR CERTIFICATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#6) *The Role of Policymakers and Community***

***Stakeholders in Juvenile Justice Reform: Avoiding Traumatic***

***Incarceration through Advocacy and Taking Action as***

***Professionals and Community Members***

***SESSION # 6 = A 50 minute session – 1 Continuing Education Contact Hours for CHES/MCHES***

How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1-Be able to identify the significance and implications of health policy for individuals, groups, and communities, given issues of at-risk adolescents, trauma, brain development, and current juvenile justice problems 1 2 3 4 5**

**2-Be able to use evidence-based research on at-risk adolescents, trauma, brain development, and the current problems with juvenile justice to develop policy to promote health, as well as reform juvenile justice 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overall, please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **SPEAKERS** | Knowledge  of Subject Matter | Organization/  Clarity of  Presentation | Useful Informa-  tion | Speaker/  Participant  Interaction | Use of Allotted  Time | Audio/  Visual  Aids | Hand-outs |
| ***Thomas Andriola, MA*** |  |  |  |  |  |  |  |
| ***Gabrielle Stutman, Ph.D*** |  |  |  |  |  |  |  |

Was the facility conductive to learning? \_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)* \_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature \_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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INSTRUCTIONS

Dear Seekers of CHES/MCHES Category I CECHs,

Thank you for your interest!

In order to receive 1-6 Category I CHES/MCHES CECHs, you must turn in one of the prior 6 pages for each of 1 CECH. If you turn in 3 pages, you get 3 CECH. If you turn in all 6 pages, then you get 6 CECH. Turning in a page means you attended/watched that session.

You will only receive submission of your—1 to 6—Category 1 CHES/MCHES CECHs to NCHEC if you send your evaluation forms, as an email attachment to:

[Bcw3@tc.columbia.edu](mailto:Bcw3@tc.columbia.edu)

**YOUR E-MAIL SUBJECT MUST STATE**:

CHES/MCHES EVALUATION FORMS FOR MARY SMITH (i.e. YOUR NAME)

You will receive a confirmation e-mail within a week. If you DO NOT, then resend the e-mail.

I receive as many as a 100 emails in one day, so your patience and perseverance are much appreciated!

THANK YOU!

Barbara Wallace, Ph.D.