



Impact Evaluation of Addiction 101

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The Addiction 101 impact evaluation is based on the feedback provided by the workshop participants who completed the online surveys, and those who agreed to take part in a focus group. We thank all participants for taking the time to provide us with feedback.

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Executive Summary

Background

Addiction 101 is a one-day addiction literacy programme aiming to increase awareness and reduce the stigma associated with addiction. The learning outcomes of the programme are to:

- use Te Whare Tapa Whā to understand addiction and recovery
- recognise signs of addiction issues
- relate brain and body responses to addiction and recovery
- respond supportively to people experiencing addiction issues.

Addiction 101 is delivered by Blueprint for Learning (Blueprint) and has been designed for people in organisations and communities. It is also suitable for anyone without training or qualifications in the sector who is interested in learning about addiction and recovery.

This report shares the findings from a small impact evaluation exploring how participants have maintained and used their learning after attending an Addiction 101 workshop or webinar series.

Methods

Data were sourced from routine post in-person workshop and webinar surveys and completed by participants who attended Addiction 101 between March and October 2020. The follow-up survey was sent to people approximately four to eight months after the participants completed a workshop or webinar series.

Additionally, two focus groups were held with 15 participants to gain more in-depth understandings of their experiences of the workshop and webinar series and reflect on how they have applied their learning.

Findings

A total of 123 people responded to the follow-up surveys. Overall participants were positive about the workshop, with most agreeing they would recommend Addiction 101 to others. The co-facilitation model using two facilitators, one with lived experience and the other clinical experience, the use of adult learning principles, and storytelling were valued parts of the workshop delivery. Key findings include:

- most people felt the learning from Addiction 101 have been useful for both the workplace (84%) and their personal life (67%)

- almost all participants (90%) felt more confident talking about addiction and recovery
- since the workshop, many people (75%) had initiated conversations about substance use
- participants were more confident about referring workplace colleagues (67%) and friends and whānau (56%) to professional help
- most people had improved their self-care (75%) and their ability to make suggestions for others (83%).

Generally, results between people who attended the workshop and webinar were very similar. However, around 20 per cent fewer webinar participants maintained their understanding of the recovery pathways, when compared to workshop participants.

Comparison of post-workshop and follow-up survey data showed, as expected, people's self-assessed understanding and confidence reduced in the months following the workshop. Additional analysis of the before and after data using a paired t-test and *Cohen's d* showed these losses were small.

Discussions

Participants were very positive about Addiction 101, feeling the co-facilitation and the storytelling aspects of workshop delivery contributed to their ability to learn. The evidence also demonstrates participants maintained and applied their knowledge of all learning outcomes, with only small losses to understanding and confidence overall. Focus group participants offered several examples of how they applied their Addiction 101 learning. They felt Te Whare Tapa Whā, their improved understanding of the impact of adverse childhood experiences and trauma, and improved understanding of the power of language they used, enabled them to better support people in their workplace and in their personal lives.

Conclusions and Recommendations

Overall, the evidence indicates Addiction 101 participants maintained and applied their improved understanding and confidence four to eight months after they attended training. The workshop's model of co-facilitation, with both lived experience and clinical facilitators, supported their ability to learn.

Recommendations

Addiction 101 should continue the successful co-facilitation model and integration of storytelling and adult learning principles. Additionally, the following actions are recommended:

- provide follow-up support, such as a more advanced workshop, targeted website tools and resources
- investigate the cause of the discrepancy between workshop and webinar participants' maintenance of knowledge, specifically understanding of recovery pathways, and address as needed
- explore what supports, or hinders, people to use their learning in the workplace and target any new resources to those needs
- analyse the data by demographics to understand differences between groups
- conduct regular follow-up surveys.

Background

Addiction 101 is a one-day addiction literacy programme aiming to increase awareness and reduce the stigma associated with addiction. The learning outcomes of the programme are:

- use Te Whare Tapa Whā to understand addiction and recovery
- recognise signs of addiction issues
- relate brain and body responses to addiction and recovery
- respond supportively to people experiencing addiction issues.

Addiction 101 has been designed for people in organisations and communities. It is also suitable for anyone without training or qualifications in the sector who is interested in learning about addiction and recovery.

