

NEEDS ASSESSMENT RESULTS

2025

Here’s a sample Needs Assessment formatted for a training program, specifically focused on professional development in behavioral health.

Purposepoint training

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Needs Assessment: Enhancing Peer Support Training for Behavioral Health Professionals

1. Project Title:  
Improving Competency and Confidence in Peer Support Practices

2. Purpose of the Needs Assessment:  
The goal of this needs assessment is to identify skill gaps, training needs, and support structures required to improve the delivery of peer support services among behavioral health professionals. It will inform the development of a competency-based training curriculum that aligns with recovery-oriented principles.

3. Background/Context:  
Peer support specialists are integral to behavioral health services, providing lived-experience-based support to clients. However, many peer specialists report insufficient training related to boundaries, documentation, self-care, and trauma-informed practices. Additionally, supervisory staff may lack a full understanding of the peer role, leading to underutilization or misalignment in responsibilities.

4. What Sparked the Investigation:  
Feedback from peer specialists and their supervisors during monthly advisory meetings and exit interviews revealed inconsistencies in training and a lack of confidence in applying recovery principles in real-world settings. Additionally, data from client satisfaction surveys suggest opportunities to improve peer-client engagement.

5. Stakeholders:

* Peer Support Specialists
* Supervisors and Program Managers
* Training Coordinators
* State Behavioral Health Authorities
* Clients receiving peer services
* Quality Improvement and Compliance Teams

6. Target Audience:

* New and existing peer specialists
* Supervisors of peer specialists
* Behavioral health professionals integrating peers into care teams

7. Data Collection Methods:

* Surveys to current peer specialists and their supervisors
* Focus groups with peer support teams
* Review of training evaluation forms and supervision logs
* Observation of peer-led services
* Analysis of service outcomes and engagement data

8. Key Findings:

* 68% of peer specialists requested more training on boundary setting and ethical decision-making
* 47% of supervisors did not receive any training on how to support peer specialists
* Documentation practices varied widely, with compliance issues noted in 30% of peer notes reviewed
* Peers expressed a desire for more interactive, scenario-based learning instead of static online modules

9. Identified Learning Gaps:

* Consistent understanding of peer roles across teams
* Boundaries, ethics, and trauma-informed communication
* Documentation and billing practices
* Cultural humility and inclusive support
* Supervisor support strategies

10. Recommendations:

* Develop a blended training program including live workshops, e-learning modules, and reflective supervision
* Include training for supervisors on integrating and supporting peer staff
* Offer ongoing monthly support circles and office hours for peer specialists
* Incorporate client and peer feedback into continuous improvement cycles

11. Anticipated Outcomes:

* Improved peer job satisfaction and retention
* Greater clarity in the peer role and stronger team collaboration
* Enhanced client outcomes through consistent, recovery-oriented support
* Better documentation and audit readiness