The programme is delivered by Blueprint for Learning (Blueprint), an NZQA accredited Private Training Establishment, funded by the Ministry of Health since 2019. Addiction 101 was first delivered in September 2019 through a one-day in-person workshop. Due to Covid-19, in April 2020 the workshop was adapted into a webinar series consisting of three short sessions (2 to 2.5 hours in duration). Both the workshop and webinar series retain the same learning outcomes, content, and activities. They are co-facilitated by someone who has lived and recovery addiction experience, and someone with clinical experience working in the addiction sector. Adult learning principles, such as incorporating opportunities to practice their learning in discussing vignettes and using kinaesthetic activities, such as using an interactive 'stamping activity' in the webinar, are fundamental to workshop delivery. To date, more than 1,400 people throughout New Zealand have attended an Addiction 101 workshop or webinar series.

All workshop participants prior to late 2020 were invited to complete a short, interactive e-learning module prior to the workshop. This e-learning module was designed to reinforce learning, supporting participants to recognise a range of substance, gambling and other problematic behaviours. It also helps people explore the potential harm associated with these behaviours and how to relate addiction and recovery to the Te Whare Tapa Whā model of holistic wellbeing. Additionally, all participants are provided with a workbook and further resources to support their learning.

A post-workshop e-learning was introduced on 01 December 2020 as a resource to reinforce participants' learning. This replaced the pre-workshop e-learning. Participants are invited to access this resource 6-weeks post workshop. Evidence from literature has shown that a post-training refresher is useful in a blended learning approach to reinforce important key concepts, as well as providing participants with the opportunity to reflect on what has been learned, and how it has been applied to practice.

Evaluation purpose and scope

This evaluation explores the emerging impact of the Addiction 101 programme. The focus is on understanding the extent to which people attending a workshop or webinar series have maintained and used what they learnt. The following key evaluation question and sub-questions were explored.

1. To what extent have Addiction 101 participants utilised their learning after the workshop or webinar series?
 - a) How well have participants maintained their increased understanding and confidence in relation to the learning outcomes, including around their own wellbeing?
 - b) In what ways, if any, have participants applied their learning from Addiction 101?
 - c) To what degree does the delivery of Addiction 101 affect participants' motivation and ability to utilise their learning?
 - i. How did the workshop facilitation affect participants' motivation and ability to learn?
 - ii. How well were adult learning principles integrated into the workshop and webinar delivery?
 - iii. How does the facilitators' use of storytelling add value to attendees?

Data collection methods

A mixed-method design combining both quantitative and qualitative data collection was adopted. Data sources included the post workshop and webinar surveys, routinely collected as part of programme feedback and improvements. Other data sources included a follow-up survey, distributed four to eight months after participants attended, and two focus groups. Participants for both the follow-up survey and the focus groups were drawn from people who consented to be contacted for research conducted by Blueprint. Table 1 demonstrates how each data source was used to answer the key evaluation question.

Table 1

Data collection methods and sourced mapped to key evaluation question

Evaluation question	Post-workshop survey	Follow-up survey	Focus groups
1a	x	x	x
1b	x	x	x
1c			x
primary data source: x			

Surveys

As part of routine data collection for programme improvement, all Addiction 101 participants are invited to a survey. They self-rate their confidence and understanding against the learning outcomes, both before they attended and after. A total of 744 people attended an Addiction 101 workshop or webinar series between March and October 2020. Of those, the 257 people who completed a post-workshop survey were contacted to take part in the follow-up survey. They were invited to rate their confidence and understanding again on the follow-up survey, to determine if they had maintained their increased knowledge and confidence.

A copy of the Participant Information Sheet and Consent Form is provided in Appendix A whilst the survey questionnaire is provided in Appendix B.

Focus groups

All 276 participants who attended an Addiction 101 workshop or webinar series since June 2020 were invited to participate in the focus group interviews. Nineteen people responded, and 15 people attended the two focus groups. These were conducted by an external contractor who also collated the information.

A copy of the Participant Information Sheet and Consent Form is provided in Appendix C. The focus group interview questionnaire is provided in Appendix D.

Findings

Of the 257 people invited to take part in the follow-up survey, 123, just under half (48%), completed it. Most respondents (91%) were female, aged 25-64 (94%) and non-Māori or non-Pacific (65%). However, 30 per cent of respondents did identify as Māori. Not all participants answered each survey question, therefore, the response sizes for each survey question vary.

A total of 15 Māori and non-Māori participants, with a range of personal and work contexts, took part in the focus groups from a variety of locations throughout New Zealand.

Survey and focus group data are presented in this section by topic. Data from both the workshop and webinar series have been analysed separately and together, to identify any differences or similarities. Unless stated, the data from both the workshop and webinar series are presented together.

Addiction 101 facilitation and resources

Nearly all workshop participants (93%) and webinar participants (98%) 'strongly agreed' or 'agreed' they would recommend Addiction 101 to other people. Evidence from the focus

groups indicated that workshop facilitation played a key role in their experience. They particularly valued the combination of facilitators with lived experience and clinical experience.

“I found the co-facilitation impressive. I have attended many workshops and that one was outstanding. The skill of the clinician who was presenting and the person with the experience ... nice balance of broad view and specific view. Very inspiring.”

Participants said having a facilitator with lived experience directly challenged stereotypes people had prior to attending Addiction 101.

“What was important was having that lived experience, it is fact, you can’t change it. People get moved and inspired by experience. It is really important [that] they go hand in hand in this kind of training. When you get moved and touched and inspired, then you get change.”

Focus group participants also strongly affirmed the value of sharing personal stories, commenting this enabled learning from the facilitators’ stories and from the stories shared by other participants.

“The storytelling was great – it’s a reality check and storytelling is a really important part of our culture.”

“It encouraged you to tell stories, you can open up and share your story if you have one.”

Focus group participants also discussed the use of small groups as part of workshop delivery. One person suggested they wanted more opportunities for small group discussions. Another felt the liberal use of break-out rooms on Zoom worked very well. Other adult learning principles, such as the practical applications of learning through using the chat functionality, or the stamping activity in the webinar series, were not discussed.

To support their learning, people were given a copy of the workbook and additional resources to use both in the session and afterward. Most people (81%) indicated they valued the workbook and other resources and have used the workbook since attending. Focus group participants commented on the usefulness of the workbook and resources.

“The hard copy format workbook is valued and supports ongoing learning.”

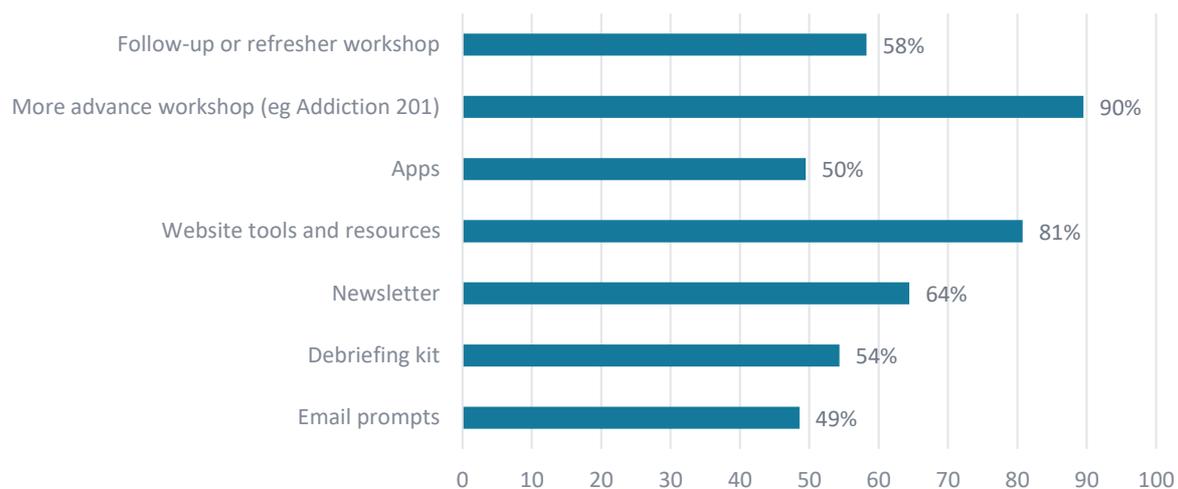
“Family resources that were mentioned and sent out were really helpful.”

In terms of further training or support, participants most often felt an advanced workshop, eg Addiction 201, would be helpful (90%), closely followed by website tools and resources

(81%). More than half of participants (64%) felt a newsletter, a refresher workshop (58%), and a debriefing kit (54%) would be helpful. Apps and email prompts were least preferred, although approximately half of respondents did indicate these would be helpful (see **Figure 1**).

Figure 1

Types of further training or support post Addiction 101 workshop or webinar



Maintenance of increased understanding and confidence

Participants' ability to maintain their confidence and understanding against the learning outcomes was explored in the follow-up survey. Focus group participants discussed how they had used their increased knowledge or confidence since the programme. Results from both data sources are presented by learning outcome.

Use Te Whare Tapa Whā to understand addiction and recovery

Most of the participants (83%) maintained their understanding of addiction and recovery using the Te Whare Tapa Whā model. Focus group participants reinforced this, discussing how they are using Te Whare Tapa Whā to understand addiction and wellbeing. They also identified how they used the model to support people who are experiencing addiction issues and to support self-care.

“Knowing what you know and having something solid as a guideline – it really helps you with your practice. Te Whare Tapa Whā is also a guideline to start and follow where they [people experiencing addiction issues] are progressing”.

“Te Whare Tapa Whā model... I use that model for my personal use and check in once a month to make sure my walls are standing”.

Feedback indicated focus group participants highly value the holistic nature of Te Whare Tapa Whā, emphasising it has enabled them to focus on the person not just the addiction.

“The empowerment that I took from the whole course and Te Whare Tapa Whā, I feel a bit more confident in pushing back to some of my referrers..... I feel empowered to remind them [the referrers] that mental health and addiction, while very important, are not the focus of what we do. We are working with hopes and dreams, the whole being”.

Recognise signs of addiction issues

Most of the participants (86%) maintained their confidence in recognising the signs of problematic substance use. Over half of the participants (66%) were able to maintain their confidence in recognising the signs of problematic gambling and gaming.

Focus group participants indicated they felt more confident about recognising the signs of addiction in their daily life.

“Confidence was definitely improved for me. Before [attending the workshop] I thought that I could tell the signs but after going through that in the workshop I actually had something to base that off. I could be confident that what I was picking up were signs of addiction or not”.

They also appreciated that a broad view of addiction was presented, enabling them to transfer their improved understanding to newer forms addiction, such as digital addictions.

“Good to have conversations around the other areas and maybe expand some of the learning around that (digital addictions that are coming through). Good to know it all comes from the same basis to work off”.

Relate brain and body responses to addiction and recovery

Just over three quarter of the participants (77%) were able to maintain their understanding of how different substance types affect the brain and body, with just under three quarters of the participants (73%) maintained their understanding of how gambling and gaming affect the brain and body. Interestingly, there was a marked difference between webinar and workshop participants' maintenance of their understanding of the recovery pathways. Only six in ten people who attended a webinar (62%) maintained their confidence compared to eight in ten participants who attended a workshop (84%).

Respond supportively to people experiencing addiction issues

Most of the participants (85%) maintained their confidence in responding supportively to someone experiencing addiction and wellbeing issues. Almost all participants (90%) also maintained their confidence in knowing a range of strategies to support other people's self-care and wellbeing, as well as knowing when to seek help from professional support. Similarly, almost all participants (91%) maintained their confidence in knowing how to contact appropriate professional support. Participants from the focus group interviews shared examples of how Addiction 101 has affected their ability to support people affected by addiction, including themselves.

In addition, almost all participants (93%) indicated they were confident about knowing a range of strategies to support their own self-care and wellbeing. More than half the participants (56%) more effectively referred family and friends to professional help.

“I was able to touch base with my brother...now I've got him living with me. He's got a job, a car, he's getting semi-independent and it's just done the world for his āhua and his future. It was really important having that understanding because then I could change that approach that I needed to change for him. Sometimes you can gather your own expectations that are not going to meet their needs because they are your expectations not theirs”.

“I was doubtful I was being any help to my son. Wondered what mistakes I was making, and as result of the course, I felt validated in my perception and the questions I had. Now I am not doubtful that I am not doing my best. Prior to that, I felt lack of knowledge was hurdle and didn't know where to find out where to find things to help me.”

Applying Addiction 101 learning in the workplace

Two-thirds of survey participants (67%) reported they were able to make more effective referrals to professional help at their workplaces. Focus group participants described how attending Addiction 101 affected their attitudes and beliefs, which in turn has impacted how they relate to people experiencing addiction. They offered examples of how they integrated their improved understanding into their practice.

“Being in the front line, I was becoming a bit prejudiced about drugs or alcohol. You think ...drugs and alcohol, are they on P, what's going on with the urine test? All a bit scary and a bit too easy to be judgemental. What I picked out was the link between trauma and addiction. Something that really stayed with me (I wrote it

down) ‘Not all people who experience trauma become addicts but addicts have experienced trauma’. A really good thing to encapsulate and a really good thing to take into my practice”.

“Attending the workshop is about learning where the person is, and gaining understanding where the person is coming from, and working alongside with them, and share – not just give them information on agencies that they can go to”.

Participants also discussed how language helps them maintain a strong person-centred approach, and the importance of developing positive relationships and connections.

“The language we use with people with addiction is really quite important. [In the workshop] they spoke about the stereotypical names for people with addiction, and I am mindful of that particularly in my work. Also relevant to the people I work with (in the Intellectual Disability sector) even if they don’t have an addiction. They are people first ...then whatever is going on with them. That is really important”.

“There is no one size fits all. Working with whānau, hapū and iwi, there is not one box. When I talk to whānau, every case is different, and any change will come through the language, relationship and time spent well”.

Comparison of follow-up versus post-survey results

In addition to the descriptive statistics presented, paired t-tests were used to identify if changes to the mean ‘understanding’ and ‘confidence’ questions between the post and follow up surveys were significant. Additionally, *Cohen’s d* was used to compare the means between the post and follow-up surveys on all ‘understanding’ and ‘confidence’ questions, and to identify relative effect size¹. Large or moderate effect sizes indicate participants generally did not maintain their knowledge or confidence. Small effective sizes indicate participants generally maintained their knowledge or confidence.

As anticipated, across all questions, participants’ mean self-rated understanding reduced slightly, ranging from a difference of -0.18 to -0.38. Participants maintained their understanding of how gambling and gaming affect the brain and body, and their understanding of how values and attitudes can impact on someone experiencing addiction, the best. Participants’ maintenance of their understanding of addiction and recovery using

¹ *Cohen’s d* compares the effect size two means. Where the difference between two groups’ means is less than 0.2 standard deviations, the difference is negligible, even if it is statistically significant.

the Te Whare Tapa Whā model reduced the most. Regardless, when analysed using *Cohen's d*, all the effect sizes were small, reinforcing the findings that participants largely maintained their understanding several months after attending Addiction 101 (see

Table 2).

Table 2

Differences in 'understanding' mean and effect sizes, six months follow-up versus post

Understanding post training vs. after 6 months	Changes to mean 6 months versus Post	Cohen's d (effect size with 95% CI)
1. Understanding of addiction and recovery using the Te Whare Tapa Whā model	-0.38	0.57 (0.29 - 0.84)
2. Understanding of recovery pathways	-0.33	0.45 (0.18 - 0.73)
3. Understanding of how different substance types affect brain & body	-0.28	0.38 (0.10 - 0.65)
4. Understanding of how gambling and gaming affect the brain and body	-0.18	0.23 (-0.04 - 0.50)
5. Understanding of how values, attitudes and language can impact on someone experiencing addiction	-0.20	0.30 (0.03 - 0.57)

Interestingly, participants maintained their self-rated confidence better than their understanding. The difference in confidence across the learning outcomes ranged from -0.05 to -0.25. Participants maintained their confidence the most in knowing when and how to seek help from professional support, and in recognising the signs of problematic substance use. People lost the most confidence in relation to responding supportively to someone experiencing addiction and wellbeing issues. Regardless, when these results are analysed using *Cohen's d*, all the effect sizes were small, reinforcing the findings that participants largely maintained their confidence at follow up (see **Table 3**).

Table 3

Differences in 'confidence' mean and effect sizes, six months follow-up versus post

Confidence post training vs. after 6 months	Changes to mean 6 months versus Post	Cohen's d (effect size with 95% CI)
1. Confidence in recognising the signs of problematic substance use	-0.06	0.08 (-0.20 - 0.36)
2. Confidence in recognising the signs of problematic gambling and gaming	-0.16	0.18 (-0.09 - 0.45)
3. Confidence in knowing a range of strategies to support my own self-care and wellbeing	-0.17	0.25 (-0.02 - 0.52)
4. Confidence in knowing a range of strategies to support other people's self-care and wellbeing	-0.19	0.29 (0.02 - 0.56)
5. Confidence in responding supportively to someone experiencing addiction and wellbeing issues	-0.25	0.35 (0.1 - 0.63)
6. Confidence in knowing when to seek help from professional support	-0.07	0.10 (-0.2 - 0.37)
7. Confidence in knowing how to contact appropriate professional support	-0.05	0.07 (-0.2 - 0.34)

Discussion

As presented in the findings, people were very positive about the Addiction 101 workshop and webinar series. They valued both the co-facilitation and the storytelling aspects of workshop delivery, feeling these contributed to the positive environment and their ability to learn.

The evidence also indicated participants maintained and applied their knowledge of all learning outcomes, with only small losses to understanding and confidence overall. The paired t-tests demonstrates the losses are within expected ranges. When the data from the workshop and webinar series were compared, only one learning outcome, participants' maintenance of their understanding of the recovery pathways, differed by more than a small amount. Webinar participants were much less likely to have maintained their confidence against this learning outcome than workshop participants, indicating the webinar teaching in relation to understanding of recovery pathways needs to be examined.

Focus group participants offered several examples of how they applied their Addiction 101 learning. People stated that using Te Whare Tapa Whā improved both their practice and their own wellbeing. They felt the framework, alongside their changes in how they used language, helped them focus on the whole person who was seeking support, rather than on the addiction problem. While people indicated they applied Te Whare Tapa Whā, the survey results showed the most understanding loss (0.38) of any of the learning outcomes. This may be due to people forgetting some of the framework but retaining the general principle of holistic health, and the interrelationships between multiple types of health. Participants also highlighted they better understood the impact adverse childhood experiences and trauma can have on people, and how those play a role in addiction. As a result of attending Addiction 101, people also said they were making more effective referrals to professional help at their workplaces and offering better support to friends and whānau.

Limitations

Evaluation limitations include a relatively small sample size for both the focus groups and follow-up survey, which means the information may not be representative of all Addiction 101 participants. Given the 'opt-in' process to both the focus group and follow-up survey, the responses may skew positive. Additionally, given the small number of respondents, the data was not analysed by demographics, therefore it is unknown what, if any, differences there are by ethnicity, age or organisation type.

Conclusions and recommendations

Overall, the evidence from focus groups and the follow-up survey suggests Addiction 101 participants both maintained and applied their learning in both professional and personal settings. It also indicates the model of co-facilitation, supporting by storytelling, increased participants' motivation, and willingness to engage with the workshop content. Notably, participants felt having a person with lived experience involved in workshop delivery helped them see the human side of addiction, better understand recovery, and reduced their stereotyping of people with addictions.

Recommendations

Addiction 101 should continue the successful co-facilitation model and integration of storytelling and adult learning principles. Additionally, the following actions are recommended:

- provide follow-up support, such as a more advanced workshop, and targeted website tools or and resources;

- investigate the cause of discrepancy of workshop versus webinar in maintenance of knowledge regarding understanding of the recovery pathways and address as needed;
- explore what supports or hinders people to use their learning in the workplace and target any new resources to those needs;
- conduct regular follow-up surveys and analysing the data by demographics to understand differences between groups.

Appendices

Appendix A: Survey Participant Sheet and Consent Form



Addiction 101 Impact Evaluation

Participant Information Sheet and Consent Form

Tēnā koe

Thank you for taking the time to take part in this evaluation. This document outlines further information about the survey and the consent to take part in the survey.

What is involved?

You will complete a short survey which will take approximately 10 minutes. You will be asked to provide your name, so the results can be compared to the evaluation you filled out just after the workshop or webinar. This means our results will be more accurate. All completed survey by 12 February 2021 will go into a draw to win a \$50 Prezzy card.

It is up to you if you complete this survey. If you do not want to, you do not have to give a reason, and it will not affect your relationship with Blueprint for Learning. If you agree to take part in this project, please read the Participant Consent section concluding this document. You can keep a copy of this Information Sheet and the Consent Form for your record.

What will happen with the information I provide?

All information will be stored securely and kept confidential. Collected data will be analysed to contribute to the final report for the Ministry of Health, who are the funder of Addiction 101. All individuals will remain anonymous and all efforts will be made to protect the identity of participants.

Who can I contact if I have any questions?

If you have any questions or concerns about this survey, please contact Heather Kongs-Taylor, Manager, Evaluation and Monitoring, heather.kongs-taylor@tepou.co.nz or 09 300 6764.

Appendix B: Survey Questionnaire

Consent to participate

Blueprint for Learning is conducting a follow-up evaluation of workshop participants after they attended an Addiction 101 workshop or webinar. We wish to understand how you have maintained and used your learnings.

Participation in this evaluation involves sharing your name and completing this survey, which should take approximately 10 minutes.

- ◆ By providing your name, we can compare results from the evaluation you filled out just after the workshop. This means our results will be more accurate.
- ◆ Your name and information will not be shared with anyone outside the evaluation team.
- ◆ Your information will be combined into a summary report by Blueprint for Learning for the Ministry of Health to inform improvements to the workshop.
- ◆ No individual will be identifiable in summary reports.
- ◆ Your comments may also be used anonymously to promote the workshop in promotional materials such as the Blueprint for Learning website, printed collateral and social media platforms.

By completing this survey you consent to participate in this evaluation.

You will be entered into a draw for the opportunity to win a \$50 Prezzy card. The draw will be held on 15 February 2021, and the winner will be notified by e-mail. The card will be posted to the recipient's nominated address.

If you have any questions about this survey or how your information may be used, please contact Heather Kongs-Taylor, Manager, Evaluation at heather.kongs-taylor@tepou.co.nz or phone 09 300 6764.

Thank you for your willingness to participate in this research. Please give your contact details below. Note your details will not be used for reporting purposes; no individual will be identifiable in summary reports.

* Name (required to enter draw)

* Preferred email address (we will contact you if you win the Prezzy card)

* Did you attend a face-to-face workshop or a webinar?

Face-to-face Webinar

Usefulness

We are interested in how useful you found the Addiction 101 workshop.

* Since you completed the Addiction 101 workshop, how useful has what you learned in the workshop been for you in your:

	Not useful	A little useful	Somewhat useful	Useful	Very useful
Job or workplace	<input type="radio"/>				
Personal life	<input type="radio"/>				

What parts of the workshop do you still find most useful in your work and / or personal life?

Self-assessment: Understanding

We are interested in how you rate your current knowledge around addiction. We want to understand how this changes with time after you attended a workshop. This is not a test and there are no right or wrong answers.

* Please rate your current understanding of the following:

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
Addiction and recovery using the Te Whare Tapa Whā model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recovery pathways, such as harm reduction and treatment options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Please rate your current understanding of how:

	No understanding	A little understanding	Some understanding	Very good understanding	Excellent understanding
Different substance types (e.g. stimulants, depressants and hallucinogens) affect the brain and body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gambling and gaming affect the brain and body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values, attitudes and language can impact on someone experiencing addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-assessment: Confidence

We are interested in how you rate your current knowledge around addiction. We want to understand how this changes with time after you attended a workshop. This is not a test and there are no right or wrong answers.

* Please rate your current confidence in recognising the signs of problematic:

	Not confident	A little confident	Somewhat confident	Confident	Very confident
Substance use	<input type="radio"/>				
Gambling and gaming	<input type="radio"/>				

* Please rate your current confidence in knowing a range of strategies to support:

	Not confident	A little confident	Somewhat confident	Confident	Very confident
Your own self-care and wellbeing	<input type="radio"/>				
Other people's self-care and wellbeing	<input type="radio"/>				

* Please rate your current confidence in:

	Not confident	A little confident	Somewhat confident	Confident	Very confident
Responding supportively to someone experiencing addiction and wellbeing issues	<input type="radio"/>				
Knowing when to seek help from professional support	<input type="radio"/>				
Knowing how to contact appropriate professional support	<input type="radio"/>				

Self-assessment: Confidence

We are interested in how you rate your current knowledge around addiction. We want to understand how this changes with time after you attended a workshop. This is not a test and there are no right or wrong answers.

* Please rate your current confidence in recognising the **signs of problematic**:

	Not confident	A little confident	Somewhat confident	Confident	Very confident
Substance use	<input type="radio"/>				
Gambling and gaming	<input type="radio"/>				

* Please rate your current confidence in knowing a range of strategies to support:

	Not confident	A little confident	Somewhat confident	Confident	Very confident
Your own self-care and wellbeing	<input type="radio"/>				
Other people's self-care and wellbeing	<input type="radio"/>				

* Please rate your current confidence in:

	Not confident	A little confident	Somewhat confident	Confident	Very confident
Responding supportively to someone experiencing addiction and wellbeing issues	<input type="radio"/>				
Knowing when to seek help from professional support	<input type="radio"/>				
Knowing how to contact appropriate professional support	<input type="radio"/>				

Attitudes and beliefs

We are interested in how much you agree that through attending the Addiction 101 workshop your attitudes and beliefs about substance use have changed.

* How much do you agree with the following statements?

	Don't know	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
A person who has experienced a substance use problem can be a full and active member of their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking to someone with experience of addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an understanding of what it is like to experience an addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my own reactions can impact on the thoughts, feelings, and behaviours of someone experiencing a substance use problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional and personal changes

We are interested in how much you agree that after attending the Addiction 101 workshop you have made changes to your professional practice or to support your personal, friends or families / whānau wellbeing.

* Because of the Addiction 101 workshop, how much do you agree with the following statements?

	Don't know / NA	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am doing more things to maintain my own wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am suggesting wellbeing strategies to others more often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident talking about addiction and recovery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made more effective use of referrals to professional help options to friends and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made more effective use of referrals to professional help options at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Since you completed the Addiction 101 workshop, have you initiated a conversation with someone whose substance use you were concerned about?

Yes No Don't know

Professional and personal changes

What was the conversation about?

Workshop and resources

We are interested in how much you agree that the workshop and resources were useful and whether you would recommend the workshop to others. We also want to understand what types of follow-up training or support you may want.

* How much do you agree with the following statements?

	Don't know	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I would recommend the workshop to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used the resources provided by Addiction 101	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Which of the following types of training or support would you want?

	Don't know	No	Maybe	Yes
Email prompts (with take home messages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debriefing kit (i.e., that can be used in the workshop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quarterly newsletters or useful tips mailer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website tools and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More advanced workshops (Addiction 201)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up or refresher Addiction 101 workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any other comments on your ratings?

Thank you for completing the survey, your feedback is important to us.

You will be entered into a draw for the \$50 Prezzy card and notified by e-mail mid-February 2021 if you have won.

If you would like to find out more about Blueprint for Learning workshops, please visit blueprint.co.nz

You can contact us at info@blueprint.co.nz or phone 04 473 9009

Appendix C: Focus Group Participant Information Sheet and Consent Form



Addiction 101 Impact Evaluation

Participant Information Sheet

Tēnā koe

Thank you for taking the time to take part in this impact evaluation. Blueprint for Learning is conducting this follow-up evaluation of participants who completed an Addiction 101 workshop or webinar June 2020. The purpose of this evaluation is to understand how you have maintained and used your learning and inform improvements to the workshop. This document outlines further information about the focus group, and the consent to take part in the survey.

What is involved?

You will be involved in an online focus group which will take approximately one hour. It will be facilitated by Paula Parsonage via Zoom.

Participation in this focus group is voluntary; it is up to you if you participate in this focus group. If you do not want to participate, you do not have to give a reason, and it will not affect your relationship with Blueprint for Learning.

If you agree to take part, you will be asked to read the Consent Form on the last page of this document. You can keep a copy of this Information Sheet and the Consent Form for your record.

What will happen with the information I provide?

With your permission, the focus group will be audio recorded and used as notes by the evaluation team. Your name and information will be knowable to other participants in the focus group; however, these will not be shared with anyone outside the focus group and evaluation team. All information will be stored securely and kept confidential. Collected data will be analysed to contribute to the final report which will be presented to the Ministry of Health.

Summarised findings may also be used to promote the workshop in promotional materials such as the Blueprint for Learning website, printed collateral, and social media platforms. All individuals will remain anonymous in the summary report and promotional materials, and all efforts will be made to protect the identity of participants.

Who can I contact if I have any questions?

- If you have any questions or concerns about this focus group, please contact Paula Parsonage, Interviewer, at hsd@xtra.co.nz
- If you have any questions about this focus group or how your information may be used, please contact Heather Kongs-Taylor, Manager, Evaluation at heather.kongs-taylor@tepou.co.nz or phone 09 300 6764.

Appendix D: Focus Group Interview Questionnaire

Addiction 101: Focus group guide

Key questions/ topics for discussion

First activity: warm up

1. Thinking about what you learned in the workshop – jot down (or just recall) **1 key thing that has made a difference** for you (ie, to how you think about addiction, feel, what you do/ have done).

[Purpose: Get top of mind stuff and individual experiences. Let people know we won't use this straight away, but we will return to it. Signal it's ok if can't identify anything.]

Key learning outcomes

2. Recognise the signs of addiction

- Can anyone share an example of using what you learned at the workshop to recognise addiction?
- How's your confidence in recognising the signs of addiction? Has your level of confidence changed over time?
- Since attending Addiction 101, has anyone shared what they learned with someone else (colleagues, whānau, others)? How did that go?

3. Maintain a respectful attitude / challenge stigma and discrimination

- For you, to what extent did the workshop make a difference to how you think or feel about people who have addiction needs? What was it about the workshop that influenced you?
- Can anyone share an example of how this impacted on you?

4. Offering support to someone impacted by addiction

- Can anyone share an example of offering support to someone impacted by addiction since the workshop?
- What enabled/helped you to offer support?
- Have there been barriers to offering support to someone?

[Probe: confidence, understanding & skills opportunity, support in the work context]

5. Looking after your own / whānau wellbeing?

- How has your learning from the workshop made a difference to this? Can anyone share an example?

Workshop delivery

6. How did the Addiction 101 workshop facilitation style impact on your learning?

- Can anyone share some examples about how the facilitation style helped (or hindered) your learning?
- Any comments on the facilitators' use of storytelling?

Addiction 101: Focus group guide

Back to the beginning

If time: ask participants to share their 1 key thing. Check out/ discuss similarities and differences.